

TRAINING COALITIONS TO ACHIEVE HIGH-QUALITY PROGRAM FIDELITY

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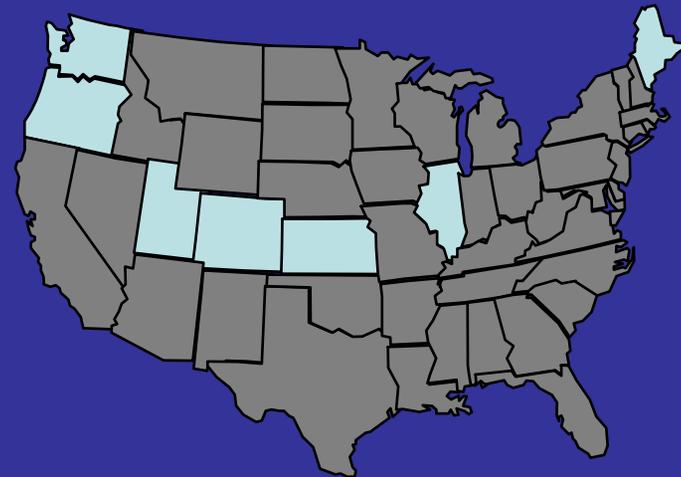
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The Community Youth Development Study: Testing Communities That Care



Funded by:

National Institute on Drug Abuse

Center for Substance Abuse Prevention

National Cancer Institute

**National Institute of Child Health and Human
Development**

National Institute of Mental Health

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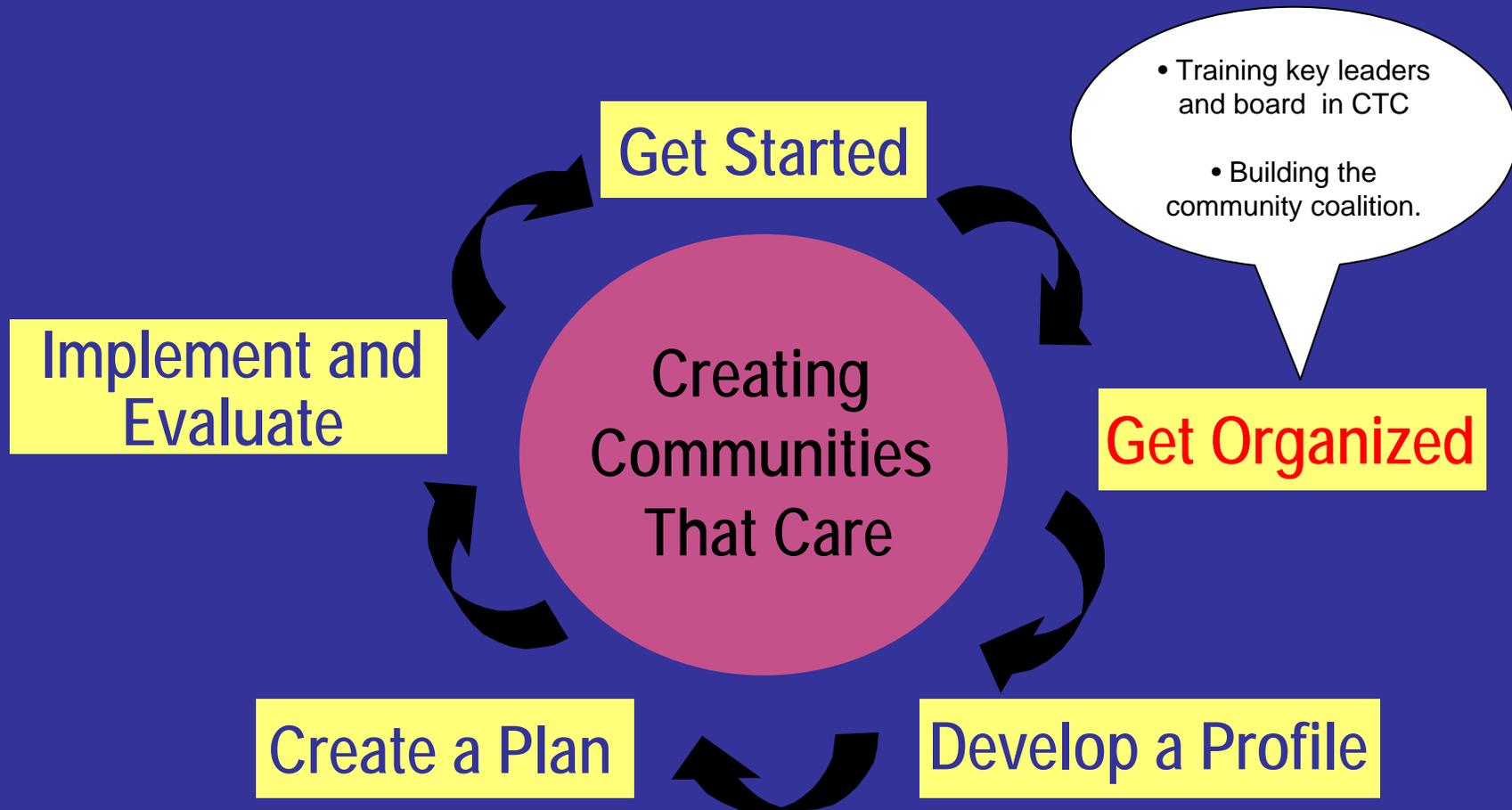
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The Communities That Care Operating System



Organizations Represented by Community Board Members

• Business	25	• Parent	13
• Citizen Advocacy Organization	13	• Religious Group	21
• Community Coalition	11	• School	104
• Community Member	17	• Substance Abuse Prevention Organization	8
• Health Agency	15	• State, Town, City or Municipal Government	20
• Human Service Agency	43	• Youth Member	15
• Juvenile Justice System	9	• Youth Recreation Program	24
• Law Enforcement	23	• Other	8
• Local Philanthropic Organization	3		
• Media	4		

Total: 376 Members

The *Communities That Care* Operating System



Programs Selected in 2004-2008

<u>PROGRAM</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
All Stars Core	1	1	1	1
Life Skills Training (LST)	2	4*	5*	5*
Lion's-Quest Skills for Adolescence	2	3	3	3
Project Alert	-	1	1	1
Olweus Bullying Prevention Program	-	2*	2*	2*
Program Development Evaluation (PDE)	1	1	-	-
Project Towards No Drug Abuse (TNDA)	-	-	-	2
Project Northland Class Action	-	-	-	1*
Participate and Learn Skills (PALS)	1	1	1	2
Big Brothers/Big Sisters (BBBS)	2	2	2	1
Stay SMART	3	3	1	1
Tutoring	4	6	6	7
Valued Youth Tutoring Program	1	1	1	0
Strengthening Families Program (SFP) 10-14	2	3	3	2
Guiding Good Choices (GGC)	6	7*	8*	7
Parents Who Care (PWC)	1	1	-	-
Family Matters	1	1	2	2
Parenting Wisely	-	1	1	2
TOTAL	27	38	37	37

*Program funded through local resources in one or two communities

CYDS Goal for Program Implementation: High Fidelity



Program Fidelity Components Measured in the CYDS

- Adherence to programs' core components and material
- Adequate program dosage (number, length, and frequency of sessions)
- High quality of delivery
- Participant attendance and responsiveness

Implementation Fidelity Monitoring System

- Local coordination and monitoring by CTC coalitions
- Program and fidelity training workshops for staff
- Staff-completed fidelity assessment instruments
- Observations of program sessions by coalition and community members
- External monitoring and TA by the Univ of WA

Local Monitoring

- The CTC Community Board:
 - ~ Launched all new programs
 - ~ Hired and supervised program implementers and coordinators
 - ~ Arranged for training workshops
 - ~ Ensured completion of required fidelity forms
 - ~ Observed program sessions
 - ~ Corrected problems when needed
 - ~ Incorporated information into yearly action plans
 - ~ Shared results with the broader community to enhance local support and buy-in

Required Staff Training

- Training from **program developers or certified trainers**
 - ~ Available for 13 of 18 programs
- Training from **SDRG/CTC staff**
 - ~ CTC CPIT workshops emphasized program fidelity, completion of fidelity instruments, and discussion of potential challenges
- All implementers receive both trainings

Fidelity Assessment Checklist



Life Skills Training Level 1 Curriculum Self-Image and Self-Improvement

School ID: _____

Instructor ID(s): _____

Date: ____/____/____ Class Period: _____ Start time ____:____ End Time ____:____

Total number of participants: _____

IMPLEMENTATION CHECKLIST

Did this lesson begin in a prior session?

Yes No *If yes, draw a line above the first point made during today's lesson.*

For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when you taught the session (please do not mark in between boxes).

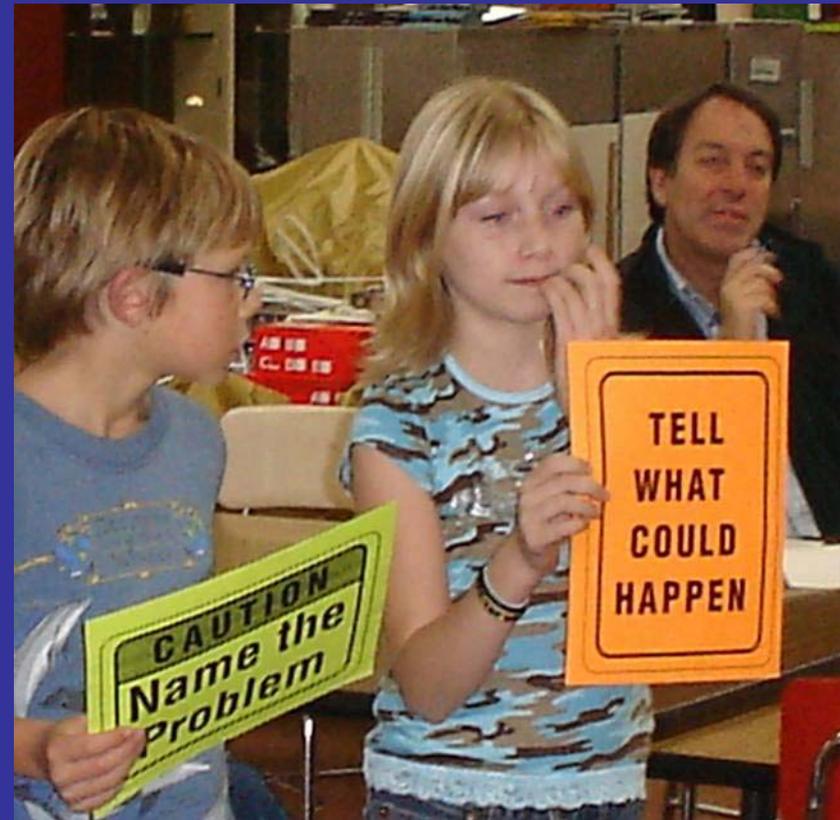
	Yes	No
Define self-image	<input type="checkbox"/>	<input type="checkbox"/>
<i>Self-image is the beliefs and attitudes we have of ourselves</i>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss how self-image is formed	<input type="checkbox"/>	<input type="checkbox"/>
<i>Self-image is formed through what others think of us and past experiences</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>We tend to act like the person we believe ourselves to be</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Identify that individuals have many self-images</i>	<input type="checkbox"/>	<input type="checkbox"/>
Identify ways to increase self-image	<input type="checkbox"/>	<input type="checkbox"/>
<i>We can develop a more positive self-image by doing better in situations</i>	<input type="checkbox"/>	<input type="checkbox"/>
Identify something that makes you proud	<input type="checkbox"/>	<input type="checkbox"/>
<i>Become aware of past successes or accomplishments</i>	<input type="checkbox"/>	<input type="checkbox"/>

For of the topics and activities listed below, please check "yes" or "no" to indicate if it was covered when you taught the session (please do not mark in between boxes).

<i>How I See Myself</i> (Worksheet 1)	<input type="checkbox"/>	<input type="checkbox"/>
<i>Taking Stock</i> (Worksheet 2)	<input type="checkbox"/>	<input type="checkbox"/>
Setting and Achieving Personal Goals	<input type="checkbox"/>	<input type="checkbox"/>
Self-Improvement Project	<input type="checkbox"/>	<input type="checkbox"/>
<i>Recording My Progress</i> (Worksheet 3)	<input type="checkbox"/>	<input type="checkbox"/>
Session Summary	<input type="checkbox"/>	<input type="checkbox"/>

Program Observations

- Community Board members and volunteers observed 10-15% of sessions for most programs
- Observers completed fidelity checklists to assess adherence
- Observers rated the 'quality of delivery' and 'participant responsiveness'



External Monitoring

- SDRG staff at the UW provided:
 - ~ Regular supervision to CTC Coalition Coordinators via telephone and email
 - ~ Site visits 1-2 times per year
 - ~ Analysis of implementation data
 - ~ Written reports to the Board summarizing fidelity results and recommending changes for future replications

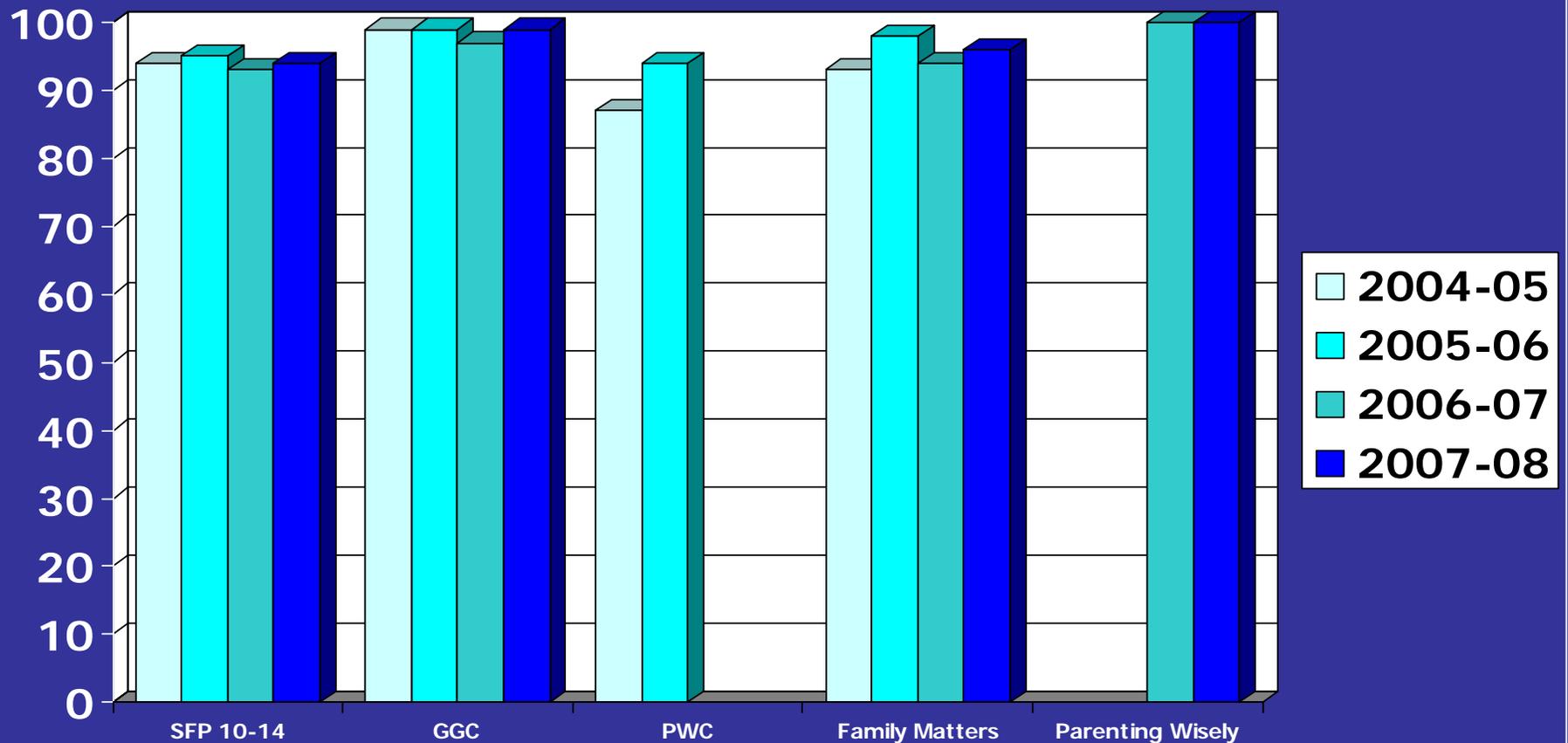
GGC Results in Community X

Fidelity Component	Goal	Results Cycles 1-8	Achieved Goal
<i>Adherence</i>			
Content covered	70-100% of objectives covered	100%	<input checked="" type="checkbox"/>
Modifications	No/few major modifications	1 major modification	<input checked="" type="checkbox"/>
<i>Dosage</i>			
Sessions held	5, 2-hour weekly sessions	5, 2-hour weekly sessions each cycle	<input checked="" type="checkbox"/>
<i>Participant involvement</i>			
Overall participation	Strong participation (4.0 or higher on 5-pt scale)	4.7 in discussions 4.7 in role plays	<input checked="" type="checkbox"/>
Saturation	135 families	59 families	<input type="checkbox"/>
<i>Quality of Delivery</i>			
Overall quality	High quality (4.0 or higher on 5-pt scale)	4.2 in effectiveness of delivery	<input checked="" type="checkbox"/>

Results from four years of program implementation

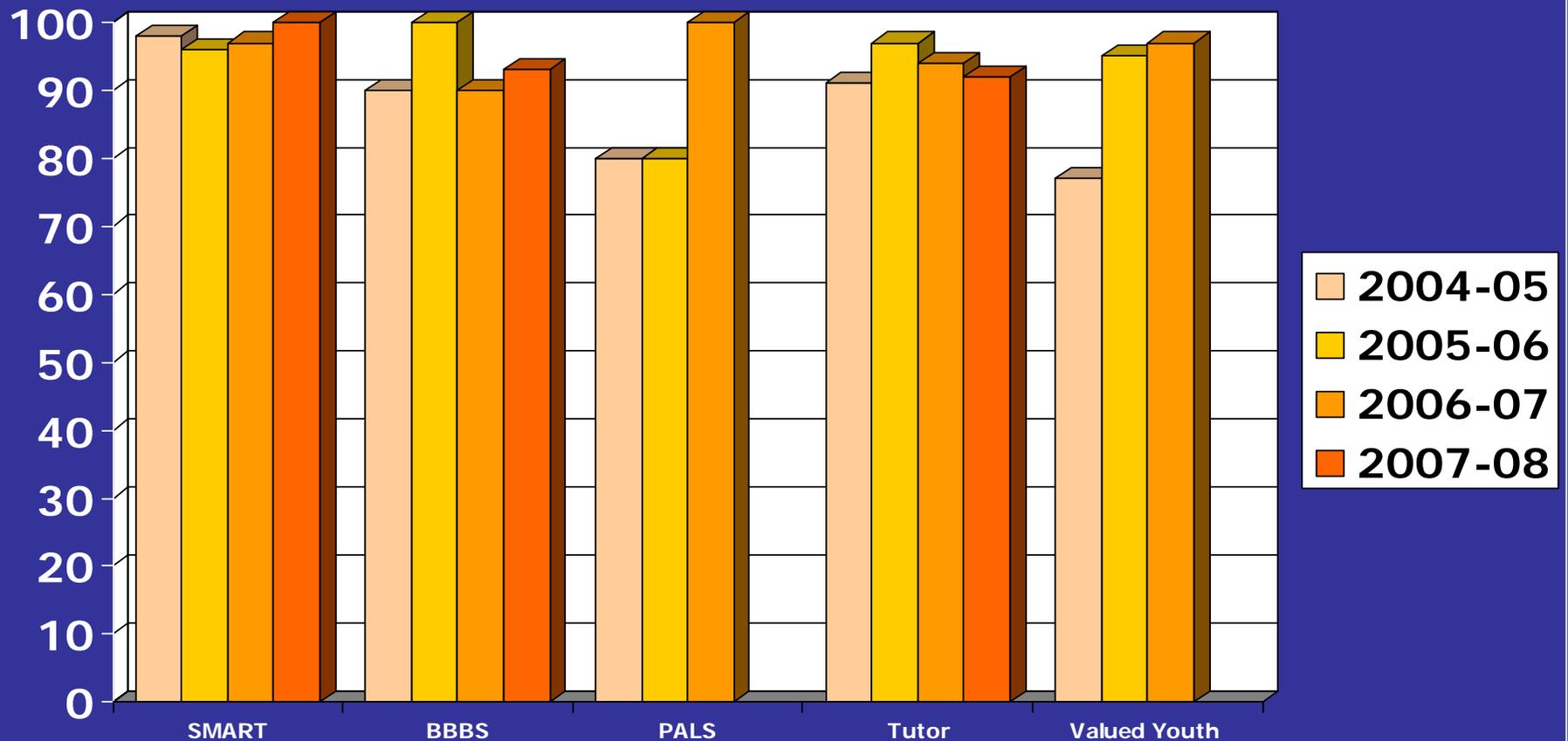
Adherence Rates Parent Training

Percentage of material taught or core components achieved



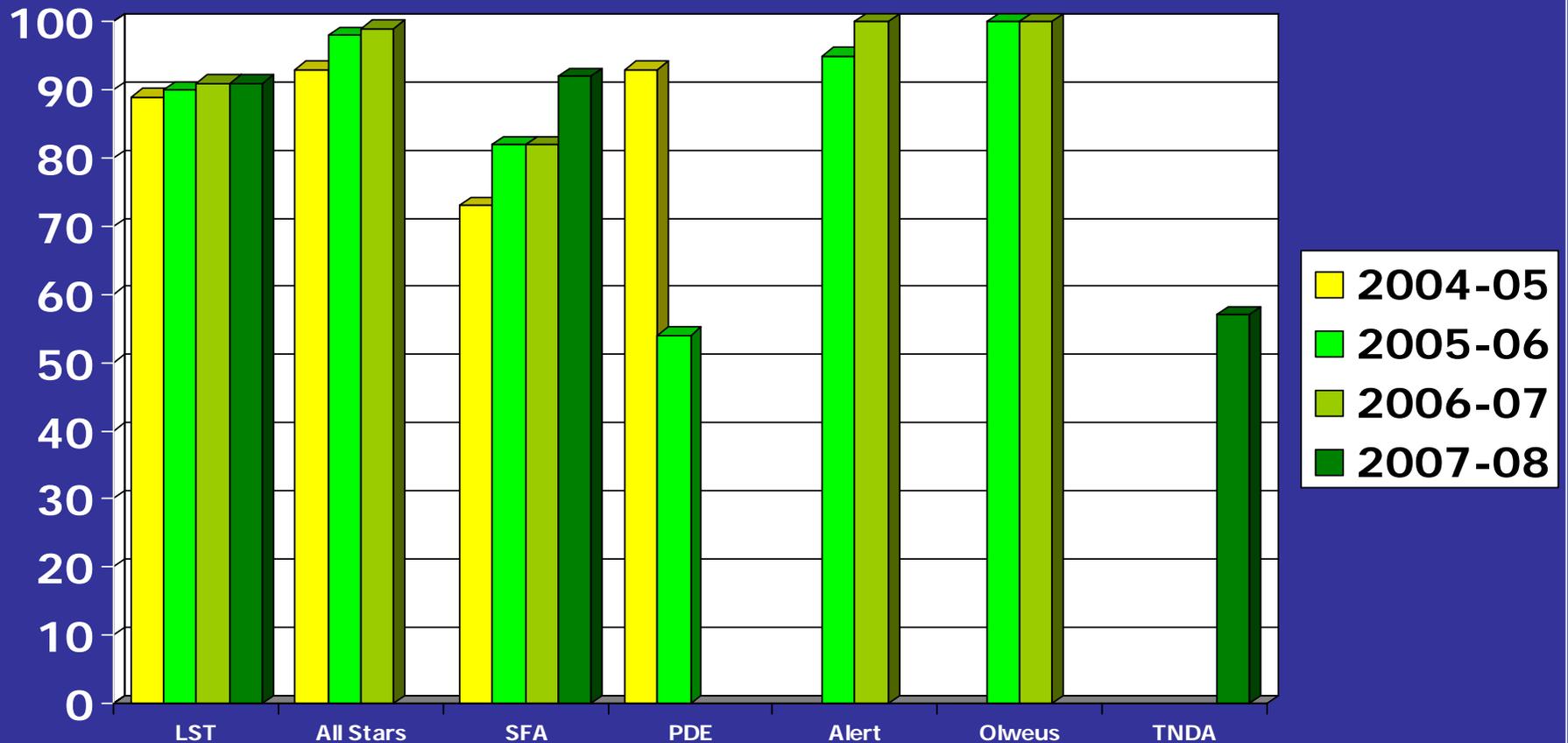
Adherence Rates Afterschool Programs

Percentage of material taught or core components achieved



Adherence Rates School Based

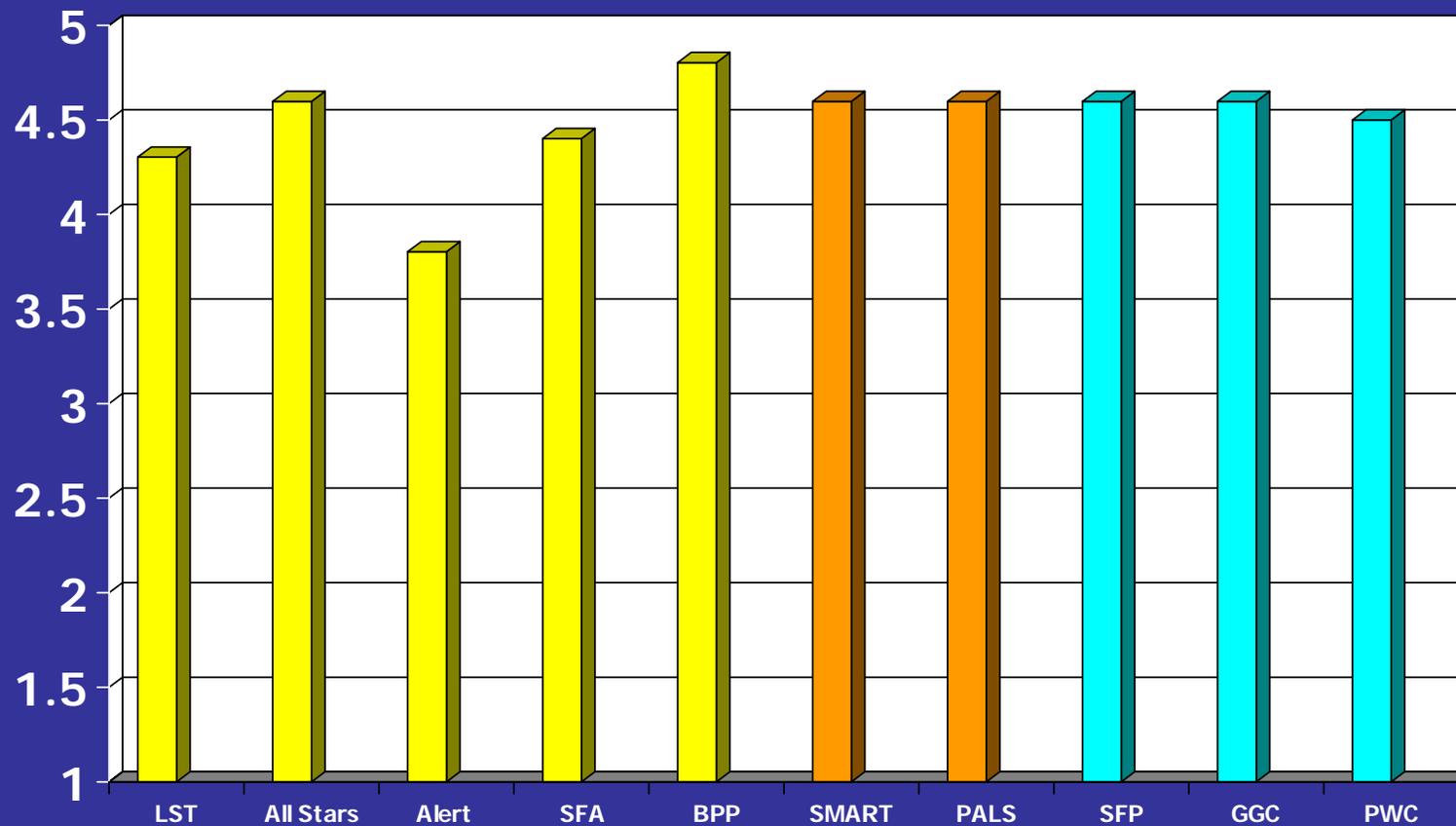
Percentage of material taught or core components achieved



Quality of Delivery

Averaged across all years

Average score on 10 items reported by program observers



In Conclusion...

- High rates of implementation fidelity were achieved in the CYDS, across program types and communities
- Success is likely due to:
 - A comprehensive program monitoring system
 - Oversight by CTC coalition members
 - Technical assistance by the University of WA

Sustainability

- A five-year CYDS continuation study has just begun, which will investigate the sustainability of:
 - CTC coalitions
 - Program implementation and fidelity monitoring
 - Long-term benefits for community agencies and children's positive development

For More Information

Social Development Research Group:

<http://www.sdrdg.org>

Publications Related to Implementation Fidelity:

- Quinby, R. K., Fagan, A. A., Hanson, K., Brooke-Weiss, B., Arthur, M. W., & Hawkins, J. D. (2008). Installing the Communities That Care prevention system: Implementation progress and fidelity in a randomized controlled trial. *Journal of Community Psychology*, 36(3), 313-332.
- Fagan, A. A., Hanson, K., Hawkins, J. D., & Arthur, M. W. (2008). Bridging science to practice: Achieving prevention program implementation fidelity in the Community Youth Development Study. *American Journal of Community Psychology*, 41(3-4), 235-249.
- Fagan, A. A., Hanson, K., Hawkins, J. D., & Arthur, M. W. (2008). Implementing effective community-based prevention programs in the Community Youth Development Study. *Youth Violence and Juvenile Justice*, 6(3), 256-278.

Published Papers

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Brooke-Weiss, B., Haggerty, K. P., Fagan, A. A., Hawkins, J. D., & Cady, R. (2009). Creating community change to improve youth development: The Communities That Care (CTC) system. *The Prevention Researcher, 15*(2), 21-24.

Brown, E.C., Hawkins, J.D., Arthur, M.W., Briney, J.S., & Abbott, R.D. (2007). Effects of Communities That Care on prevention services systems: Findings from the Community Youth Development Study at 1.5 years. *Prevention Science, 8*, 180-191.

Brown, E.C., Hawkins, J.D., Arthur, M.W., Van Horn, M.L., & Abbott, R.D. (in press). Multilevel analysis of a measure of prevention collaboration. *American Journal of Community Psychology, 41*(1-2), 115-126.

Fagan, A.A., Van Horn, M.L., Hawkins, J.D., & Arthur, M.W. (2007). Using community and family risk and protective factors for community-based prevention planning. *Journal of Community Psychology, 35*(4), 535-555.

Published Papers (Cont'd)

Fagan, A.A., Hawkins, J.D. and Catalano, R.F. (2008). Using community epidemiologic data to improve social settings: The Communities That Care Prevention System. In M. Shinn, and H. Yoshikawa, (Eds). *Improving Social Settings to Facilitate Positive Development among Adolescents*. New York: W.T. Grant Foundation.

Hawkins, J.D. (2006). Science, social work, prevention: Finding the intersections. *Social Work Research, 30*(3), 137-152.

Hawkins, J.D., Brown, E.C., Oesterle, S., Arthur, M.W., Abbott, R.D., & Catalano, R.F. (2008). Early effects of Communities That Care on targeted risks and initiation of delinquent behavior and substance use. *Journal of Adolescent Health 43*(1), 15-22.

Hawkins, J. D., Catalano, R. F., Arthur, M. W., Egan, E., Brown, E. C., Abbott, R. D., & Murray, D. M. (2008). Testing Communities That Care: The rationale, design and behavioral baseline equivalence of the Community Youth Development Study. *Prevention Science, 9*(3), 178-190.

Murray, D.M., Van Horn, M.L., Hawkins, J.D., & Arthur, M.W. (2006). Analysis strategies for a community trial to reduce adolescent ATOD use: A comparison of random coefficient and ANOVA/ANCOVA models. *Contemporary Clinical Trials, 27*, 188-206.

Van Horn, M.L., Fagan, A.A., Jaki, T., Brown, E.C., Hawkins, J.D., Arthur, M.W., Abbott, R.D., & Catalano, R.F. (in press). The use of mixture models to evaluate differential intervention effects in group randomized trials. *Multivariate Behavioral Research, 43*(2), 289-326.