Partnerships in
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PROmoting School-community-university
Partnerships to Enhance Resilience

Building Capacity: Lessons from PROSPER on What Worked and What Could Work Better

Presented at the National Academies Workshop on Implementing Evidence-Based Prevention by Communities
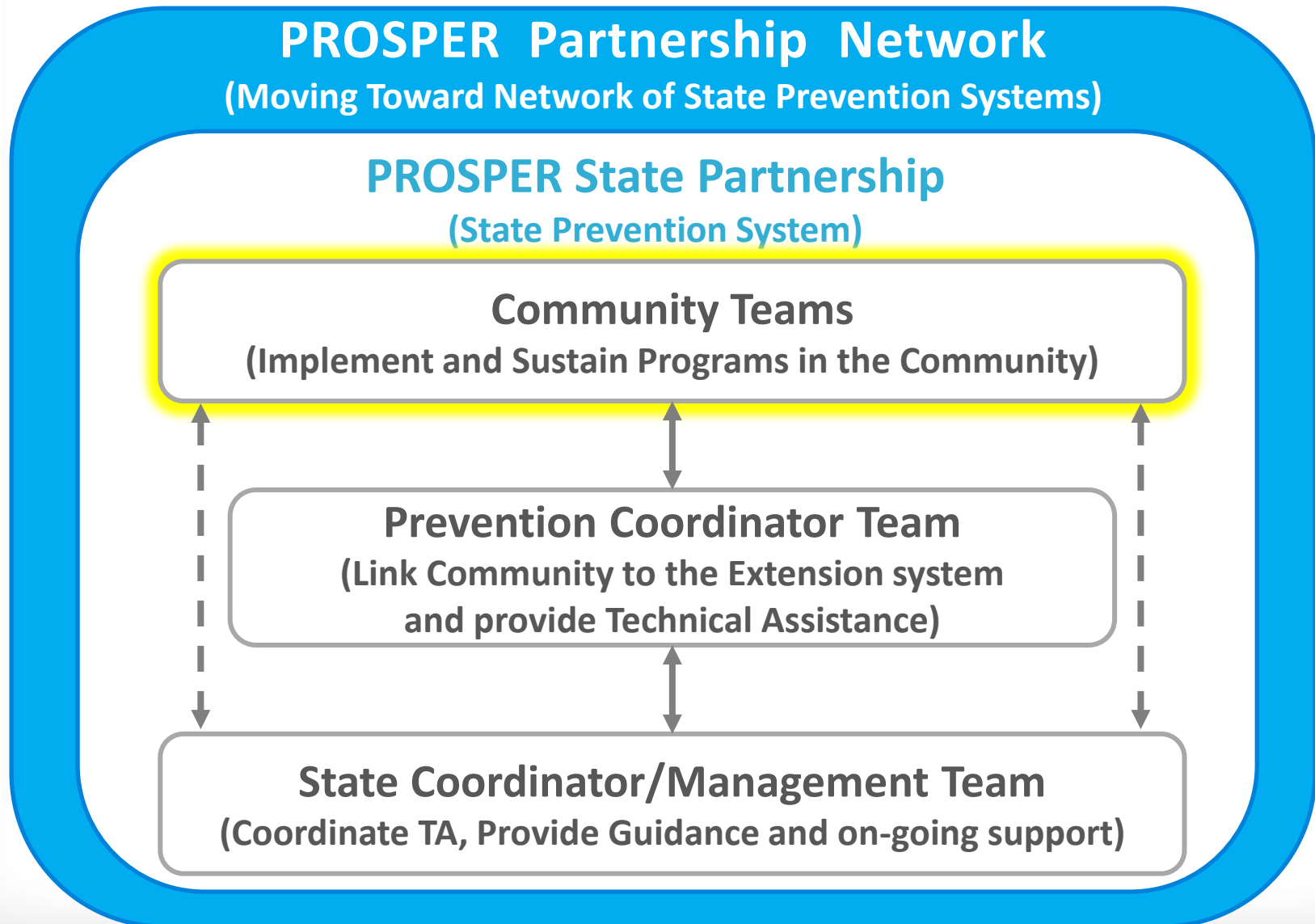
June 9, 2016

Richard Spoth
Partnerships in Prevention Science Institute, Iowa State University

PROSPER Partnership Network Structure

PROSPER Partnership Network
(Moving Toward Network of State Prevention Systems)

PROSPER State Partnership
(State Prevention System)

Community Teams
(Implement and Sustain Programs in the Community)

Prevention Coordinator Team
(Link Community to the Extension system and provide Technical Assistance)

State Coordinator/Management Team
(Coordinate TA, Provide Guidance and on-going support)

Community Teams Goal 1: Sustain Evidence-based Programs with High Quality*

Community Team Objectives

- Plan and coordinate family programs, including recruitment and monitoring for quality

- Work with the school to coordinate a school program, including monitoring for quality

- Generate resources for ongoing programming

*Programs noted subsequently

Community Teams Goal 2: Build and Maintain a Well-functioning, Productive Team
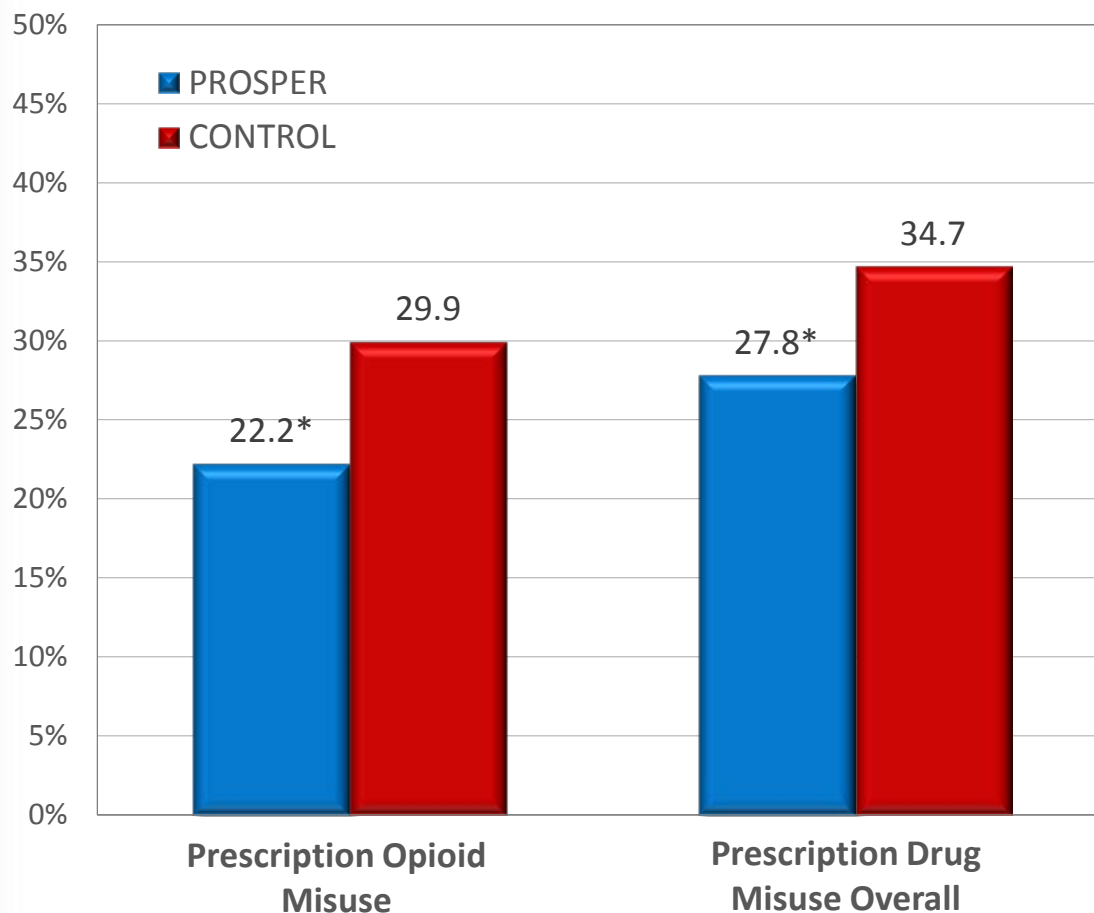
Community Team Objectives

- Internally, the team focuses on holding regular, effective meetings and maintaining an active membership

- Externally, the team focuses on:
  - Building connections with the school and community organizations
  - Strategic communication throughout the community to promote awareness of its efforts
  - Recognizing and rewarding supporters and contributors

Key PROSPER Partnership Randomized Control Trial Findings (from >80 published reports)

- **Effective mobilization** of community teams
- Community **teams sustained programming** efforts for ten years
- Community teams achieved **high recruitment rates** for family program participation, compared to traditional approaches
- All programs **implemented with high levels of quality**
- Reductions in **negative peer influences** indicated by social network analyses
- Positive effects for **strengthening family relationships, parenting, and youth skill outcomes** – note crossover effects
- Youth score significantly lower on a **range of problem behavior outcomes** (both substance misuse and conduct problems)
- Indications that it is **more cost efficient** than regular programming; also, that it is **cost effective and cost beneficial**

Source: Spoth, R. (January 2012). Moving toward population-level impact with community-based prevention: PROSPER project findings, lessons, big questions, future directions. Presentation for NIDA DESPR seminar session, Bethesda, MD.

Illustration: PROSPER Long-term Impact— Young Adult Lifetime Prescription Drug Misuse

PROSPER vs. control differences are practically significant: For every 100 misusers in non-PROSPER communities, there would be about 20-26 fewer in PROSPER communities.

Note: *p<.05, RRRs=20-26%.

Source: Spoth et al. Long-term effects of the PROSPER delivery system for universal prevention: Emerging adult substance misuse and associated risk behavior outcomes. Manuscript in final preparation.

What Needs to be in Place

- Linking with **existing infrastructures**

- Organizing and fostering **sustainable community teams**

- Proactive, sustainability-oriented **technical assistance** focusing on benchmarking and web-based support

- **Capacity building focused on critical tasks** (recruitment, implementation quality, sustainability)

Capacity Building Through Existing Infrastructures, Including State Systems

- USDA – Cooperative Extension System
  - Largest informal education system in the world
  - Reach into every county in the country

- DoE – State Public School Systems
  - Universal system reaching nearly all children
  - Existing relationships with Extension

- DoD – Military Family Support Systems
  - Ties into National Guard Support Systems
  - Could link to existing military training infrastructures

- Groundwork for linkage of the systems began in the late 1980s

Capacity Building Through Proactive Technical Assistance (TA)

- **Prevention Coordinators** attend team meetings in their assigned community

- Contact Team Leaders **nearly every week** to discuss PROSPER activities and goals

- **Learning Communities** led by Prevention Coordinators re successful strategies and approaches

- Military-connected in Promoting NGR Families/ PROSPER Project

What Worked: Capacity Building for Critical Implementation Tasks — EBI Recruitment

- Teams develop **strategic plans** with TA, to:
  - Increase community awareness (e.g., PSAs, cinema commercials, social and professional networks)
  - Recruit through youth in schools (e.g., present to classmates)
  - Recruit parents directly (e.g., personal contacts/calls)
  - Increase awareness of attendance incentives (e.g., youth graduation gift)

What Worked: Capacity Building for Critical Tasks — <mark>Quality EBI Implementation</mark>

- Educate/train PROSPER partnership members about the **importance of quality monitoring and related strategies** at:
  - Statewide meetings
  - Learning communities
  - Facilitator and observer trainings
  - "Feedback sessions" after program (e.g. SFP 10-14) session is completed
  - Facilitator supervision

Benchmarking TA Process for Effective Community Teams with Quality Implementation

- Assess benchmarked progress across all phases, with special attention to core components
  - Used to monitor sustainability efforts re team and programs
  - Facilitates sustained, long-term development

Instructions for Completing PROSPER Model Benchmark Scoring

PROSPER PARTNERSHIPS

Instructions for Completing PROSPER Model Benchmark Scoring

The PROSPER Partnership Model is *a scientifically-proven delivery system* that provides sustained, quality delivery of evidence-based programs for youth and families. This system facilitates the delivery of programs by creating partnerships among Cooperative Extension, local schools, community volunteers and university-based researchers that operate through a three-tiered partnership structure. The infrastructure created by these partnerships is one of the unique features of this delivery system since it allows for scientific expertise from the university to flow through Prevention Coordinators (PCs) to Community Teams. This expertise and ongoing support, which includes ongoing evaluation and quality control, helps Community Teams implement programs effectively and sustain them long-term. Ultimately, this sustained effort results in a greater impact and benefits the community as a whole.

Based on years of implementation experience, the PROSPER Model Benchmarks have been developed to systematically map onto and reflect the elements of successful model implementation at the community level. Benchmarks have been identified across each of the PROSPER Partnership Model's five core components and are organized by functional areas as outlined in the Team Leader/PC Handbooks. To illustrate how benchmarks map onto the five core components, some examples are provided below:
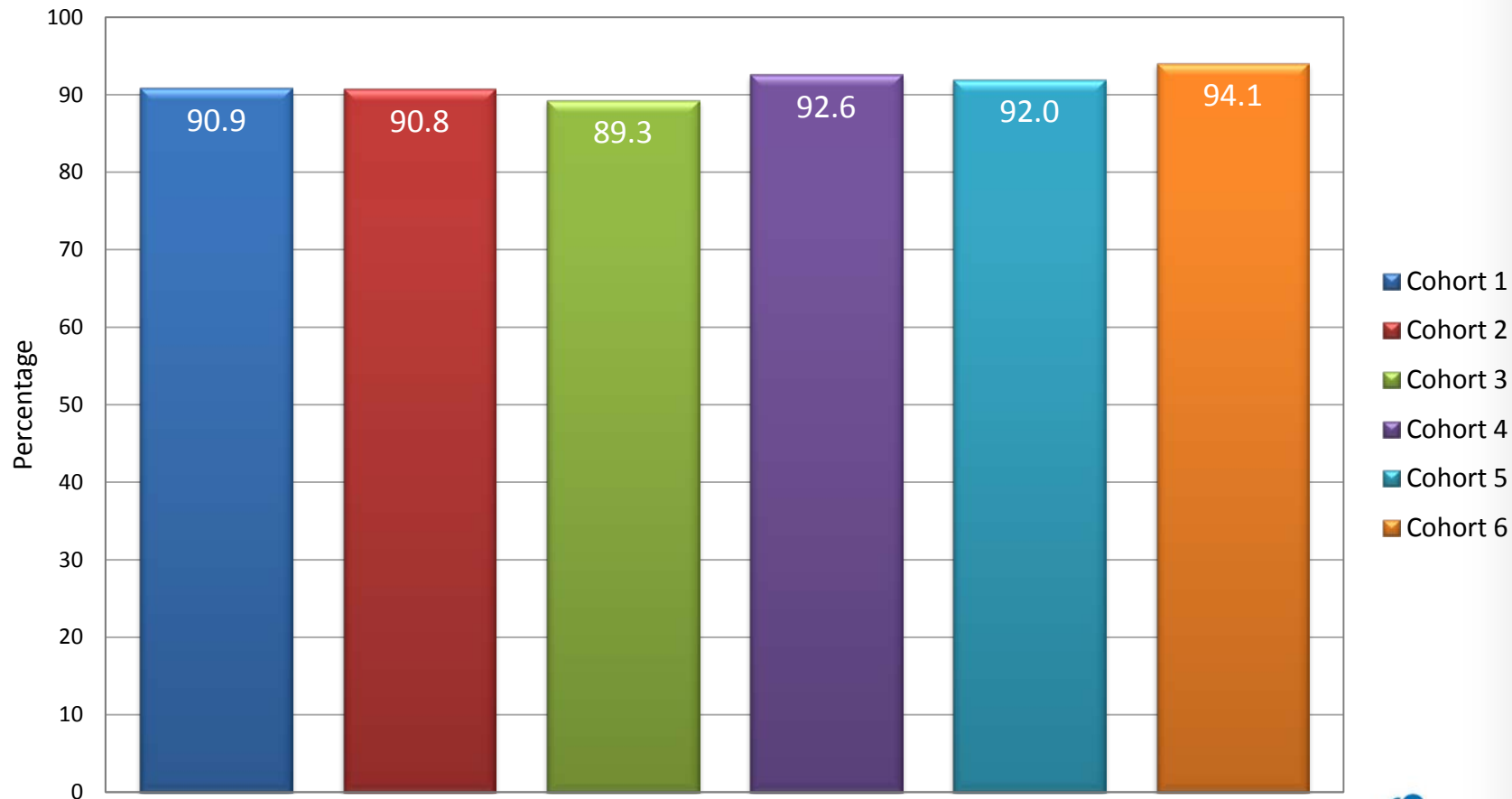
PROSPER Core Component	Example Benchmarks
1) A small, strategic team of community stakeholders led by a Cooperative Extension representative and co-led by a local school representative.	• PROSPER Team membership reflects the diversity of the community • PROSPER Team has regular meetings during the school year
2) A 3-tier state-level partnership consisting of Community Teams, PCs, and a State Management Team	• Team Leader regularly communicates with Prevention Coordinator • Majority of PROSPER Team members attend Statewide Meeting
3) A developmentally-oriented sustainability planning process that addresses long-term continuity and support for programming.	• PROSPER Team received funding/in-kind support during the past year for program implementation
4) Evidence-based programs that are selected by the Community	• PROSPER Team selected family program from the PROSPER menu

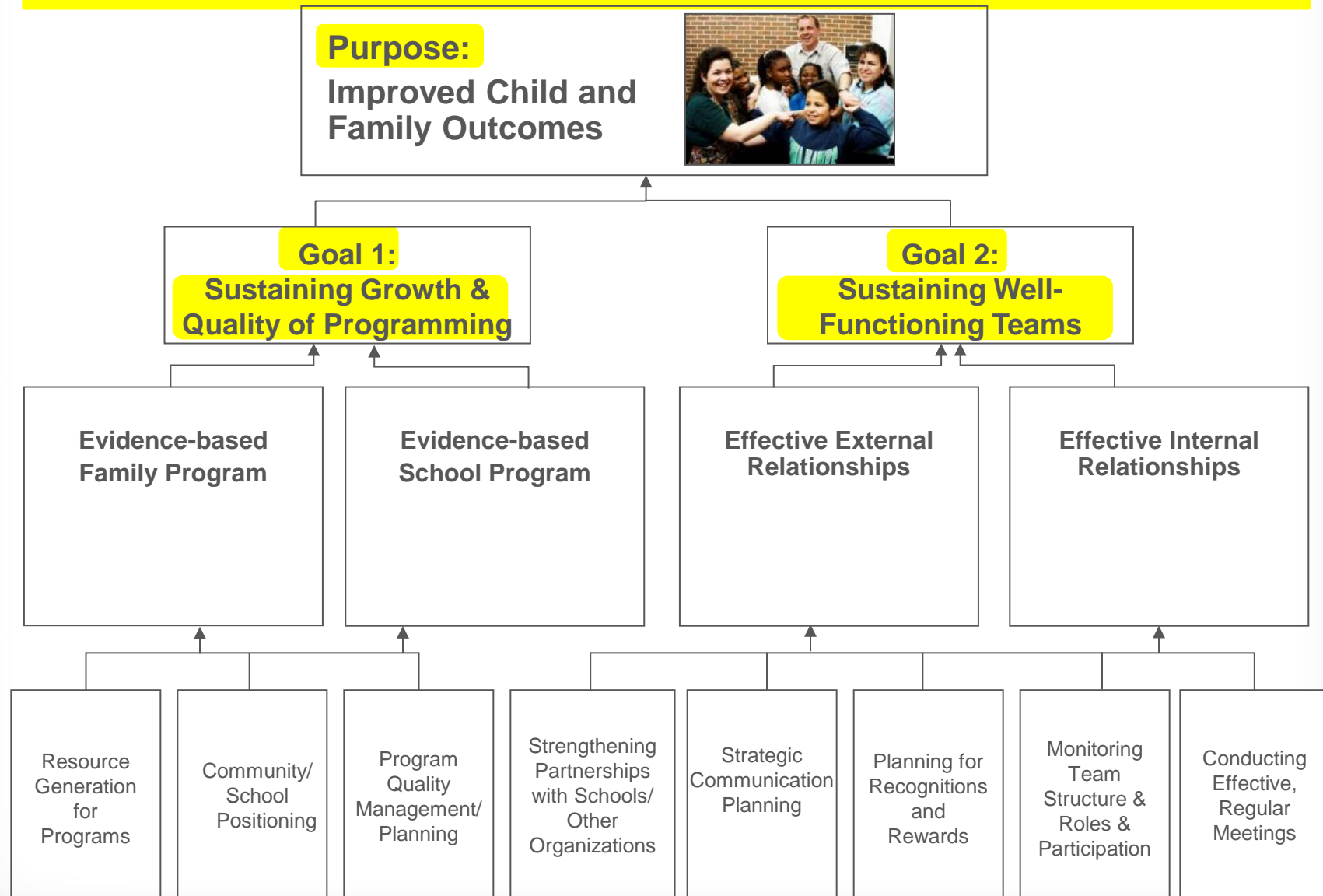# PROSPER Strategies to ⬆ Implementation Quality – Illustrative Findings
PROSPER Long-Term Adherence Ratings

See: Spoth et al. (2007). PROSPER study of evidence-based intervention implementation quality by community-university partnerships. *Journal of Community Psychology,* 35(8), 981-999. Also see Spoth et al. (2011). Six-year sustainability of evidence-based intervention implementation quality by community-university partnerships: The PROSPER study. *American Journal of Community Psychology, 48,* 412-425.
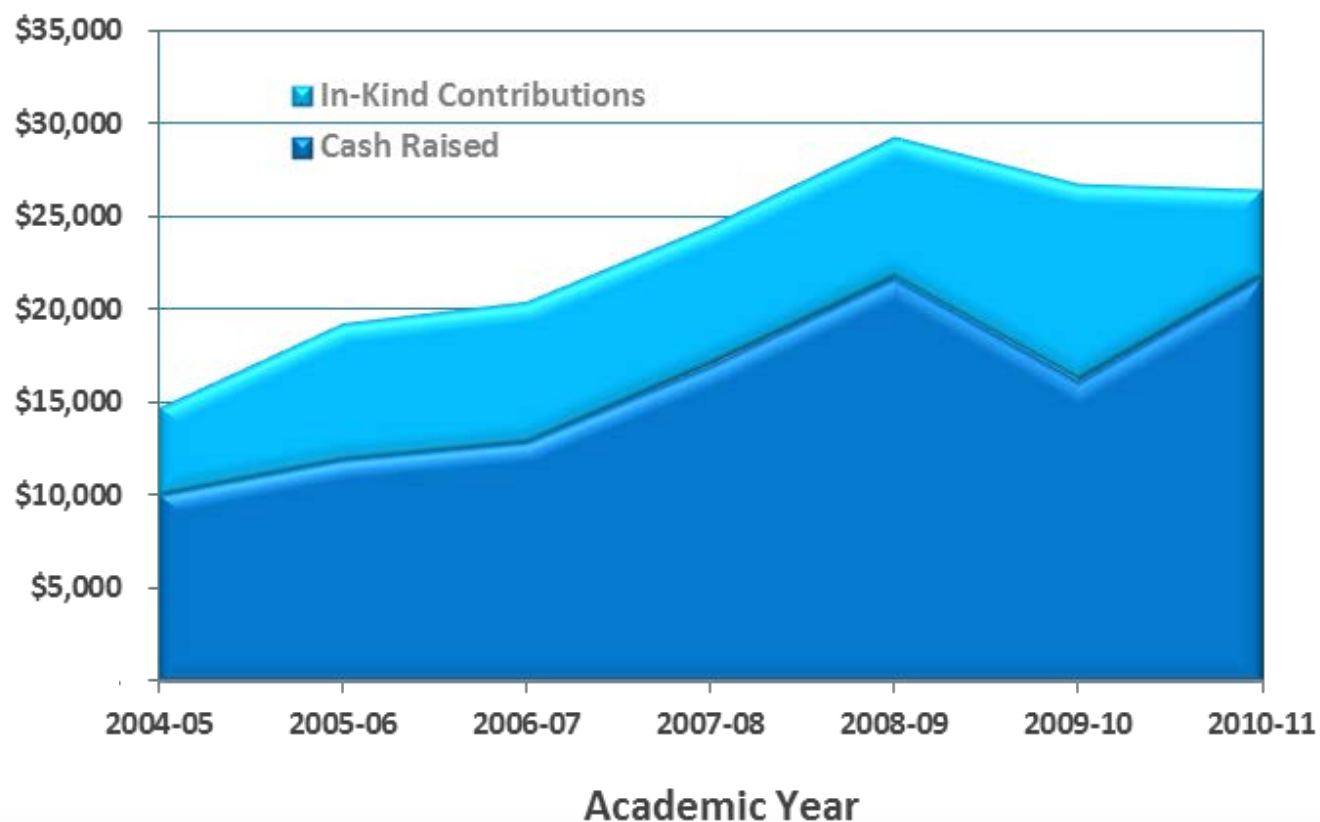
What Worked: Capacity Building for Critical Tasks — Sustainability Model Mapping Onto Benchmarking

Purpose:
Improved Child and Family Outcomes

Goal 1:
Sustaining Growth & Quality of Programming

Goal 2:
Sustaining Well-Functioning Teams

Objectives

| Evidence-based Family Program | Evidence-based School Program | Effective External Relationships | Effective Internal Relationships |

Strategies

| Resource Generation for Programs | Community/ School Positioning | Program Quality Management/ Planning | Strengthening Partnerships with Schools/ Other Organizations | Strategic Communication Planning | Planning for Recognitions and Rewards | Monitoring Team Structure & Roles & Participation | Conducting Effective, Regular Meetings |

Illustrative Sustainability Findings: Fundraising, with Web-Based Resource Tracker

Average Total Contributions Received Across All Project Communities by Academic Year

Overarching Lessons Learned from Capacity and Infrastructure Development Grants

- Due to the degree of **complex systems change required, considerable resources** must be devoted in formative stages, to assure that barriers are addressed quickly and

- Assessing **readiness, adoption support, implementation capacity-building, and well-functioning implementation staff is key – an iterative process** through which relevant key factors for success must be addressed continuously

- When have **effective systems-level adaptations**, program-level adaptations compromising quality are less of an issue

- **General community learning strategy:** At national/network level, working with stakeholders re continuously improving trainings/TA/data systems to ensure all of the relevant issues are addressed

Possible Courses of Action to Build Capacity—"Meta Capacity Building"

- **Strengthen Infrastructure for networked prevention systems**
  - Build on existing infrastructures
  - Learn from existing implementation systems research
  - Link with ACA healthcare reform efforts (e.g., Community Benefit)

- **Build prevention workforce**
  - "Build out" currently available training/certification systems
  - Organize network of university-supported trainers (e.g., ICUDDR)

- **Expand innovative, sustainable funding mechanisms**
  - Private-Public partnerships linked with integrated health homes
  - Prevention & Wellness Funds to support networked communities

- **Prioritize Adoption, Implementation, Sustainability Research Questions** (see Table 1, for the Top 22)

See: Spoth, Rohrbach, Greenberg, et al. (Society for Prevention Research Type 2 Translational Task Force Members and Contributing Authors) (2013). Addressing core challenges for the next generation of type 2 translation research and systems: the Translation Science to Population Impact (TSci Impact) framework. *Prevention Science, 14*(4), 319-351

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HelpingKidsPROSPER.org

THANK YOU!

The ISU Partnerships in Prevention Science Institute

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