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New England (HHS Region 1)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



New England Prevention Technology Transfer Center



Improve implementation and delivery of effective substance misuse prevention interventions



Provide training and technical assistance services to the substance misuse prevention field

- Tailored to meet the needs of recipients and the prevention field
 - Based in prevention science and use evidence-based and promising practices
 - Leverage the expertise and resources available through the alliances formed within and across the HHS regions and the PTTC Network.
- Webinars
 - Project ECHO Learning Communities
 - Development of Prevention Resources & Tools
 - Tailored intensive technical support for coalitions and prevention organizations
 - Specialty Area of Training & Technical Assistance: Cannabis prevention
 - Leadership development & mentoring



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EVIDENCE-BASED PROGRAM TRAINING SERIES

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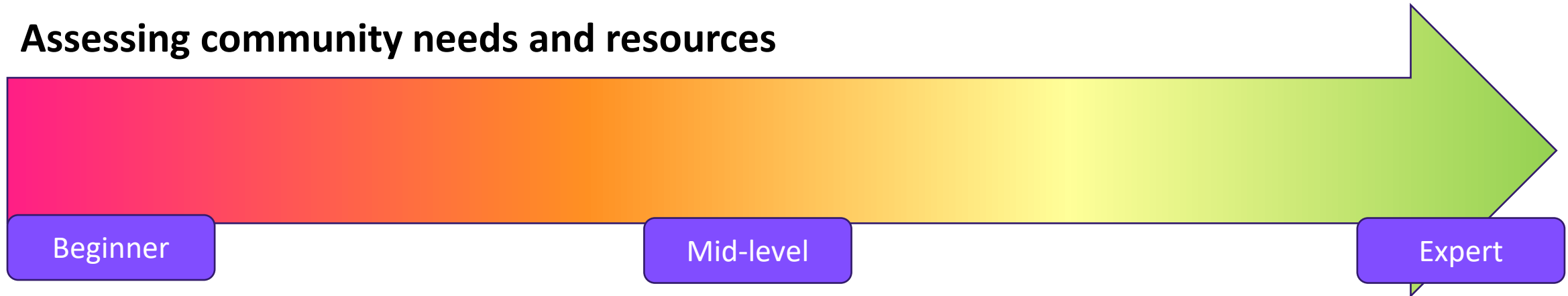


WASHINGTON STATE
UNIVERSITY

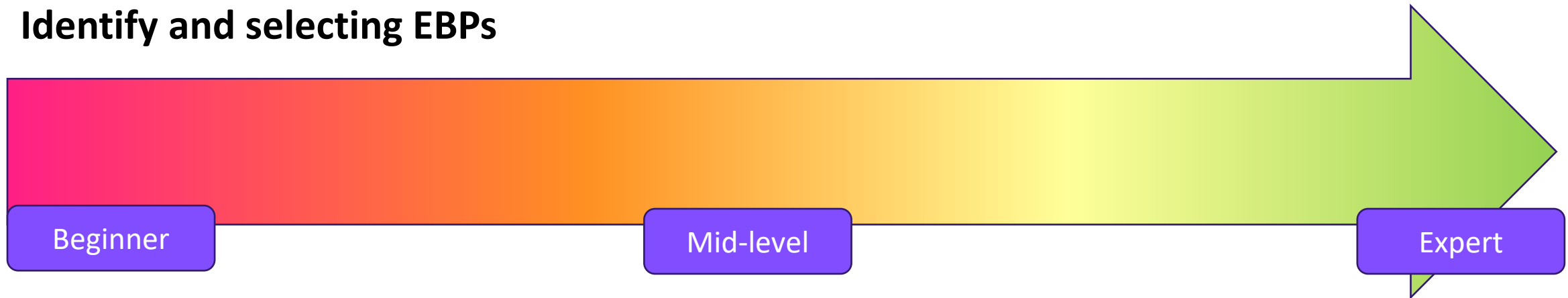


Place a stamp at your level of experience on each item below

Assessing community needs and resources



Identify and selecting EBPs





Three Sessions

9/12: What are evidence-based programs (EBPs) and why are they important?

9/19: How do we choose the right EBP for our community?

9/26: How do we strike the right balance between EBP fidelity and adaptation?



Session 2 Objectives



To learn how to determine your community's prevention needs and priorities.



To learn how to identify evidence-based programs that align with your community's prevention needs and priorities.



To learn how to assess the strength of evidence for evidence-based programs and their fit with your community's needs and resources.



Session 2 Agenda



Welcome Back & Session Objectives



Step 1: Understanding Your Community's Needs & Priorities



Step 2: Finding Your Options



Step 3: Assessing the Strength of Evidence and Degree of Fit



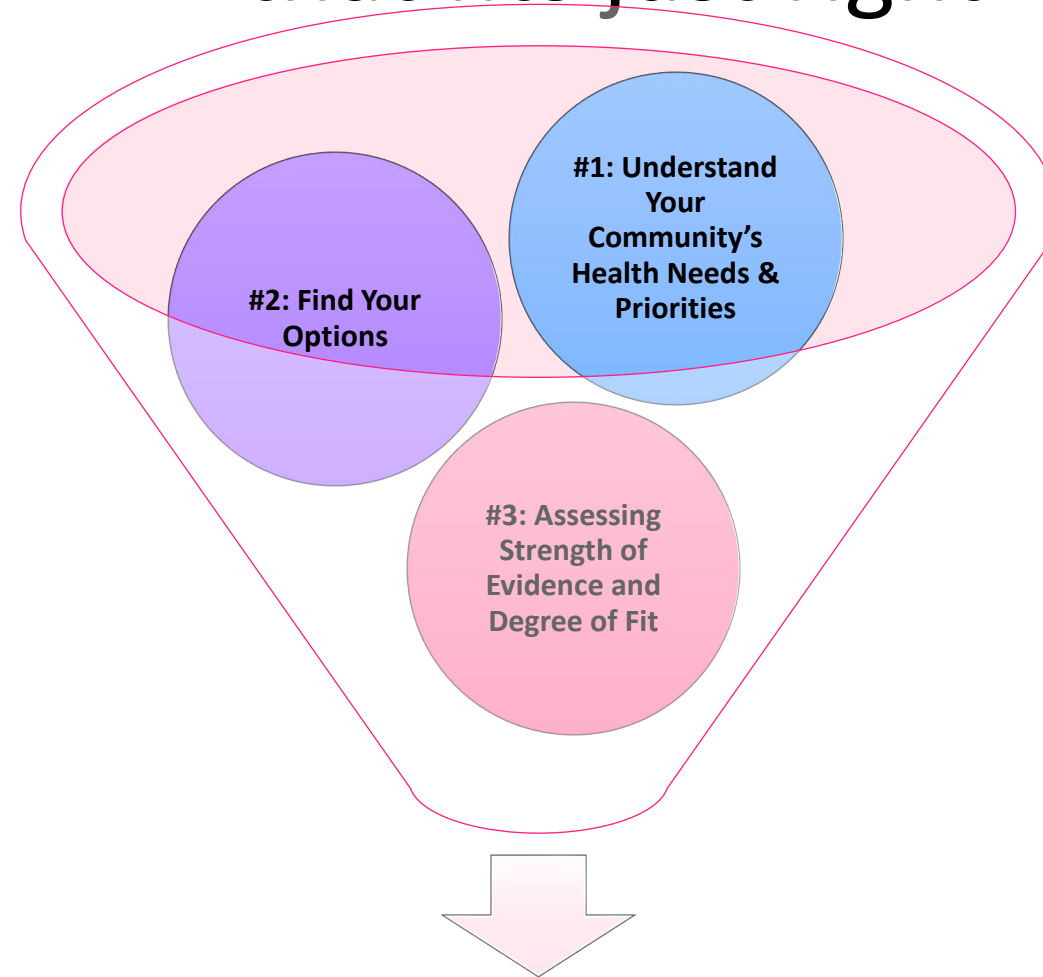
Closing Activity



Imagine this Scenario

- **Who?** Prevention Coalition in Caresalot, RI
- **What?** RI Youth Risk Behavior Survey data from 2021, RI Student Survey 2020
 - 2018-2020: increasing cannabis rates in middle school students
 - 2001-2021: increasing trend for depressive symptoms & suicide attempts among high school students
 - 2011-2021: increasing trends for depressive symptoms, and for suicidal thoughts, ideation, and attempts among middle school students
 - Risk factors: laws and norms favorable to drug use, friends use of drugs, poor family management, peer attitudes favorable towards drug use
 - School officials have expressed particular concern about students' cannabis use
- **Where?** School offers health classes in 6th and 9th grades, which provide some programming opportunities. Local library also has space available for programming in the evenings.

Based on a given scenario, how do we identify a EBP that fits just right



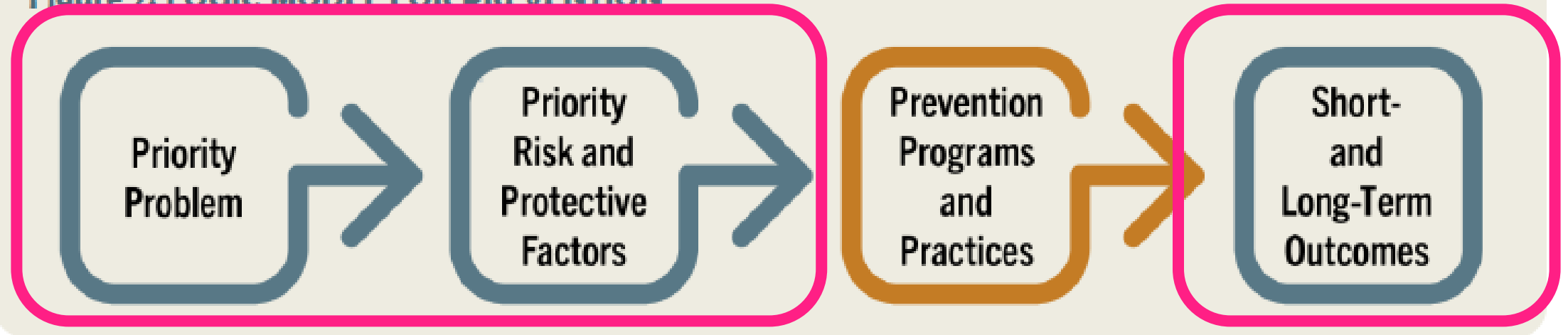
Choose the evidence-based program or practice that's right for your community



STEP 1: UNDERSTAND YOUR COMMUNITY'S NEEDS & PRIORITIES

Understanding where the community is at and where the community wants to go.

Figure 2. LOGIC MODEL FOR PREVENTION



Needs include risk & protective factors

- **Risk Factors:** individual, school, peer, family, and community influences that **increase** the likelihood that an individual will experience a social or health problem
- **Protective Factors:** influences, characteristics, or conditions that **buffer** youth from the negative effects of risk and **decrease** the likelihood of experiencing a social or health problem



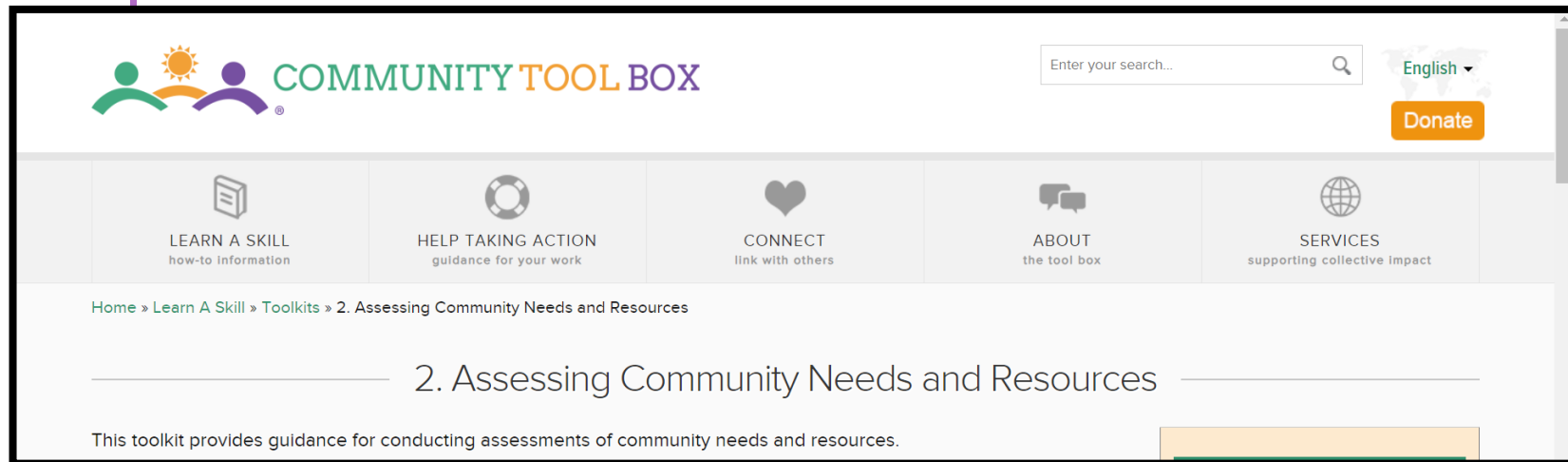


Resources

- “Anything a community can use to establish and maintain a prevention effort that can respond effectively to local problems”

Conducting a Needs & Resources Assessment – Looking at “what you have and what you need”

- “...**systematic approach** to identifying social problems, **determining their extent**, and accurately **defining** the target population to be served and **the nature** of their service needs.” (Rossi et al. 1999, p. 119)



The screenshot shows the Community Tool Box website. The header includes the logo, a search bar, a language dropdown set to 'English', and a 'Donate' button. Below the header is a navigation bar with five categories: 'LEARN A SKILL' (how-to information), 'HELP TAKING ACTION' (guidance for your work), 'CONNECT' (link with others), 'ABOUT' (the tool box), and 'SERVICES' (supporting collective impact). The main content area shows a breadcrumb trail: 'Home » Learn A Skill » Toolkits » 2. Assessing Community Needs and Resources'. The title '2. Assessing Community Needs and Resources' is centered, followed by a description: 'This toolkit provides guidance for conducting assessments of community needs and resources.'

Yuen et al. (2009)

Chapter 3

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Section 1. Developing a Plan for Assessing Local Needs and Resources

CHAPTER 3 SECTIONS

Main Section

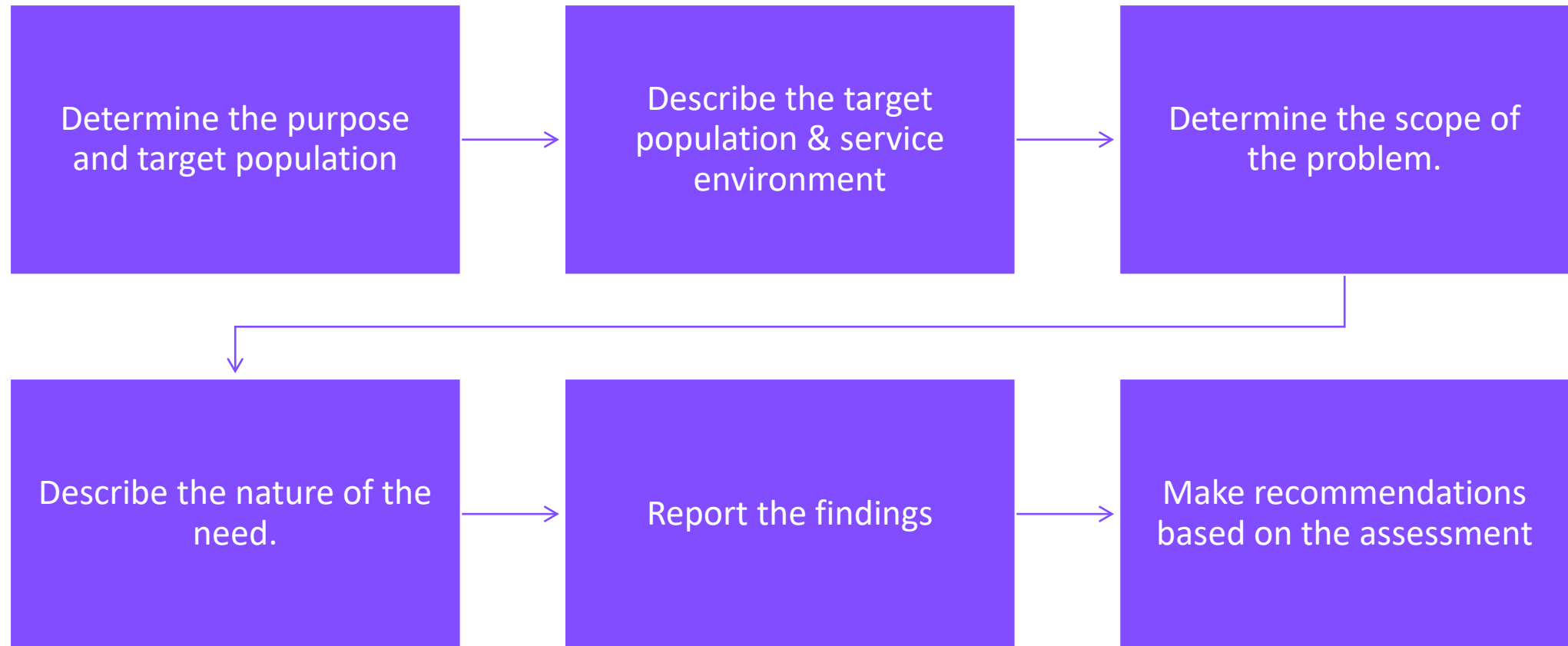
Checklist

Examples

PowerPoint



Key Steps of a Needs & Resources Assessment





Key Steps





Data Analysis & Interpretation

When identifying prevention priorities, communities often find it useful to analyze their assessment data according to these criteria.

Magnitude

- Number of people affected

Impact

- Depth of the problem across multiple dimensions (e.g., health, economy, policy)

Trends

- Patterns of problems over time

Changeability

- Degree to which the indicator might be changed

Concentration

- Occurrence within a specific sub-population

See the [Guide to SAMHSA's Strategic Prevention Framework](#) for more details.

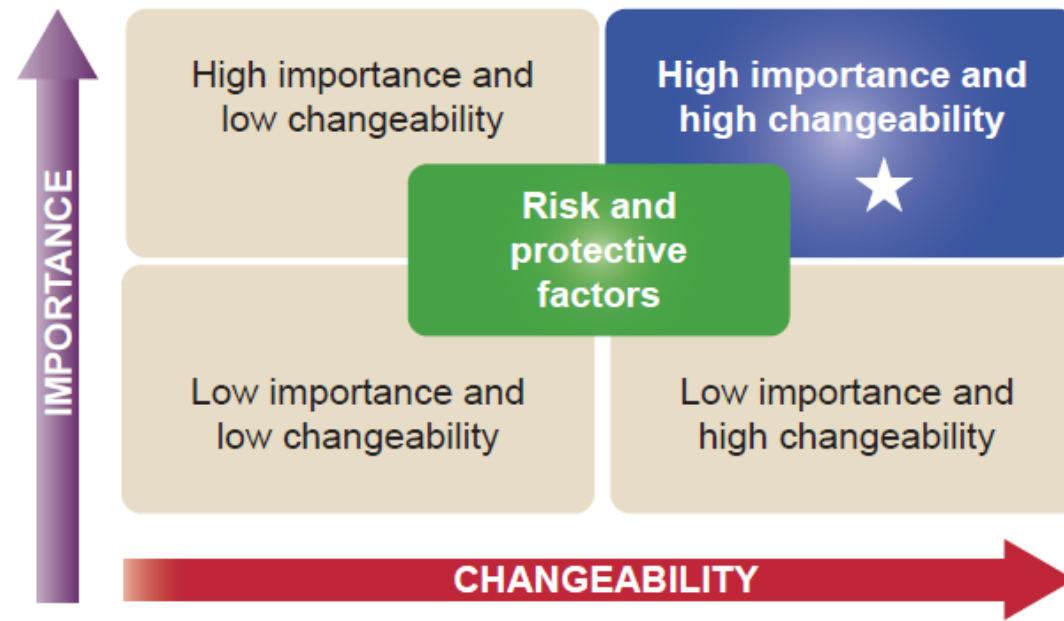


Data to Determine the Scope & Nature of the Problem

- Using secondary data
 - State/Nation - <https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2021/>
 - State - <https://health.ri.gov/data/adolescenthealth/>
 - Community - <https://www.riprc.org/resources/2020-rhode-island-student-survey/>
- Conducting surveys, interviews, focus groups
- Conducting SWOT Analyses (Strengths, Weaknesses, Opportunities, Threats)

Prioritizing Risk & Protective Factors

- **Importance:** how a specific RPF affects the problem
- **Changeability:** community's capacity to influence RPF



See the [Guide to SAMHSA's Strategic Prevention Framework](#) for more details.



STEP 2: FINDING YOUR OPTIONS



Types of EBPs

Indicated

Preventing significant problems for a group of people who are already showing some indication that they have early stages of the problem.

Preventing a problem among a group of people that have been identified as particularly at risk for the problem.

Selective

Universal

Preventing a problem before it has happened. The aim is to prevent the problem for everyone.

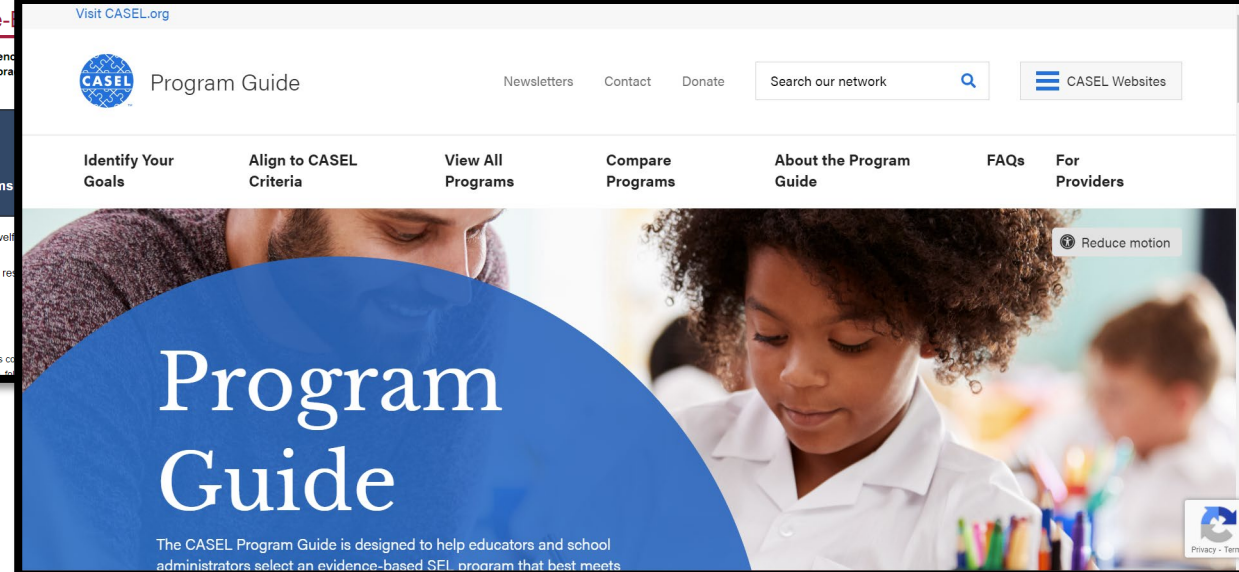
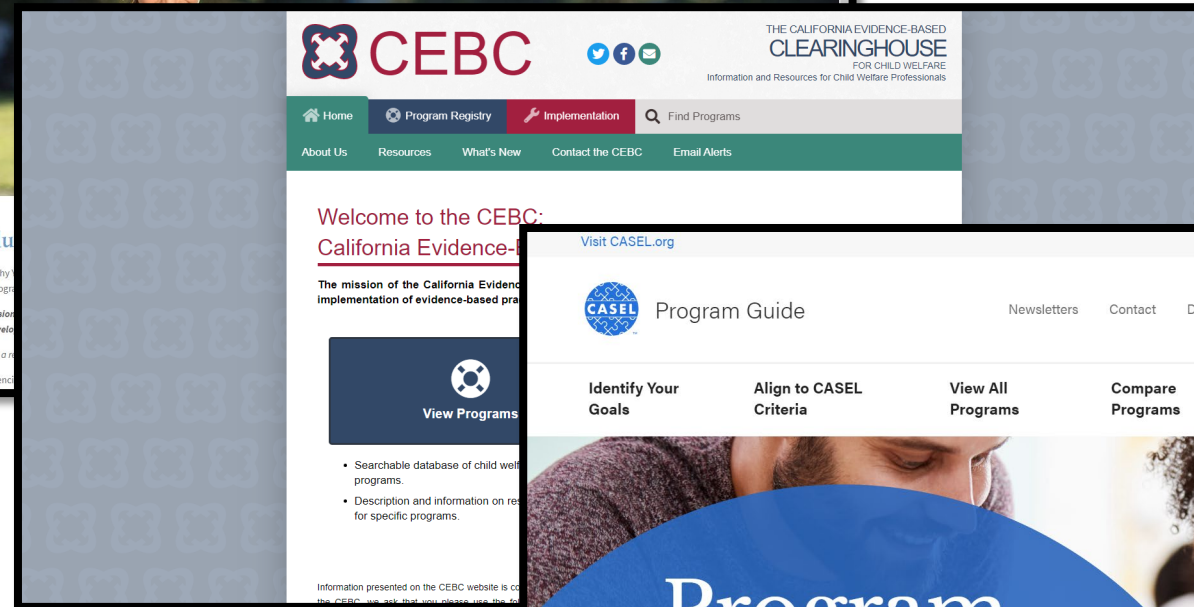
Where to find EBPs?

<https://pg.casel.org/>

<https://www.blueprintsprograms.org/>

<https://crimesolutions.gov/>

<https://www.cebc4cw.org/>



[Penn State Results First™ Clearinghouse Database](#)

Why Blueprints?

- Most thorough, credible, well-maintained, publically-available national program registry
- Ability to search using multiple criteria
 - Outcomes, target population, program type/setting, risk & protective factors
- Provides detailed information on program costs, possible funding strategies, and training/technical assistance.



Blueprints Promising Program

- ✓ Intervention specificity
- ✓ Evaluation quality
- ✓ Intervention impact
- ✓ Dissemination readiness

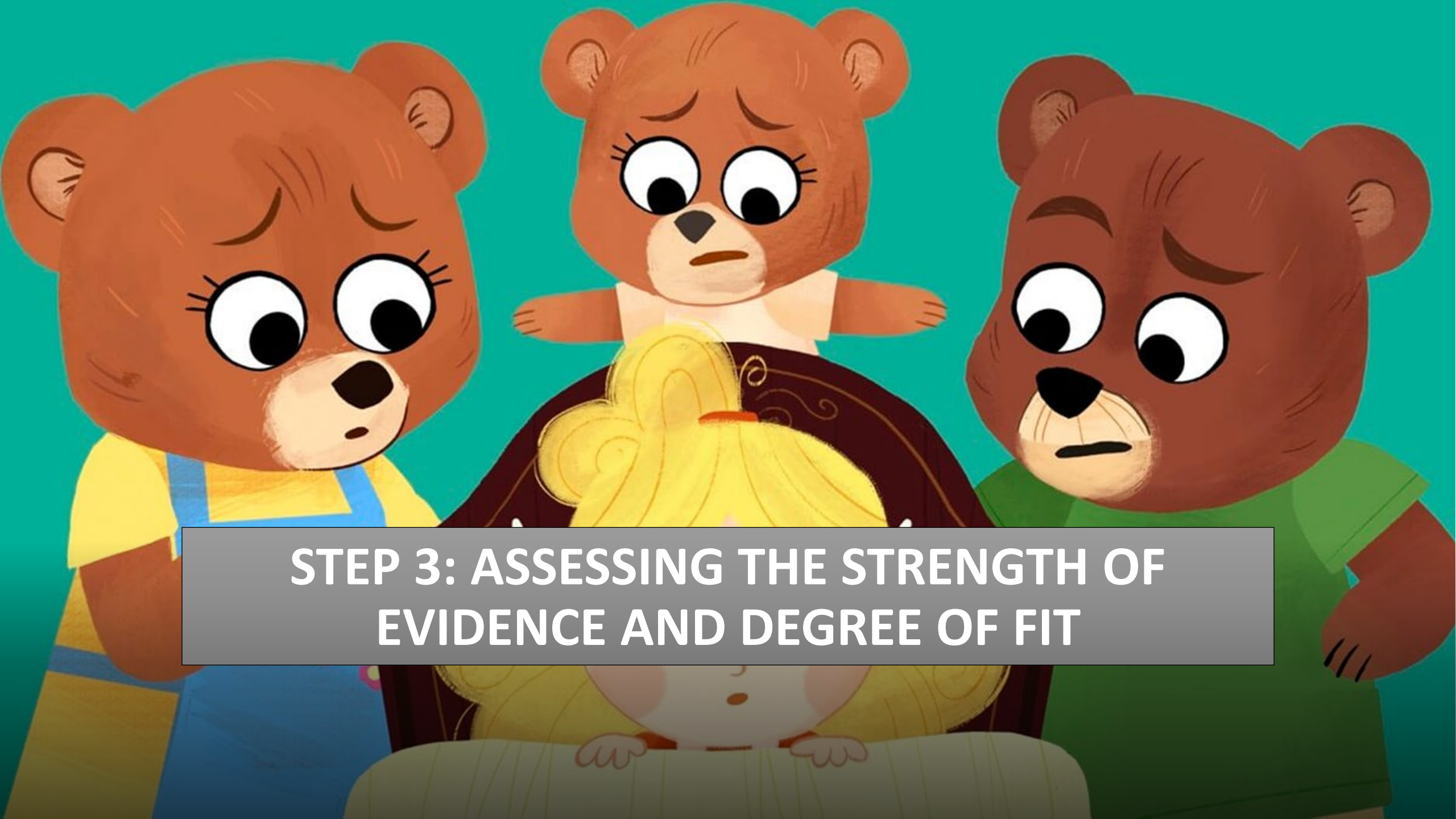


Blueprints	Crime Solutions	California Evidence-based Clearing House
Promising Program	Effective Program	Well-Supported



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**STEP 3: ASSESSING THE STRENGTH OF
EVIDENCE AND DEGREE OF FIT**

Step 3: Assessing Strength of Evidence and Degree of Fit

Figure 3. IDENTIFYING BEST-FIT PREVENTION PROGRAMS AND PRACTICES

➤ FIND OPTIONS

➤ CONSIDER FIT

➤ CONSIDER STRENGTH OF EVIDENCE

Best-Fit Options
=
Strong Fit & Strong
Evidence of Effectiveness





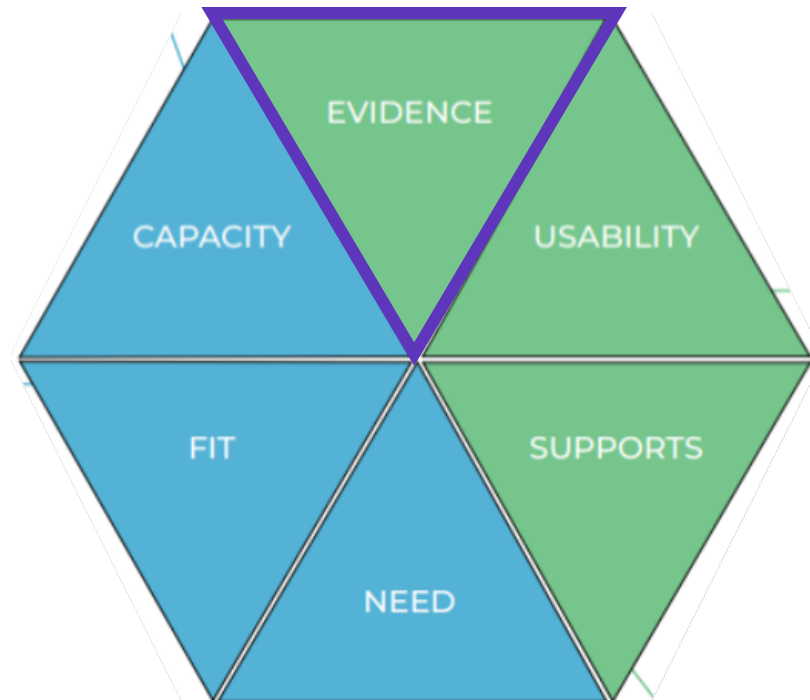
Hexagon Tool

- Helps organizations evaluate fit & feasibility of evidence-based programs
- Designed to be used by a team to ensure diverse perspectives are considered
- Provides assessment of 3 program indicators & 3 implementing site indicators
- For each indicator, there are a set of discussion questions & rating scale (1 = low to 5= high) to help determine a program's score

Hexagon Tool: Program Indicators

Evidence

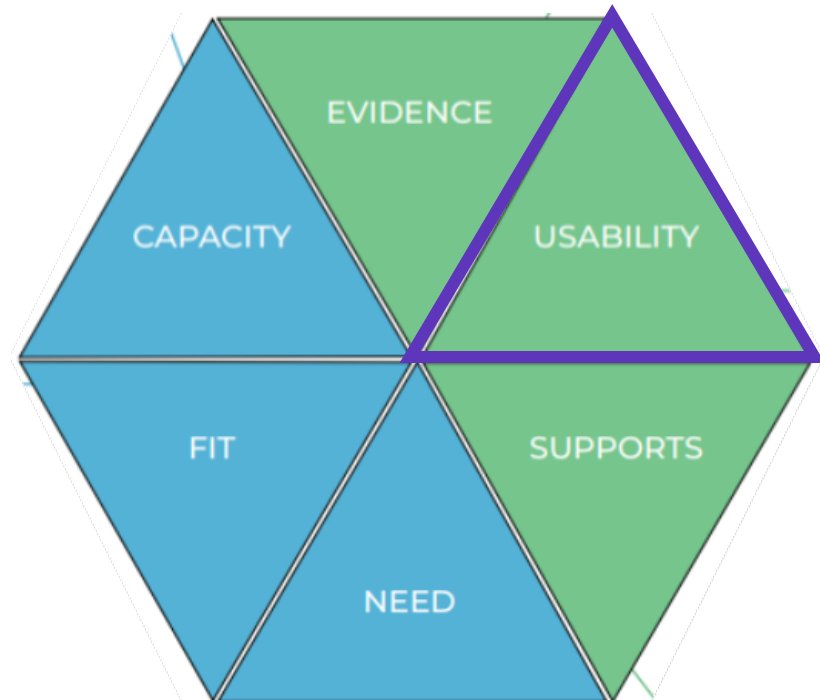
- The extent to which a program is supported by research.
- Is the program efficacious & effective? If so, for whom?
 - Randomized controlled trials
 - Number of studies
 - Population similarities
- Is it cost-effective?



Hexagon Tool: Program Indicators

Usability

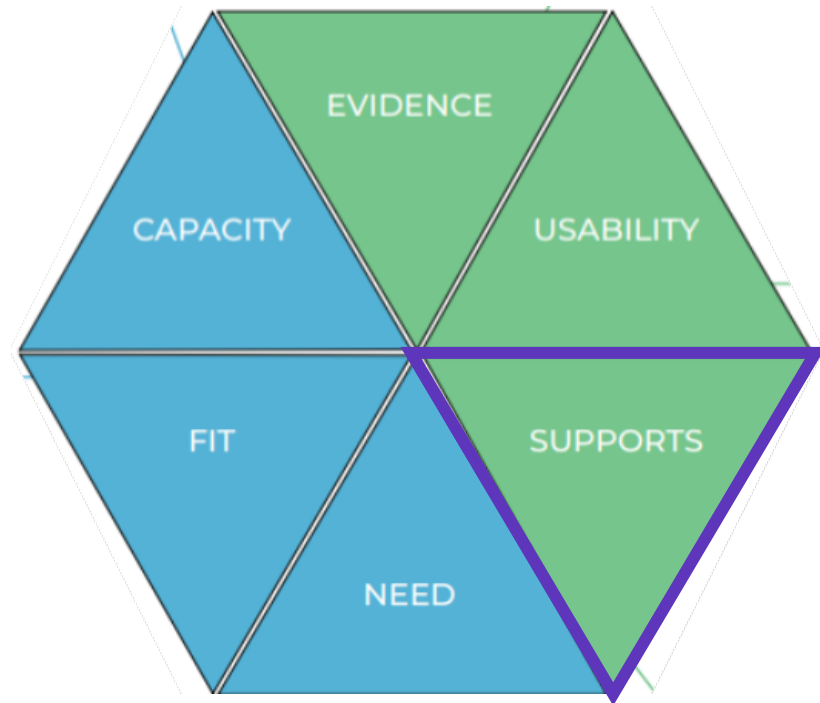
- The extent to which a program is defined, replicable, and adaptable.
- Given ideal conditions, would implementation be feasible?



Hexagon Tool: Program Indicators

Supports

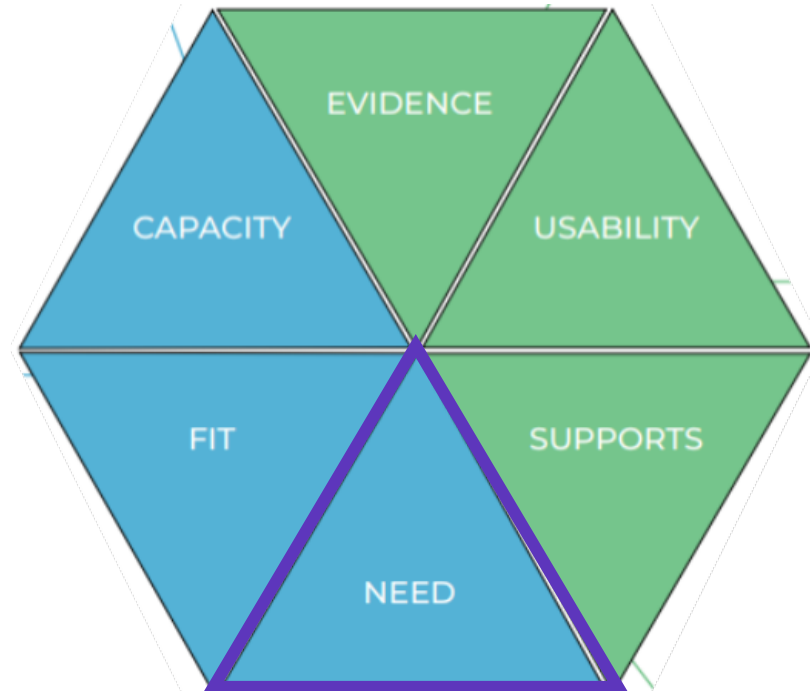
- Expert assistance
- Staffing
- Training, coaching & supervision
- Racial equity impact assessment
- Data systems, technology supports
- Administration & system



Hexagon Tool: Implementation Site Indicators

Need

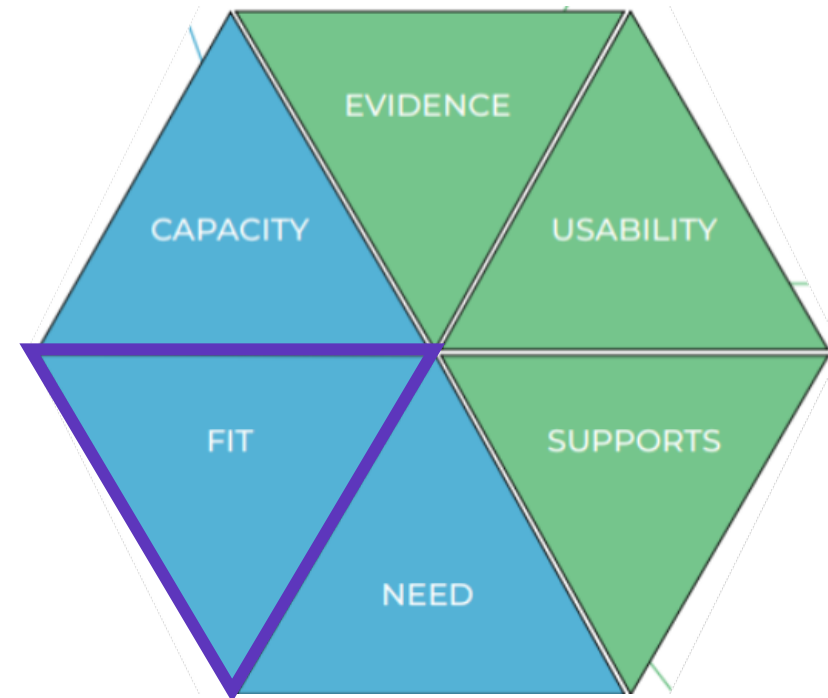
- Target population identified
- Disaggregated data indicating population needs
- Community perceptions of need
- Addresses service or system gaps



Hexagon Tool: Implementation Site Indicators

Fit with Current Initiatives

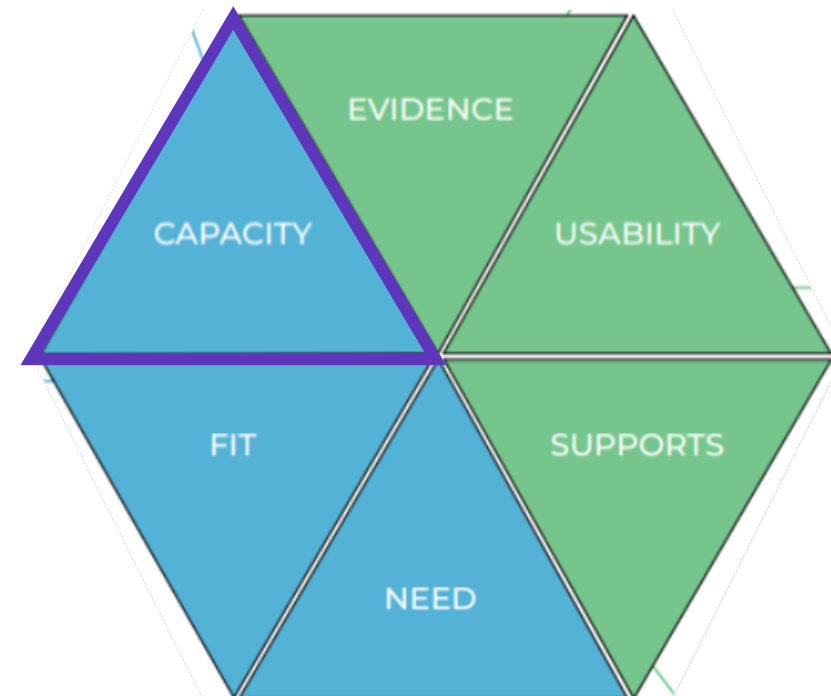
- Alignment with community, regional, and state priorities
- Fit with family and community values, culture & history
- Impact on other interventions & initiatives



Hexagon Tool: Implementation Site Indicators

Capacity to Implement

- Staff that meet minimum qualifications
- Able to sustain staffing, training, data systems, and performance assessment
 - Financial, structural, cultural responsiveness
- Buy-in process
 - Practitioners
 - Family



Example - Capacity to Implement

Strengthening Families Program 10-14

- Cost per family is \$173
- Requires outside fidelity monitoring
- has 7 sessions and requires youth at all sessions
- Technical assistance support is free
- Space needs technology capacity

Guiding Good Choices

- Cost per family is \$136
- Fidelity monitoring is covered during training
- 5 sessions and only requires youth at one session
- Fees for technical assistance support



Identify the program or practice to be assessed. For each program or practice, write the numerical rating that best describes each indicator below.

	PROGRAM/ PRACTICE 1	PROGRAM/ PRACTICE 2	PROGRAM/ PRACTICE 3
	Lifeskills Training	Positive Action	Project Towards No Drug Abuse
NEED	2	5	3
EVIDENCE	5	3	4
FIT	2	5	3
USABILITY	4	2	4
CAPACITY	2	4	3
SUPPORTS	4	2	2

Additional Resources

- Community Toolbox
 - [Community Toolbox Assessing Community Needs and Resources Toolkit](#)
 - [Community Toolbox Chapter 3](#)
 - [Priorities](#)
- SAMHSA's Selecting Best-Fit Programs & Practices
 - https://www.samhsa.gov/sites/default/files/ebp_prevention_guidance_document_241.pdf
- Active Implementation Hub
 - <https://implementation.fpg.unc.edu/>
- CDC's Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches
 - <https://www.cdc.gov/violenceprevention/pdf/adaptationguidance.pdf>
- CASEL
 - <https://schoolguide.casel.org/resource/selecting-an-evidence-based-program/>

Session 3 Preview

The third session will focus on five best practices for evidence-based program (EBP) implementation.

1

Learn key terms, theories, and best practices for evidence-based program implementation.

2

Learn how to apply research-based tools and strategies to assure you maintain the core elements of the program needed to achieve positive outcomes

3

...while also adapting the non-core elements to enhance fit with your target audience