

# PARTNERSHIPS FOR SUCCESS 2013

SEPTEMBER, 2014



*An at-a-glance guide to evidence-based curricula for use by Rhode Island PFS-2013 sub-recipient communities.*

| Program                       | Primary Outcome Objective | Applicable Grade Level | Target Population    | Strength of Research Evidence*   | Risk/ Protective Factors  | Level** |
|-------------------------------|---------------------------|------------------------|----------------------|--|---|---------|
| LifeSkills Training           | Marijuana/ Alcohol        | MS (12-14)             | Universal            | Multiple geographic settings; replication studies; multiple races/ethnicities  | Normative beliefs; Refusal skills   | I       |
| Project Towards No Drug Abuse | Marijuana/ Alcohol        | HS (15-18)             | Universal; Selective | Replication studies; multiple races/ethnicities  | Refusal/resistance skills; Assertive communication; Self-efficacy                           | I       |
| Michigan Model                | Marijuana/ Alcohol        | MS/ HS                 | Universal            | Multiple geographic settings; replication studies; multiple races/ethnicities  | Knowledge; Self-efficacy  | I       |
| Strengthening Families        | Marijuana/ Alcohol        | MS/ HS/ Parents        | Universal            | Multiple geographic settings; replication studies; multiple races/ethnicities; reported small effect sizes for alcohol | Parental knowledge/ monitoring; Family/social support; Refusal skills; Academic achievement | I       |
| Positive Action               | Marijuana/ Alcohol        | MS/ HS                 | Universal            | Multiple geographic settings; multiple races/ethnicities   | Academic achievement; Absenteeism; Family functioning                                       | I       |

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|---|---------------------------|------------------------|----------------------|---|--|---------|
| Project ALERT                                 | Marijuana/ Alcohol        | MS/ HS                 | Universal            | Multiple geographic settings; replication studies; multiple races/ethnicities; available in Spanish | Refusal skills; Normative beliefs  | II      |
| Creating Lasting Family Connections           | Marijuana/ Alcohol        | MS/ HS/ Parents        | Universal/ Selective | Multiple geographic settings; available in Spanish  | Parental knowledge/ beliefs; Assertive communication; Refusal skills                 | II      |
| Keepin' It Real                               | Marijuana/ Alcohol        | MS                     | Universal            | Multiple races/ ethnicities; multicultural applications   | Normative beliefs; Refusal/resistance skills; Self-efficacy                          | III     |
| Active Parenting of Teens: Families in Action | Marijuana/ Alcohol        | MS/ HS/ Parents        | Universal/ Selective | Replication studies; available in multiple languages  | Family functioning; Refusal skills; Knowledge; Adolescent self-esteem; Self-efficacy | III     |



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## EVIDENCE-BASED PREVENTION CURRICULA FOR MIDDLE AND HIGH SCHOOL STUDENTS

| Program                           | Primary Outcome Objective | Applicable Grade Level | Target Population | Strength of Research Evidence*  | Risk/ Protective Factors   | Level** |
|-----------------------------------|---------------------------|------------------------|-------------------|---|--|---------|
| <b>AlcoholEdu for High School</b> | Alcohol                   | HS                     | Universal         | Multiple geographic settings; multiple races/ethnicities; Online administration                     | Knowledge; Normative beliefs; Social support   | II      |
| <b>STARS for Families</b>         | Alcohol                   | MS/ Parents            | Universal         | Multiple geographic settings; replication studies; multiple races/ethnicities                       | Parent/child communication; Knowledge; Refusal skills  | II      |
| <b>Media Ready</b>                | Alcohol                   | MS                     | Universal         | Multiple geographic settings; multiple races/ ethnicities   | Knowledge; Normative beliefs   | II      |
| <b>All Stars</b>                  | Alcohol                   | MS                     | Universal         | Multiple geographic settings; replication studies; multiple races/ethnicities; available in Spanish | Self-efficacy; Family/social support; Parental monitoring/ communication                       | III     |
| <b>Project Northland</b>          | Alcohol                   | MS                     | Universal         | Multiple geographic settings; replication studies   | Parent/child communication; Knowledge; Refusal skills; Normative beliefs; Community engagement | III     |
| <b>Class Action</b>               | Alcohol                   | HS                     | Universal         | Multiple geographic settings; replication studies   | Knowledge; Normative beliefs   | III     |

\*Strength of research evidence is determined by factors such as number of published studies, sample size, generalizability to other populations, and demonstrated effects within the target population are considered in making the determination of ranking. Although it may be difficult for some communities to replicate the effects obtained by previous research due to limitations related to sample size, the programs listed have demonstrated impactful results in previous populations.

\*\*Levels I, II, and III refer to general groupings of programs based on the strength of published research evidence provided in the literature, where Level I programs have the best demonstrated effects (i.e. highest proportion of change derived from research evidence available at time of distribution), Level II have the next best set of effects, and Level III programs have the third best set of demonstrated effects. Inter-rater reliability of rankings was demonstrated across three evaluators of the Community Research and Services Team. Programs were evaluated using a two-stage process. During the first stage, programs were evaluated for availability of original research material, examination among diverse samples within the United States, adoption of a universal prevention framework approach, adequate sample size, number of replication efforts, and significance of relevant research findings. Programs that failed to meet these criteria sufficiently were excluded. Programs were then ranked according to the magnitude of their demonstrated effects, and discrepancies between raters were addressed. It is important to note that these rankings are relative and are meant to be used as a guide in selecting the most applicable program for each community based on their capacity and ability to implement the program with fidelity.