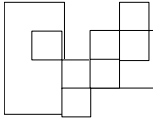


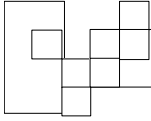
Helping School-Community Partnerships Implement EBPs— The Safe Schools/Healthy Students Experience

A New Tool to Support the Work of
School-Community Partners
John Rosiak, Education Development Center
April 12-13, 2012
2012 Blueprints Conference



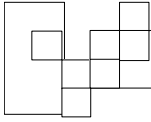
The Safe Schools/Healthy Students (SS/HS) Initiative...

- is a four-year grant program that is funded by the U.S. Departments of Education, Justice, and Health and Human Services.
- grant helps school districts, in partnership with MH providers and JJ agencies, implement projects that address five elements:
 1. Safe school environments and violence prevention activities
 2. Alcohol, tobacco, and other drug prevention activities
 3. Student behavioral, social, and emotional supports
 4. Mental health services
 5. Early childhood social and emotional learning programs



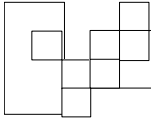
This session will...

- Introduce you to each stage of the NCMPYVP's EBP framework.
- Help you learn about 5 program supports that are integral to the framework: the EBP developer, grant-provided support, local evaluator, partnerships, and professional development.
- Allow you to explore a variety of practical tools school-community partners can use to assist in the effective implementation of EBPs.



Effective program implementation

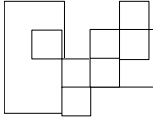
- Is key to the success of evidence-based programs and practices (EBPs).
- Is one of the main objectives of the Federal Safe Schools/Healthy Students (SS/HS) Initiative is to promote the adoption and implementation of EBPs, along with effective selection and sustainability.
- Is a challenge: How do we help schools and communities implement EBPs effectively?



The new web-based tool:

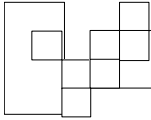
“Framework for Effectively Implementing Evidence–Based Programs and Practices (EBPs) in Schools

- The National Center for Mental Health Promotion and Youth Violence Prevention has created this framework to assist SS/HS sites and other schools and communities.
- It is based on implementation research and interviews with SS/HS grantees around the United States.
- It describes key steps to take and factors to consider in three stages of program implementation: (1) Selection, (2) Preparation, and (3) Implementation, along with essential evaluation issues to address at each stage.
- Within each stage are action steps with specific strategies.

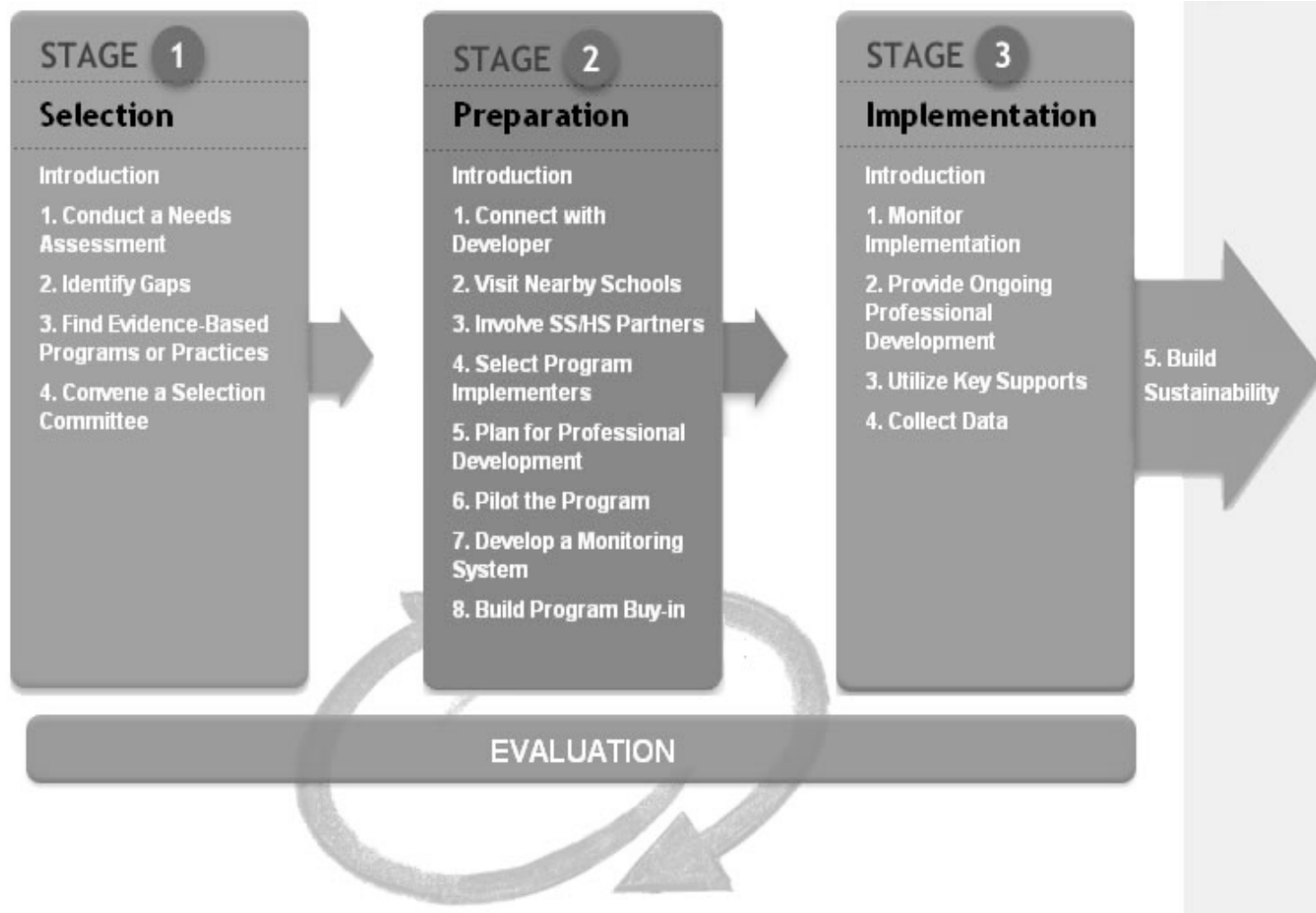


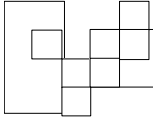
The EBP Framework

- <http://sshs.promoteprevent.org/ebpframework>



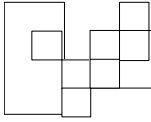
<http://sshs.promoteprevent.org/ebpframework>





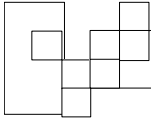
Begin here...

- <http://sshs.promoteprevent.org/ebpframework>



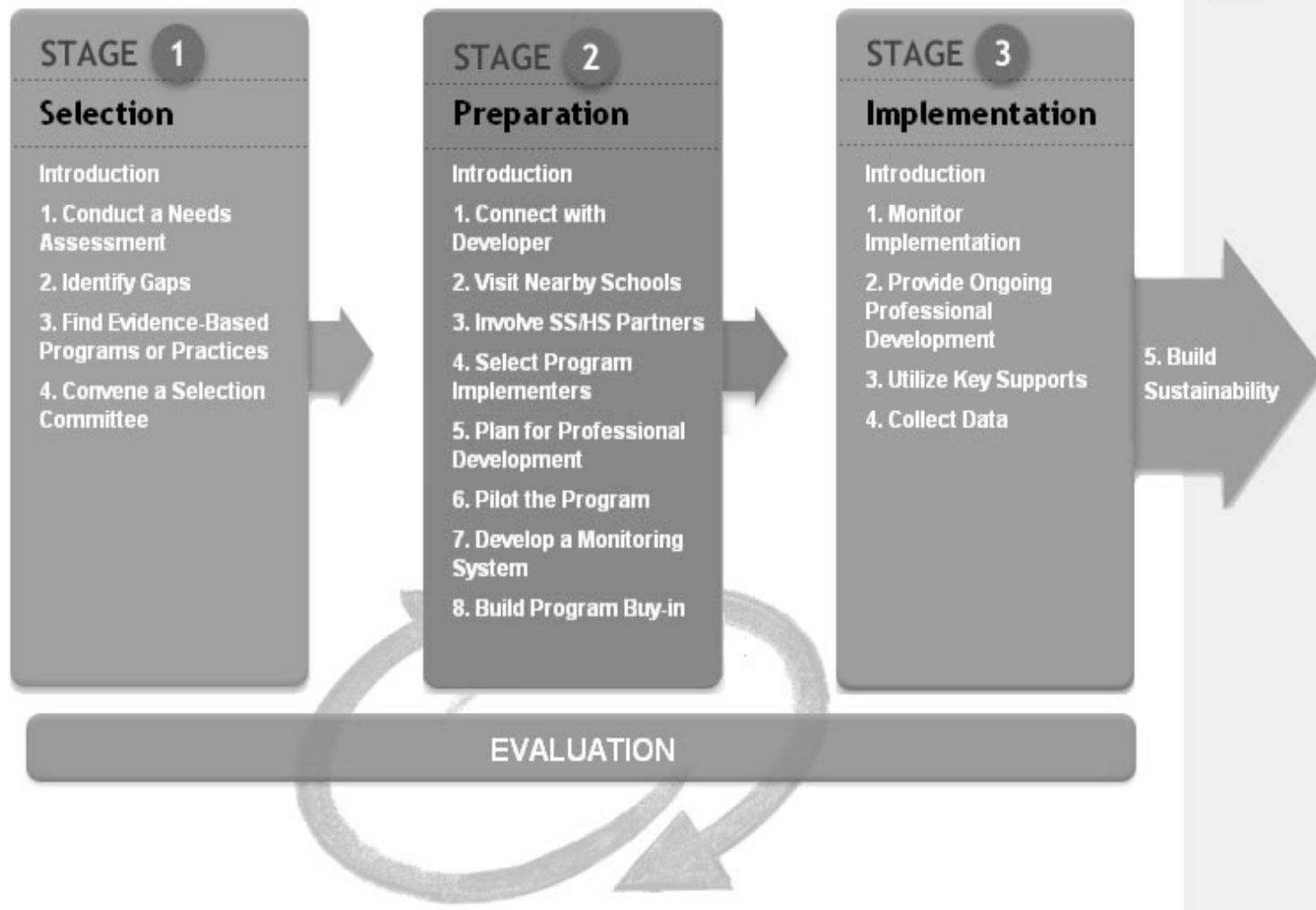
Background...

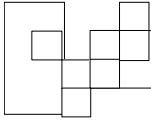
- Many schools and communities implement EBPs with varying levels of success. This framework designed to maximize the likelihood that EBP implementation will be successful/result in desired outcomes.
- The framework is based on:
 1. Interviews with past SS/HS Grantees about their most and least successful EBPs
 2. SS/HS Technical Assistance Specialists' work with grantees
 3. Frameworks for best practice implementation
- From this research we have identified:
 1. Common challenges grantees faced in selecting and implementing EBPs and effective strategies
 2. Key factors that promote effective, sustainable program implementation



EBP Framework

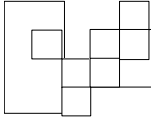
<http://sshs.promoteprevent.org/ebpframework>





This three-stage framework describes the key steps to implement EBPs:

- Stage 1: Selection
- Stage 2: Preparation
- Stage 3: Implementation
- Before you begin to explore specific areas of the EBP Implementation Framework, briefly review all of the *action steps* in each of the stages to make sure you have sufficiently touched all the bases that will help you be successful. Action steps provide concrete and practical strategies, tools, and examples from SS/HS grantees' experiences in successfully implementing EBPs.



EBP Scenarios

Scenario 1:

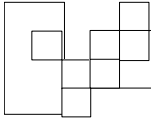
The SS/HS staff has realized that the EBP they chose for their district is not suitable for their population. They need to select a more appropriate EBP. They're looking for advice on how to choose the new EBP and what they need to do to get permission to do so.

Scenario 2:

The teachers in my school are implementing portions of X EBP, but not the full program. This may be having an effect on the variations of office discipline referrals between classrooms. Teachers may need additional training or support for implementing the EBP or we may need to institute a way of monitoring fidelity of the program.

Scenario 3:

The SS/HS staff has identified an EBP to reduce bullying that they are confident will work well with their school population. They now want to hold a teacher training as their first step before implementing; however, they are encountering resistance from the district administration. They are looking for some ideas for creating buy-in for their chosen program.



EBP Scenarios

Scenario 4:

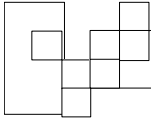
The school district's student survey data indicates increasing and higher than state average use of alcohol, marijuana, and prescription drugs among students at 8th and 10th grades. The SS/HS staff has narrowed their choice of universal EBPs to reduce use of substances down to two final candidates. They are having a hard time figuring out which one they should adopt. They are looking for some advice and tools to help them make this decision.

Scenario 5:

The SS/HS staff are about to start using a new EBP in their school system. They need to work with their SS/HS local evaluator to help monitor the implementation process and whether the program is achieving its goals; however, they are not clear about what kinds of evaluation techniques they would like the evaluator employ. They would like some ideas of how an evaluator can help them fulfill their monitoring requirement.

Scenario 6:

The school district has funded the implementation of EBP Z through a grant program. Grant funds wind down and the district wants to know if and how they can sustain the program.

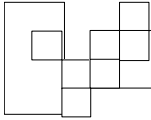


Stage 1: Selection

- You may be looking for an EBP or you may find that a program or practice you are already using does not address your current needs. At this point, you'll need to select a new EBP.
- Below are some concrete action steps compiled from best practices and from SS/HS project staff that may help you select appropriate EBPs.

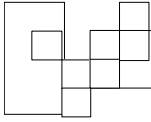
Action steps for successful program selection

- 1. Conduct a Needs Assessment**
- 2. Identify Gaps**
- 3. Find Evidence-Based Programs or Practices**
- 4. Convene a Selection Committee**



Some examples...

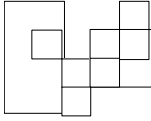
- In *selecting* EBPs, Putnam OH site SSHS program administrators choose several EBPs that would address documented needs.
- Convened group of teachers and administrators to choose which programs they wanted. Results: better ownership and sustainability.



Stage 2: Preparation

Proper preparation is key to successful implementation of programs and practices. It is critical to:

- Learn as much as you can about how the program is working in other communities
- Engage key stakeholders to ensure a receptive environment
- Find the best people to deliver the EBP
- Provide implementers with adequate training and support to ensure effective implementation

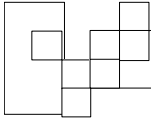


Stage 2: Preparation (cont)

- Concrete action steps compiled from best practices/interviews with current and former SS/HS project staff that may help you prepare....

Action steps for successful program preparation

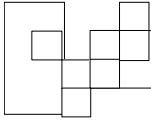
- **1. Connect with Developer**
- **2. Visit Nearby Schools**
- **3. Involve SS/HS Partners**
- **4. Select Program Implementers**
- **5. Plan for Professional Development**
- **6. Pilot the Program**
- **7. Develop a Monitoring System**
- **8. Build Program Ownership**



Some more examples...

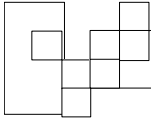
One underutilized action step is *building program ownership*. Another program when already overloaded with subject matter requirements!? Administrators don't require teachers to implement *all* of the programs in the initiative, instead allowing teachers to pick and choose programs based on their interests (fidelity).

- One strategy: *link programs to academic outcomes*. One project director convinced a group of influential teachers to pilot Second Step. Teachers experienced firsthand how Second Step helped reduce classroom behavioral problems which increased time on task and allowed them to spend more time on instruction, which led to better academic outcomes. Because of their influence, other teachers heard about the impact of the program on student achievement and were eager to implement Second Step.
- One site was able *to align outcomes with state standards* which really helped obtain buy-in and ownership of the program.



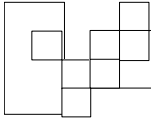
More examples...

- Obtain administrator *buy-in*. Adams County, CO brought together an administrator from each district. Too much for one person, so trained group from each district, identifying staff available, meeting regularly with evaluator.
- Fond du lac, WI piloted EBPs in schools where knew program would work. Word spread, more adopted. Success bred success. Administrators talked about in meetings. Showed climate surveys, and disciplinary referrals, which helped sell the program.



More examples...

- Charlottesville, VA focused on supporting teachers that were trained to build more capacity. Teachers selling to each other. Coffees to thank staff.
- New supt. had EBPs on his agenda, and all of a sudden principals and administrators on board.
- State SEL center aligned with state educational standards.
- Brought in coaches to help monitor fidelity.
- Santa Fe Project Director had input into district's strategic plan. Included EBPs into the district's plan.

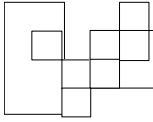


Stage 3: Implementation

Effectively implementing your EBPs involves anticipating or identifying problems and challenges and responding to them before they affect your desired outcomes.

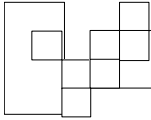
Action steps compiled from best practices/interviews with current and former SS/HS project staff:

- **1. Monitor Implementation**
- **2. Provide Ongoing Professional Development**
- **3. Utilize Key Supports**
- **4. Collect Data**
- **5. Build Sustainability**



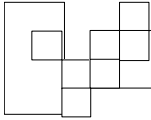
More examples...

- Chicago SSHS site used MOUs to obtain buy-in from school principals, implementation uneven. Developed system with individual schools signing MOUs outlining SSHS initiative practices, responsibilities of schools, number of trainings, and the expectations to implement.



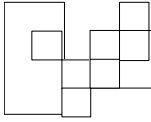
More examples...

- Provide *professional development* opportunities in the EBP so teachers gain skills to feel more competent and capable of implementing the program well which leads to greater ownership and responsibility for implementing well.
- Planning and providing for professional development can be a challenge due to already packed schedules and time constraints.



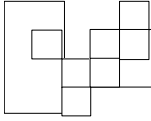
More examples

- Using an implementation checklist to *monitor program fidelity* (to help project directors who are often consumed with other seemingly more pressing tasks, so that monitoring and evaluation are often an afterthought). Using checklist to go through preparation stages and go through troubleshooting.
- Chicago site implemented a district-wide monitoring system because each school was doing it differently. Collected data from each program and showed real-time results.
- Allentown, PA partnership with Devareaux behavioral health organization which provides coaches to teachers (monthly meetings), as well as collect data and analyze it.



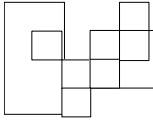
More examples

- Use *program data* to garner buy-in and ownership for the program. Share data with key stakeholders to build program ownership.
- Use data to better meet the needs of their student population, including needs of minority population.
- Chicago held training afterschool as part of *professional development* after teachers were engaged with EBP, so the problem solving was meaningful.
- One school meets once a month to talk about what they were struggling with. Built into the schedule so will continue. Also built in quarterly meetings across the district to have meetings across schools to share learnings about implementation fidelity.



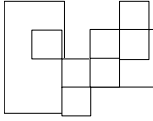
More examples

- Charlottesville, VA has afterschool meetings which are facilitated conversations about program implementation. Raffle door prize of book related to the work.
- Eudora KS got CEU credit for staff, which was an added bonus.
- One site formed a strong relationship with the local media so that program activities and successes were known throughout the community which garnered community ownership in the program and facilitated public support for the program.
- Santa Fe Public Schools was able to align their programs with the strategic plan for the school district.



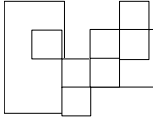
Even more examples...

- One SS/HS site implementing PBIS decided to show how important the program was by carving out time for teachers in each school to meet monthly to share successful strategies, talk about challenges, and brainstorm new strategies for addressing challenges.
- One site built in *professional development* by breaking it up over several weeks.



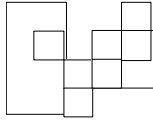
Assess EBP Implementation – Are You at Full Operation?

- EBP(s) continue to fit with population, school and community needs
- Infrastructure to support implementation of EBP(s) in place and operating effectively
- EBP(s) implemented with as great a degree of fidelity as possible



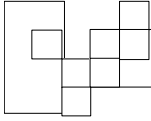
Prioritize Functions of EBPs

- Functions align with each of the problems/needs for each targeted age group and diverse student population
- Functions are in place at universal, targeted and indicated levels
- Address any gaps or overlap in programming



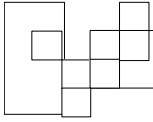
Functions and Needed Resources Inform Strategies to Sustain

- Consider gaps and overlap, fewer or different programs
- Identify system supports for continued EBP implementation – training, coaching, time, administrative support, data collection and use in decision-making
- Identify continued costs, financing needed and potential funding available
- Obtain commitment to programs or improvements



Tools

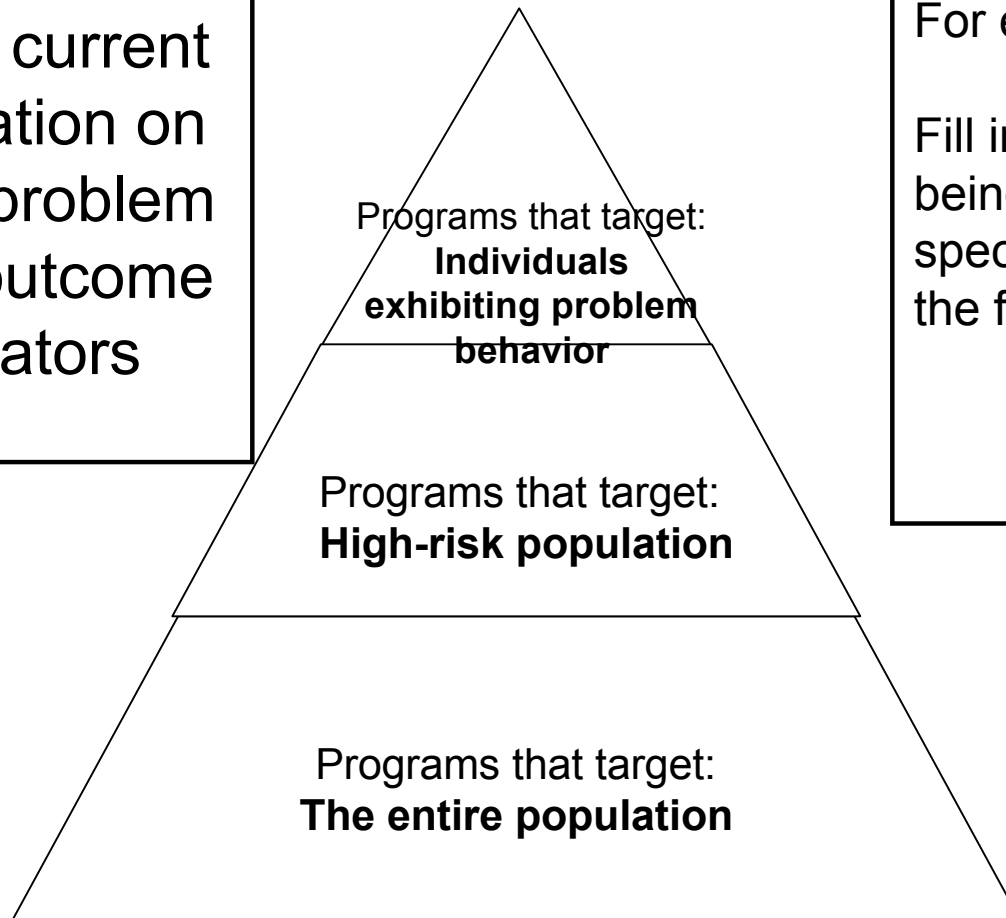
- EBP Comparison Tool
- EBP Fact Sheets
- EBP Implementation Checklist
- EBP Resource List
- Grantee Locator
- Leaving a Legacy: Six Strategies for Sustainability
- Logic Model
- Needs Assessment Planning Worksheet
- Resource Mapping Tool



Program and Resource Mapping Tool

Step 1:

Collect current information on needs/problems and outcome indicators



Step 2:

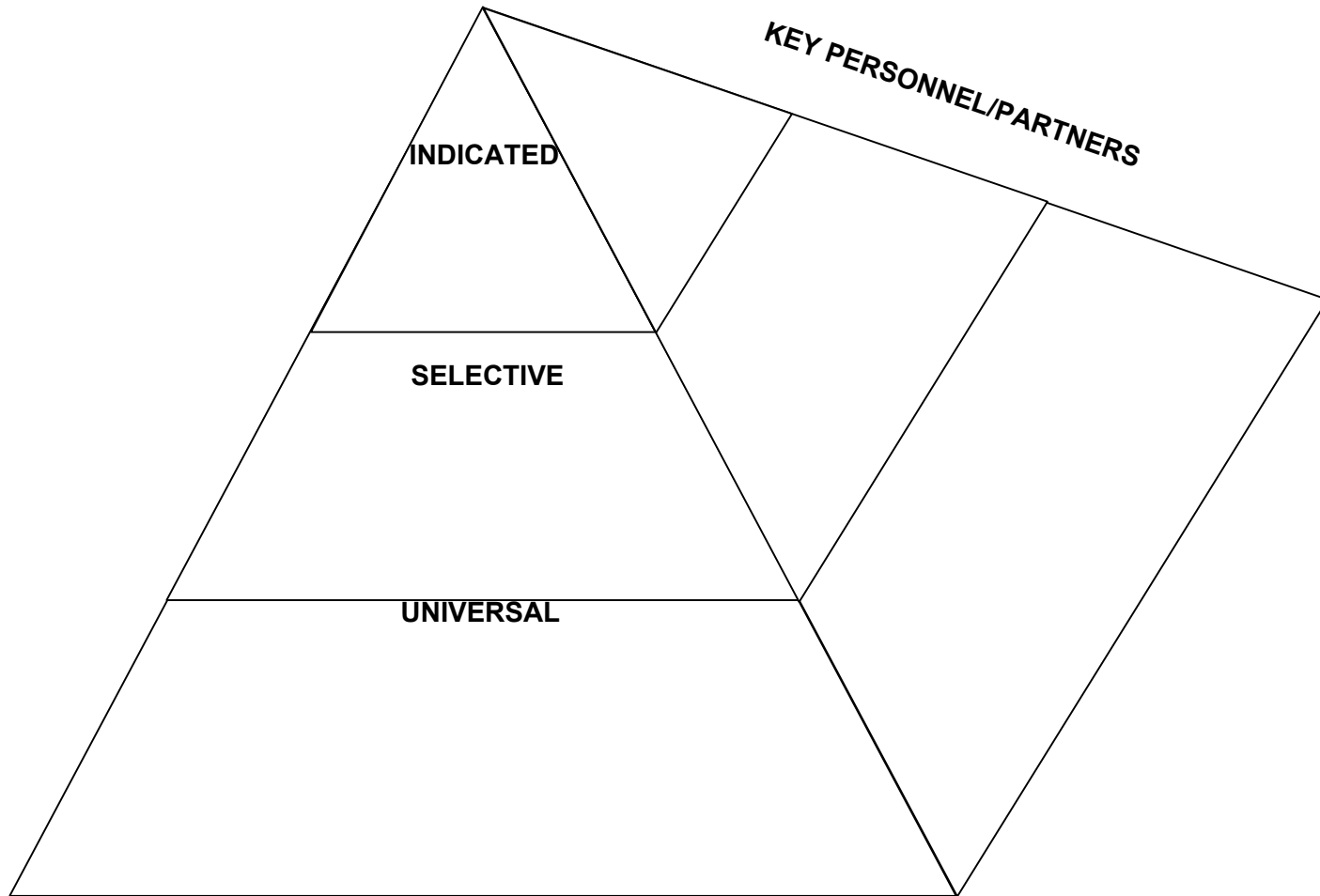
For each age group . . .

Fill in the programs that are being implemented for your specified problem at each of the following levels:

- Universal
- Selective
- Indicated

..

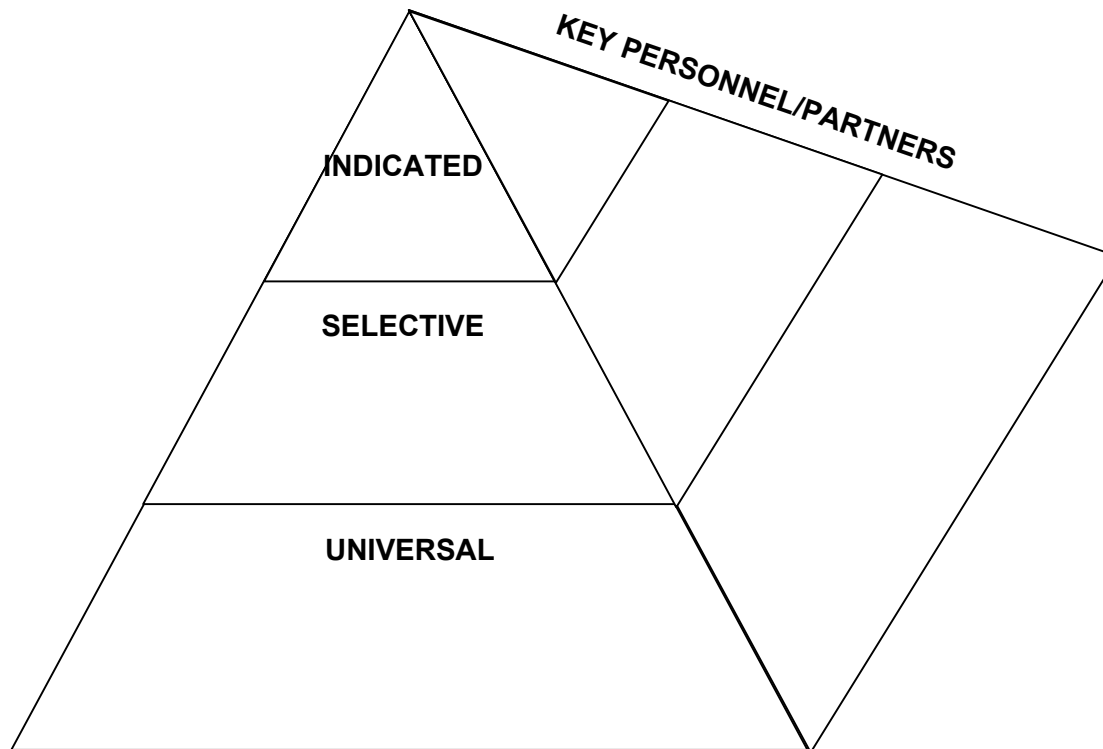
Example: Elementary School K-6 Pyramid



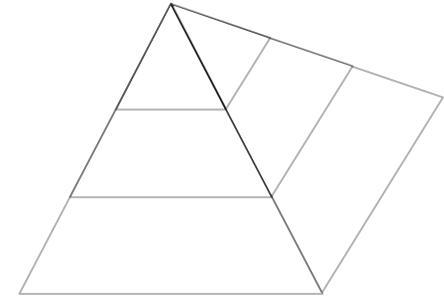
Elementary School K-6

Needs/Problems Continuing to be of Concern:

- High rates of office discipline referrals at all school levels
- High truancy rates at all school levels
- High rates of fighting at all school levels
- High rates of bullying behavior at all school levels
- Low student perception of caring adults at school



Elementary School K-6



Examples of Objectives/outcome indicators:

-Decrease the percentage of 4-12 grade students who did not go to school on one or more days during the past 30 days because they felt unsafe at school or on their way to and from school.

-Decrease the percentage of students in all grades who are absent more than 5 days in the school year.

-Decrease the percentage of 4-12 grade students who report being bullied school in the past 12 months.

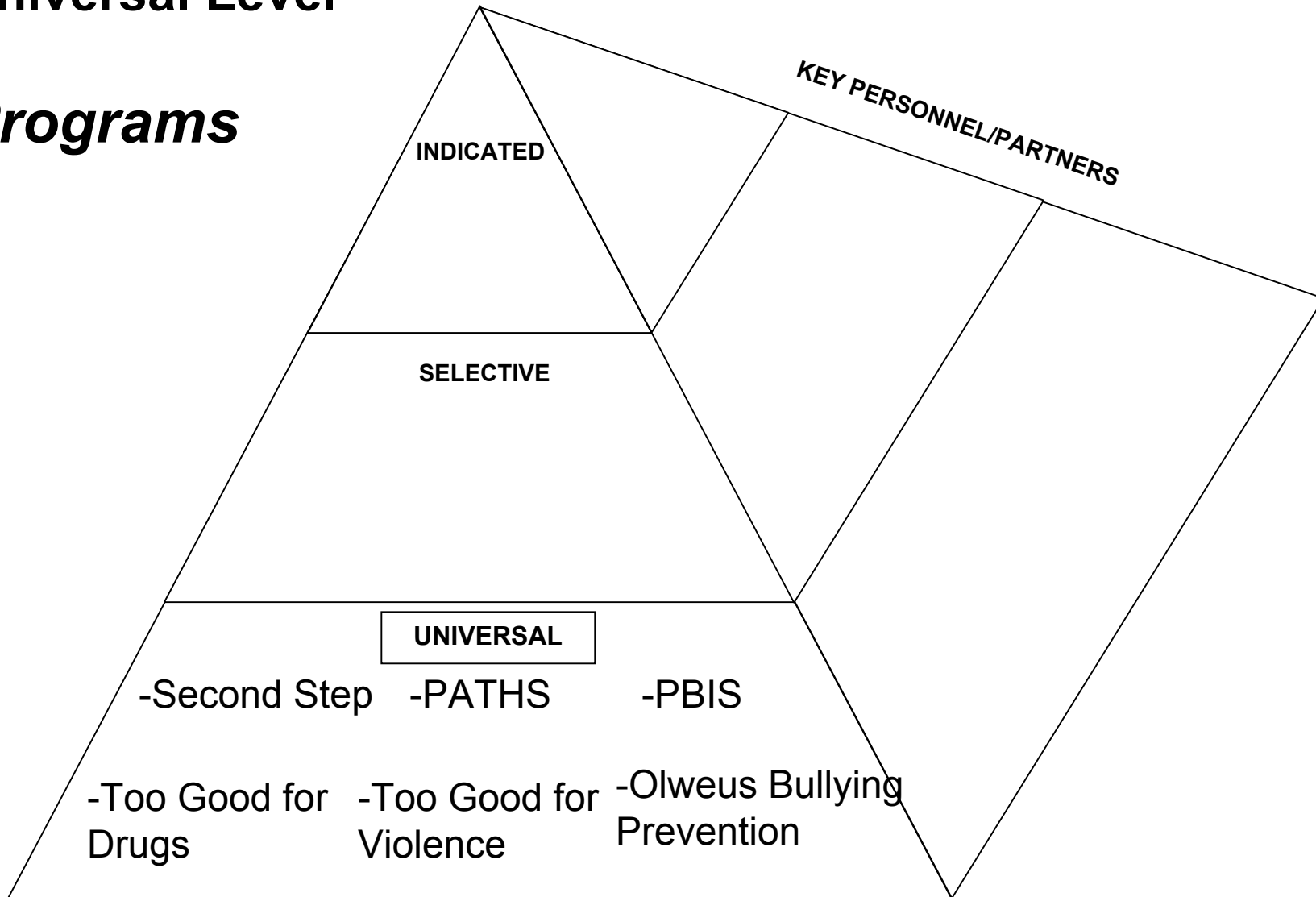
-Decrease the percentage of 4-12 grade students who have been in a physical fight on school property in the past 12 months.

-Decrease the rate of office behavioral referrals in 4-12 grades.

-Increase the percentage of 4-12 grade students who report having an engaged and supportive adult at school.

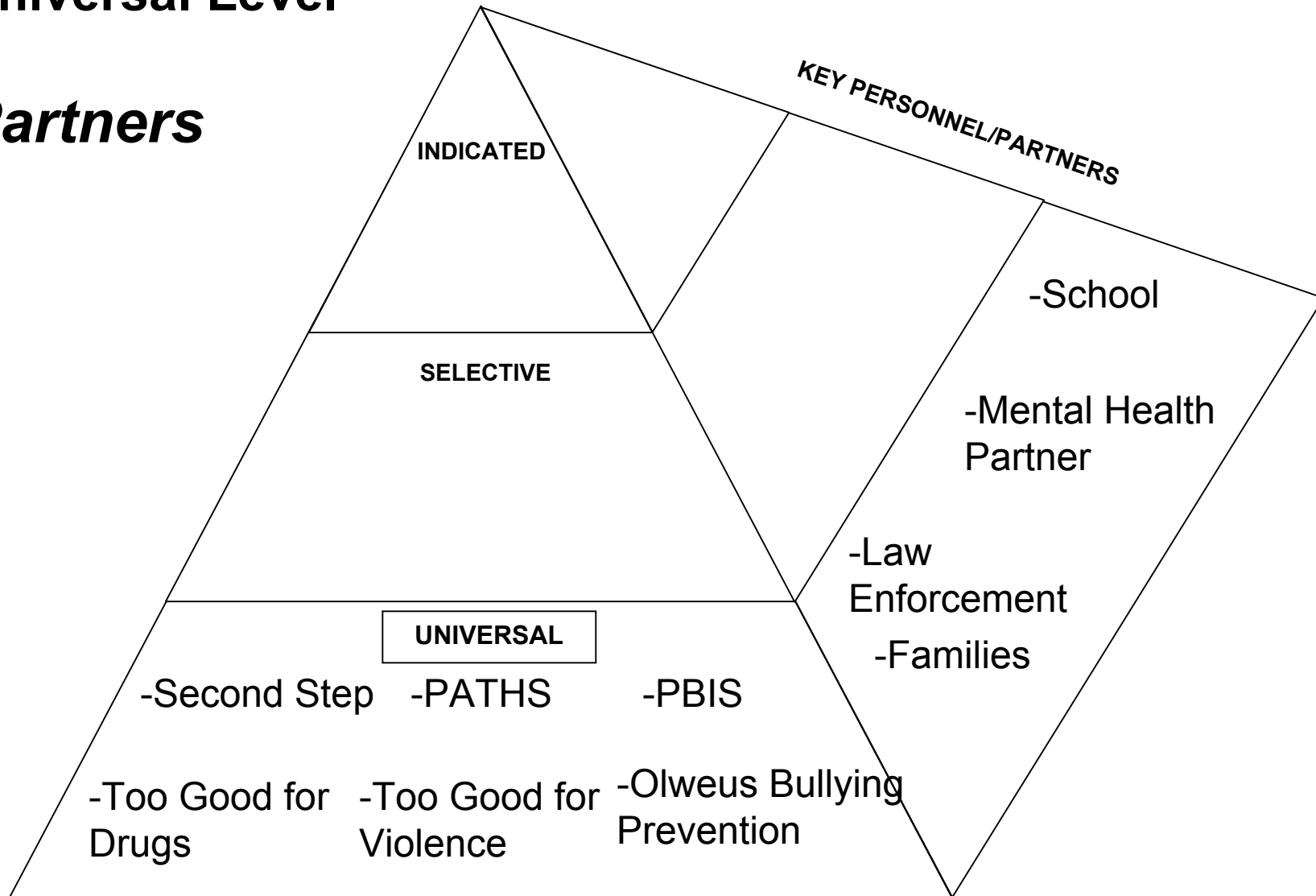
Universal Level –

Programs



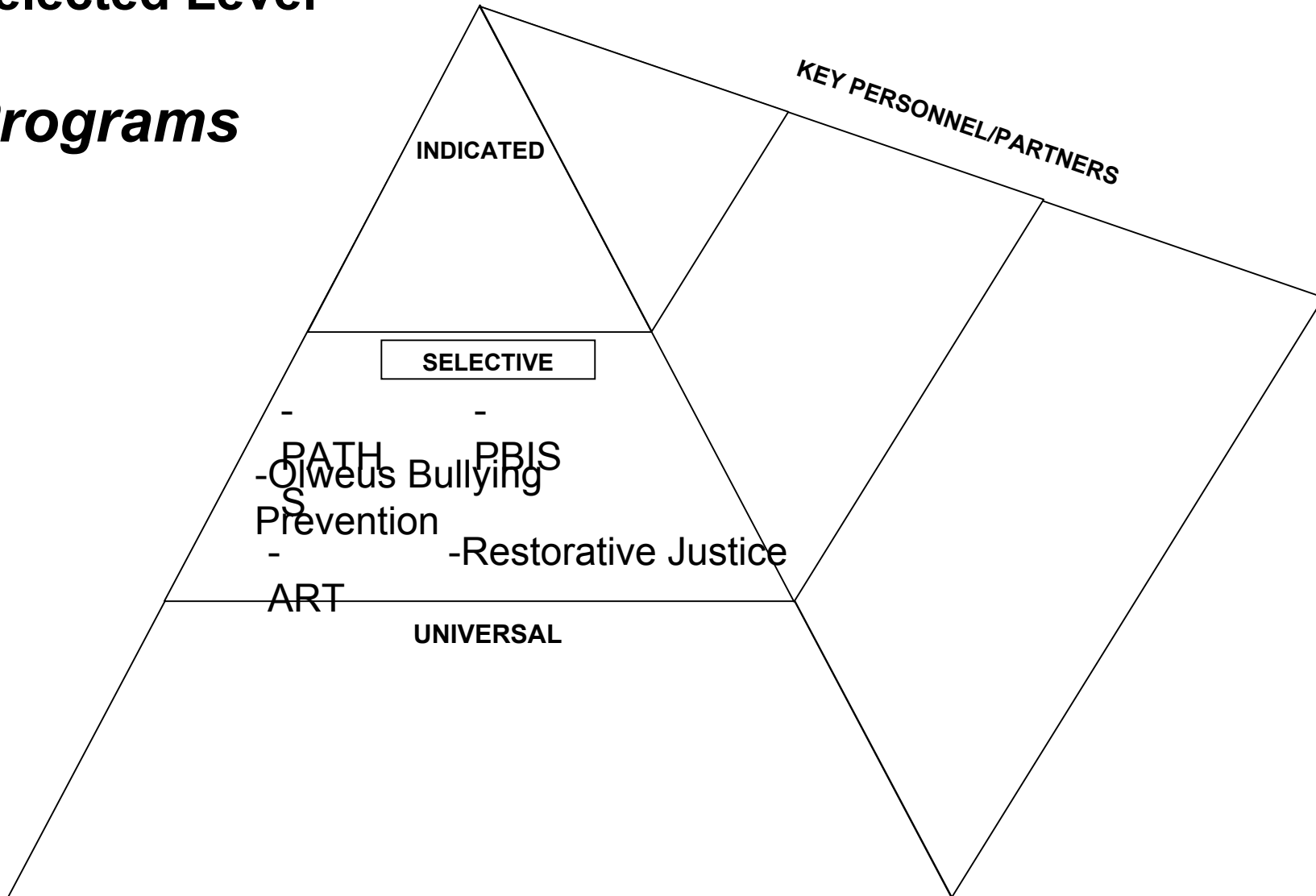
Universal Level –

Partners



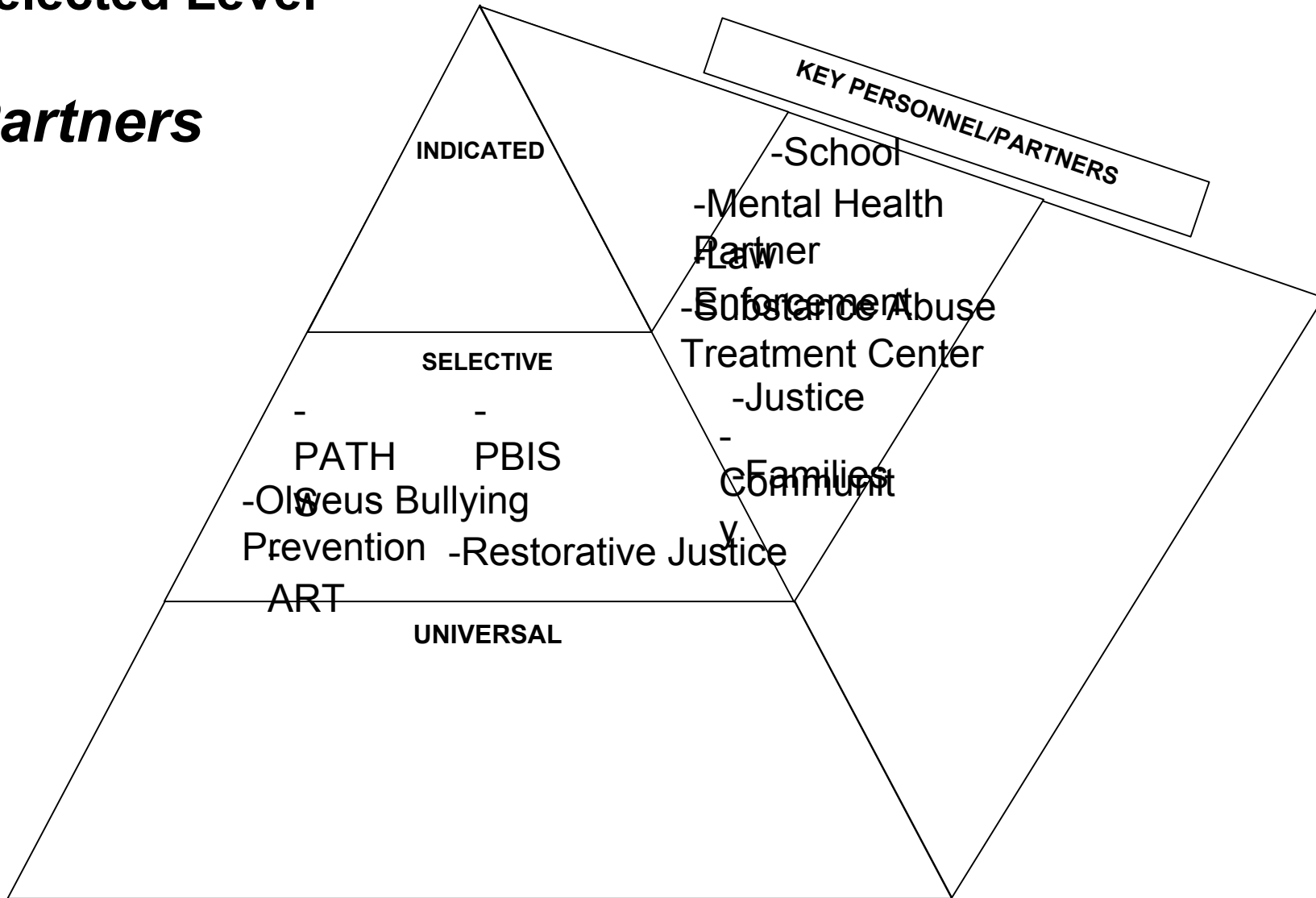
Selected Level –

Programs

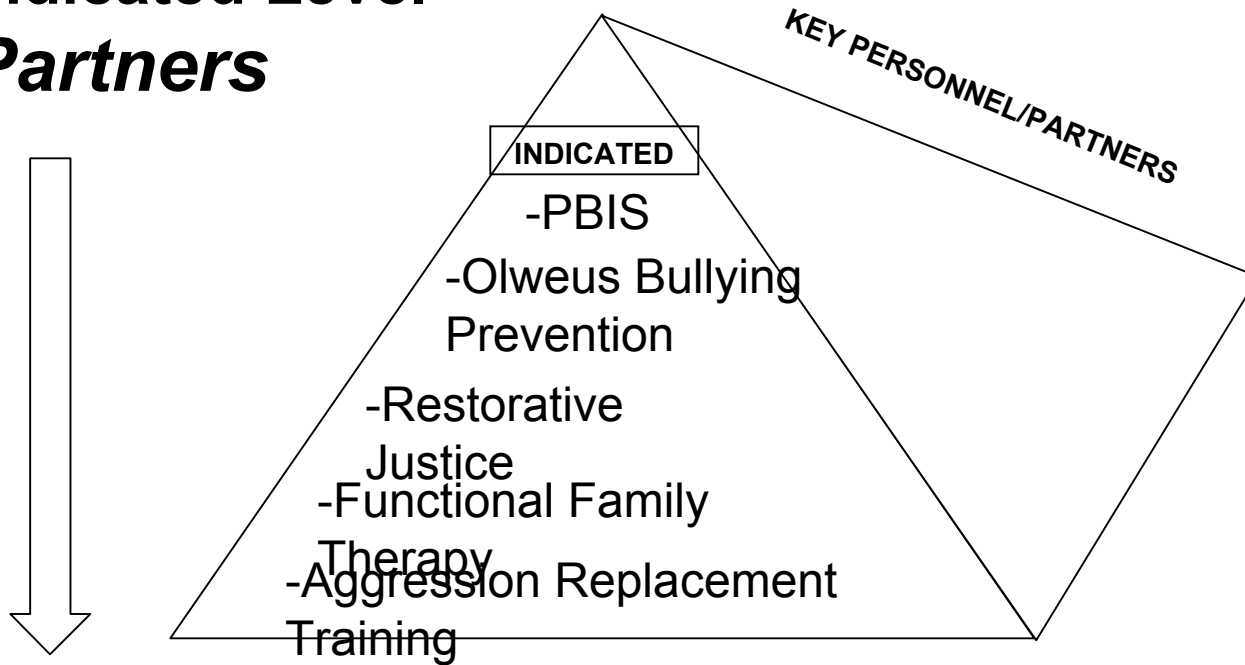


Selected Level –

Partners



Indicated Level - *Partners*



School – school mental health staff (social workers, school psychologists), behavior intervention specialists, student assistance teams, attendance monitors, Bully Prevention and PBIS teams

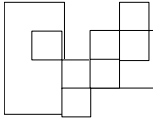
Mental Health – social workers, psychologist, psychiatrist consultations

Substance Abuse Treatment Partner – Behavioral Health/Substance abuse treatment clinicians

Law Enforcement – SROs, Emergency Response Team

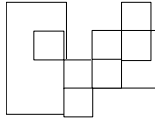
Justice – Truancy Intervention staff, Probation officers, juvenile court, criminal justice

Community – mentors from faith community and civic organizations



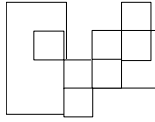
Use Mapping to Prioritize EBPs

- Prioritize EBPs that address needs and sustain outcomes
- Identify functions of prioritized EBPs and look for overlap
- Select strategies for sustaining key functions
- Indicate key leader and partner commitment to assist/support functions



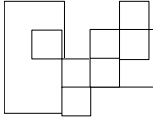
Prioritizing EBPs Supported by Evidence/Data

- Do process measures show dosage and fidelity of program implementation?
- Do data or other information indicate outcomes in desired direction at each of the targeted age levels?



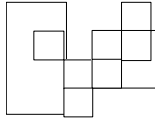
EBPs Fit with Needs and Population

- Do EBPs align with the problems/needs for each targeted age group and diverse student population?
- Are EBPs in place at universal, targeted and indicated levels?
- Are there gaps and overlap in programming?



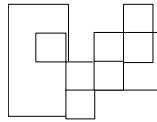
EBPs Fit with Systems

- Are EBPs consistent with other reforms and interventions?
- Do the EBPs produce outcomes that support the mission and goals of the partnership?
- Have EBPs been aligned with policies, local curriculum and state standards?
- Does the school and community structure and culture support implementation of the EBPs?



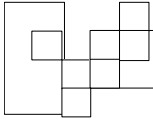
Next Steps - Address EBPs in Your Sustainability Action Plan

- Identify legacy wheel strategies to support sustaining each function of the EBPs
- Consider system change to institutionalize each EBP
- Develop clear action steps
- Carry out the plan



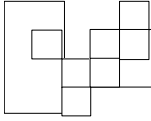
EBP Sustainability Resources and Tools

- A Framework for Effectively Implementing Evidence-Based Programs and Practices
<http://sshs.promoteprevent.org/ebpframework>
Framework Tools and Resources
 - EBP Implementation Checklist
 - Resource Mapping Tool
 - EBP implementation and sustainability research
<http://sshs.promoteprevent.org/node/4800>
- TA Planning Guide for SS/HS grantees – functional domains and best practices
- Leaving a Legacy Strategies for Sustainability
<http://sshs.promoteprevent.org/implementing/sustainability/legacy-wheel>



EBP Sustainability Resources (cont')

- Establishing a Framework for the Implementation of Evidence-Based Programs <http://www.nctsn.org/content/establishing-framework-implementation-evidence-based-programs>
- Implementation: Making an Evidence-Based Program Work for You (NREPP) - Program Sustainability Stage: Maintaining Your Program's Success <http://nrepp.samhsa.gov/Step6.aspx>
- Learning, Teaching, and Leading in Healthy School Communities – Nine levers of school system change and improvement
http://www.ascd.org/ASCD/pdf/siteASCD/products/healthyschools/ltl_may2010.pdf
- Defining Scaling Up Across Disciplines - An Annotated Bibliography
http://www.fpg.unc.edu/~nirn/resources/other/ScalingUp_Annotated_Definition.pdf



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- National Center for Mental Health Promotion and Youth Violence Prevention
- <http://sshs.promoteprevent.org/ebpframework>