

# Session 1 and 2 Meeting Agenda

## Session 1 Meeting Agenda

Agenda Items	Facilitator Notes
Overview of EBPP Process to Date	Remind the group where you are in the EBPP process. Review the prioritized Risk and Protective Factors
Overview of “Evidence-based”	Provide an <a href="#">overview of what makes a program, policy or practice evidence-based</a> . Review the registries as well as other forms of evidence that show the effectiveness of a <a href="#">strategy</a> .
ID Known Strategies	Talk about each Risk and Protective Factor and have the group brainstorm programs, practices, or policies they are aware of to address the <a href="#">issue</a> .  Note: the Strategies identified here do not have to be evidence-based or even ideas that will work. The purpose is to get all the ideas out, and then you will research their evidence and effectiveness later.
Review Registries (Optional)	Break into small groups for each Risk and Protective Factor and review the registries to 1) determine if the strategies identified in the previous activity are listed and 2) to identify other <a href="#">strategies</a> that may work
Research Assignments for EB Strategies	Assign members of the <a href="#">group</a> to conduct additional research to identify evidence-based strategies for each of your priority Risk and Protective Factors

## Session 2 Meeting Agenda

Agenda Items	Facilitator Notes
Overview of EB Strategies	Conduct a quick overview of the EB Strategies that were identified by your team members to determine if there is any overlap
Determine Strategies with the best Fit for each Risk and Protective Factors	Conduct an ‘ <a href="#">elimination round</a> ’ <a href="#">activity</a> to narrow down the list of potential strategies using the <a href="#">Goodness of Fit Questions</a>
Decide which EB Strategies to implement	Facilitate a discussion and decision-making process to determine which of the remaining strategies you will implement
Closing	Review where you are in the EBPP process

# Overview of Evidence-Based Programs, Policies, and Practices for Facilitator

## What is EBPP?

Evidence-based programs, policies, and practices have been rigorously tested and are proven to be effective. This evidence has been reviewed by experts in the field who agree with its conclusions. These evidence-based strategies have been tested in the field and are shown to have their intended impacts with specific populations when conducted with fidelity, making the outcomes of the strategy relatively predictable. Ultimately, when you implement an evidence-based strategy with fidelity, you can be confident that you are delivering a strategy that works, that you will achieve outcomes promised by the strategy, and that you are providing the best possible strategy for your community.

## What are the different types of research that support evidence-based strategies?

The more researched an evidence-based strategy is, the more confidence you can have that you will get the desired outcomes. We are highlighting some of the most common categories here, but please refer to the chart below for additional categories. In the chart, the higher the category, the stronger the evidence.

The highest level of evidence includes Meta-Analysis and Systematic Reviews. These methods combine multiple studies to assess the effectiveness of a program.

An “experimental” design may look very similar to the quasi-experimental (the next level), with the exception that the participants have been randomized (or randomly assigned) between groups who receive the intervention or strategy and groups that do not. Randomization of the participants strengthens the evidence in that there is no difference between the types of people who receive the intervention or strategy and those who do not. This would indicate that any changes seen have to be a result of the treatment itself, not some other outside factor or demographic. These are often referred to as “Randomized Control Trials.”

The next highest level is called “quasi-experimental” designs. This is when different groups are compared, but the people in each group were not randomly assigned. The study may compare those who received the strategy to those who did not, or two different types of strategies may have been compared.

Next are programs that have single case studies or pilot studies. The more people involved in the study over a greater period of time improves the strength of the evidence.

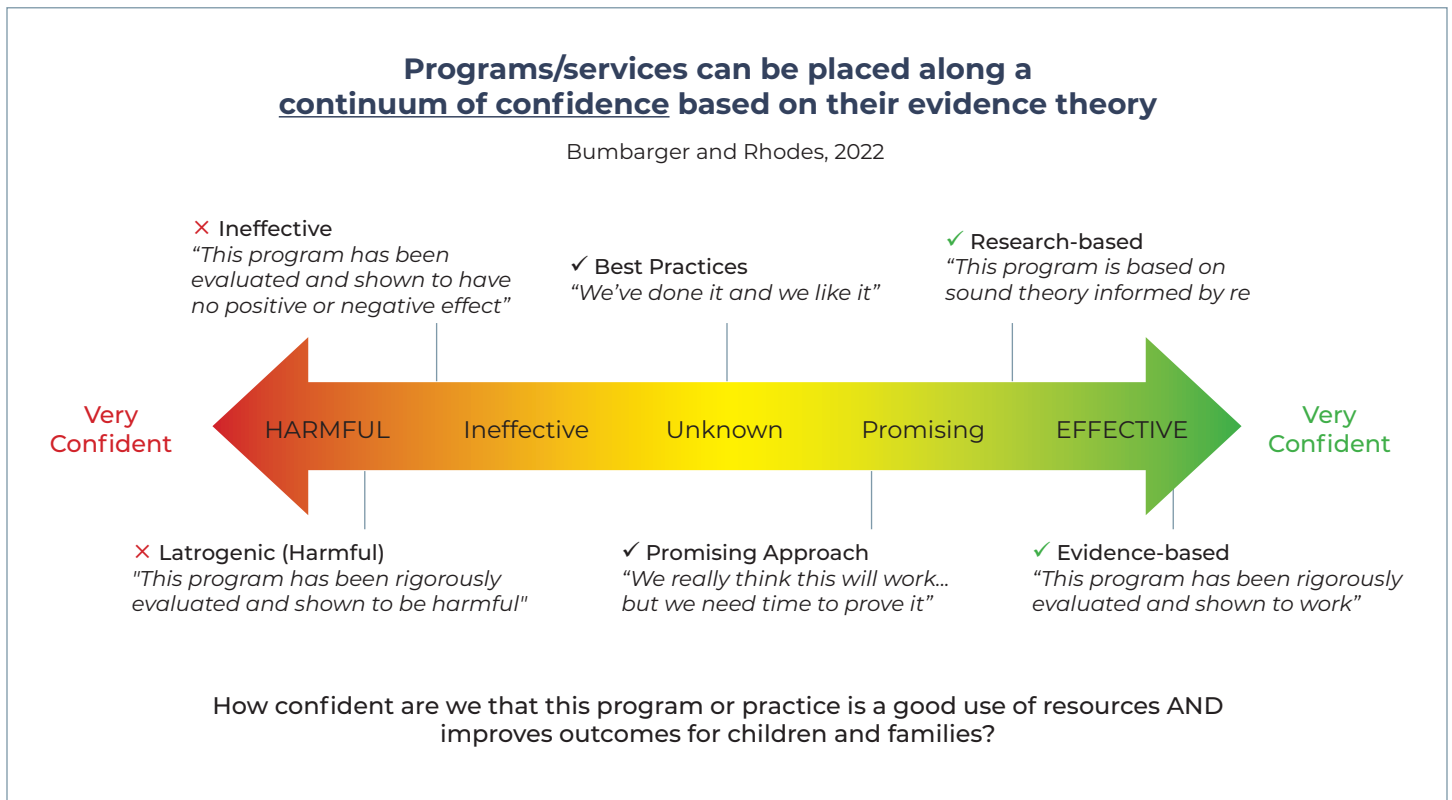
Closer to the bottom, or lower level of evidence, are articles based on expert opinion and theory. Many treatment manuals are based on strong theoretical information and written by experts in the field, but the strategy may not have been tested in the field to demonstrate that it actually works.

Lastly come ideas, editorials, and opinions. While this may seem obvious, it is not uncommon for people, organizations, and communities to see a problem and generate solutions based on what they think will work. While having expert opinions in the room can improve the chances of these types of strategies working, these tend to have the lowest success rate. It is challenging to attribute any successes, failures, or outcomes to these types of strategies due to the wide variety of other influences that could have caused the changes. Furthermore, sometimes these types of strategies can have negative impacts on the communities and, even when well-meaning, can cause more harm than good.



## Criteria for Judging Research or Evidence for EBPP

When looking at evidence, it is often helpful to use the following scale or continuum to judge the strength of your strategy and compare it to others. As a reminder, the stronger the evidence, the more confidence you can have that your program will yield the desired results.



## Finding EBPP

While there are a lot of choices for locating Evidence Based Practices, the simplest and easiest is the use of an Evidence Based Clearinghouse or Registry. There are several different registries available. A full list is provided in the Tool 4: List of Evidence Based Registries.

### Pros:

- Straight forward and easy to use
- Outline multiple interventions at the same time for the purposes of comparison
- Typically cater to a subject area or population
- Provide a snapshot of the program including a review of the evidence and basic information about the program
- Offers clear recommendations about effectiveness and support of evidence

### Cons:

- Offer only brief information about the program and methods used to evaluate it
- How they are used and rated vary based on site
- May not provide enough information about the program – there may be additional work involved to understand whether the program is the right fit for your population

## Using the Clearinghouses and Registries to locate a program

1. Find the list of available clearinghouses in Tool 5: List of Evidence Based Registries.
2. Choose the clearinghouse that seems most appropriate. For example, if you are addressing issues surrounding delinquency, the Office of Juvenile Justice and Delinquency Prevention (<https://www.ojjdp.gov/mpg/>) will likely have the best options. However, if your main concern is mental health, SAMHSA's National Registry of Evidence Based Programs and Practices ([www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov)) is likely going to be a better choice.
3. Most clearinghouses work like search engines. Enter your problem or issue. You can then limit it by demographics, levels of evidence, treatment setting etc.
4. Review the information provided including a description of the program, costs, training, and measured outcomes. Determine if these meet the needs and resources of your community.
5. Review the rating scales to understand the levels of evidence. Is this a new and less well studied program or is this something well known with lots of evidence behind it?
6. Enter it in Tool 6: Potential EBPP Tracking Tool to be reviewed by the group for fit.

## What if we can't find an intervention at the highest level of evidence?

This might happen. Some areas are just not as well studied.

**First choice:** Utilize something on a clearinghouse or registry. Programs listed in their place are still well understood and likely to work.

**Second choice:** Turn to interventions reported with positive effects in academic journals.

Be sure to use the charts from above to judge the strength of the strategy based on the type of research and field testing that has been conducted.

**Last Resort:** Rely on documented effectiveness. An outside evaluator has written a *comprehensive evaluation report* which includes:

1. A pre-post quantitative design using statistical analyses
2. A thorough literature review of the theoretical basis behind the approach
3. A comparison group
4. Positive findings

# What is Evidence Based?

Evidence-based programs, policies, and practices have been rigorously tested and are proven to be effective. This evidence has been reviewed by experts in the field who agree with its conclusions. These evidence-based strategies have been tested in the field and are shown to have their intended impacts with specific populations when conducted with fidelity, making the outcomes of the strategy relatively predictable. Ultimately, when you implement an evidence-based strategy with fidelity, you can be confident that you are delivering a strategy that works, that you will achieve outcomes promised by the strategy, and that you are providing the best possible strategy for your community.

### The Best Strategies

The best strategies are the ones that have been rigorously tested and are included on registries or with evidence that supports the effectiveness from academic journals. Not all research is created equal, so be sure to note what sort of evidence is supporting the strategy you are considering. See the chart to the right and note that the higher on the chart the methodology is, the stronger the evidence for the program.



### The Continuum

When reviewing potential strategies, it is helpful to categorize them based on the strength of their evidence to assist with comparing multiple strategies. The Continuum to the left is a helpful way to think about comparing the strength of evidence.



## Prompts for Brainstorming

**What are you currently doing in your community (remember your existing resources!)? What existing programs, policies, or practices could be leveraged or shifted to address this?**

**What programs, policies or practices do you know about that other communities are using and how might it be applicable to this?**

**Think back to any conferences you have been to in the last few years, things you have read, or other times where you learned about what others are researching or doing. Does anything come to mind that might be a good fit here?**

**Think about newsletters or other communications from other organizations you have received. Have they mentioned anything relevant?**

# Elimination Round Activity Instructions

Activity	Description and Instructions																		
<p><b>Prep</b></p>	<p>Prior to the meeting, prepare the flip chart sheets by writing out each potential strategy on one sheet. Include the following information, with example formatting below:</p> <ul style="list-style-type: none"> <li>• Strategy Name</li> <li>• Associated Risk or Protective Factor</li> <li>• Create a number list from 1-17</li> </ul> <div data-bbox="492 711 1003 991" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Offender-focused Policing</b>  <i>Risk Factor: Perceived availability of drug</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">1.</td> <td style="width: 33%;">7.</td> <td style="width: 33%;">13.</td> </tr> <tr> <td>2.</td> <td>8.</td> <td>14.</td> </tr> <tr> <td>3.</td> <td>9.</td> <td>15.</td> </tr> <tr> <td>4.</td> <td>10.</td> <td>16.</td> </tr> <tr> <td>5.</td> <td>11.</td> <td>17.</td> </tr> <tr> <td>6.</td> <td>12.</td> <td>Total: _____</td> </tr> </table> </div> <p>Print out the information contained in Tool 5 for each strategy separately so you can give this information to the small groups for reference during the activity.</p>	1.	7.	13.	2.	8.	14.	3.	9.	15.	4.	10.	16.	5.	11.	17.	6.	12.	Total: _____
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4.	10.	16.																	
5.	11.	17.																	
6.	12.	Total: _____																	
<p><b>Introduction</b></p>	<p>Explain the activity to the group. You will be breaking into small groups, and each group will be rating one of the potential strategies selected to help determine if it is a good fit for your community. At the end, you will have great information to inform your decision for which strategies to pursue.</p>																		
<p><b>Break into groups and assign Strategy</b></p>	<p>Break your team into smaller groups, one group for each Strategy. If you have too many to do at once, do the strategies related to one risk or protective factor at a time and repeat for the other risk or protective factors.</p> <p>Either assign or let each group select their strategy. These smaller groups will be assessing their strategy throughout this activity through a fun, game-like process. To make it fun, let people pick the strategy they want to "root" for!</p> <p>Give each team the flip chart page and information sheet for their strategy, along with a couple flip chart markers, and have them find a place to post their flip chart around the room.</p>																		
<p><b>Familiarize with Strategy</b></p>	<p>Give everyone about 5-10 minutes to read the information provided on their strategy. If desired, they can pull up additional information via their smartphone or computer to learn more now and help in the process.</p>																		

Activity	Description and Instructions
<b>Give instructions</b>	<p>For each question, the small group will have time to rate their program on a scale of 1 - 7, with 7 being strong and a good option for the community and 1 being a weak option for the community. If the group does not know the answer, they should indicate a 4 (neutral) and mark it with an asterisk.</p> <p>At the end, we will be adding up the scores, and each team will share out the score and have the opportunity to advocate for the adoption of their strategy or removal from the list of potential options.</p>
<b>Play the Game</b>	<p>Have each group rate their strategy based on the questions in Tool 7: Goodness of Fit, documenting the score for each question next to the appropriate number. It might be helpful to put the questions in a PowerPoint presentation, with one question on each slide, for reference throughout the activity or you may wish to print Tool 7 for each group.</p> <p>If it fits your style, you can use a friendly competition to make this more fun. Call out scores like a game show host, have groups keep a subtotal of their score to see who is 'winning', or otherwise make it fun. Just be careful that the competition stays light and fun and isn't skewing scores!</p> <p>As you go through this process, the groups may want to research additional information about their strategy. They can do this on the spot via a phone or computer, but there may be some information that is missing or unavailable. Remind the groups to use the neutral score of 4 for this and demarcate it with an asterisk. If there is a lot of missing information, you/the team may choose to adjourn the meeting to conduct additional research and recommence this activity at the next meeting.</p>
<b>Report Outs from Each Group</b>	<p>Give everyone about 5 minutes to prepare their talking points for their 2-minute report out.</p> <p>Have them answer the following questions (it is helpful to write these out or include them in the PowerPoint presentation for reference):</p> <ol style="list-style-type: none"> <li>1. What is your strategy, risk, and protective factor?</li> <li>2. Give a brief description of your strategy.</li> <li>3. What was the final score for your strategy? Highlight 3 key indicators (i.e. what was scored the highest or lowest)</li> <li>4. Would you recommend this for implementation in your community and why or why not?</li> </ol> <p>Have each group report out. After their report out, have the group move their flip chart page to the front of the room and arrange all the flip charts to be lined up on the wall, grouped by risk and protective factor, and ranked based on their total score so the strategies that got the highest ranking are on one side or the top and the lowest on the other side of the bottom.</p>
<b>Debrief</b>	<p>After the group report outs, have everyone in the group reflect on what they heard.</p>



# Goodness of Fit Worksheet

Although different programs may have demonstrated to be effective, you will want to determine how these may fit into your community. The goodness of fit worksheet will walk you through different considerations to help you determine whether the EBP you selected is a good match for your community. Please pass this handout out to your group and allow about 7-10 minutes. Once everyone is finished, discuss each category answers and discussion questions.

## Mission, Goals, and Objectives

Does this approach fit your community's identified needs?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does the approach fit with the values underlying your community's mission?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Is the approach compatible with your community's current focus?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

What is one main barrier or challenge in your community that you anticipate and how can you overcome it?

How can you gain support for this EBP in your community? Consider the following:

- Who are the critical stakeholders?
- How can you frame your project to meet their priorities/needs/motivations?
- Are there people or agencies that might stand in the way of successful implementation?

## Implementation Capacity

The approach you select must be within your ability to implement. Some evidence-based prevention programs and practices are complex and can be difficult to implement. Consider the following questions when selecting an approach. As you do this assessment, you may not have all the resources you need, but you will need to have them before you actually begin.

Does your community have the human resources to implement the approach?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does your community have the material resources to implement the approach?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does your community have the appropriate funding to implement the approach?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Can you implement the approach in the manner it was designed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does the approach take into account the readiness of the community and the targeted population?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

How will this approach fit into the current structure and operations (e.g., of a school, coalition, workplace, etc.)?

Consider the following:

- Who needs to be contacted to gain access to delivery sites?
- What will need to change in the current structure and operations? What can stay the same?

## Cultural Relevance

Not every approach, evidence-based or not, will fit the cultural characteristics of your community. A program designed for an African American community, for example, may not be as good a fit for a Hispanic community. When considering cultural relevance, take into account the following:

Is the approach appropriate for the community's values and existing practices?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Is the approach appropriate for the culture and characteristics of the community?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does the approach take into account the community's values and traditions that affect how its citizens and the targeted group regard juvenile justice issues?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Has the approach shown positive results in areas that are important to your community?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

- What capacity/strengths does the community have to respond to the prioritized needs and its cultural aspects?
- What cultural aspects should be considered when selecting our approach?

## Evidence-based and Effective

The term evidence-based is often used to describe programs or practices that have been shown to be effective in juvenile justice populations. To see whether the approach you are interested in meets the criteria for being evidence-based and effective, answer the following questions.

Is the approach based on a well-defined theory or model?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Is there documented evidence of effectiveness (such as formal evaluation results)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Have the results been replicated successfully by different researchers over time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Has the approach been shown to be effective for areas similar to those you will address?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

What will be the process of establishing this approach? Consider the following:

- Will you pilot test the program before going “full scale”?
- What are the tasks that need to be accomplished leading up to implementation?
- What is the timeline?