

AGENCY AND PRACTITIONER RATING CATEGORIES AND CRITERIA FOR EVIDENCE BASED PROGRAMS

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The following chart identifies various federal and private agencies, as well as a few researchers, who have rated the effectiveness of prevention programs designed to reduce or eliminate problem behaviors, such as delinquency, aggression, violence, substance use, school behavioral problems, and risk factors identified as predictive of these problems. This chart describes the set of criteria that has been identified for program inclusion by each agency and also describes the focus of each work (i.e., school-based programs, violence programs, substance abuse programs, etc.).

The Matrix of Programs is a table listing approximately 300 programs that have been rated by each agency as effective. The Matrix of Programs can aid the practitioner by showing how various programs have been rated across different agencies. The Matrix of Programs can be located on the Center for the Study and Prevention of Violence website at www.colorado.edu/cspv/blueprints.

American Youth Policy Forum		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
<p>Mendel, Richard A. (2001).</p> <p><i>Less hype, more help: Reducing juvenile crime, what works - and what doesn't</i></p> <p>Washington D.C.: American Youth Policy Forum.</p> <p>www.aypf.org.</p>	<ul style="list-style-type: none"> • Effective 	<p>The goal of the American Youth Policy Forum is to enable policymakers, national and state governments, and organizations to develop, enact, and implement policies regarding the nation's youth. The book describes programs dealing with reducing juvenile crime, asking what works and what does not work, what is commonplace in policy for reducing juvenile crime, and what changes need to be made to make sure the program is delivered with the best practice. Many programs are described based on a review of the scientific literature; however, no specific criteria for the inclusion of programs are provided.</p>
Blueprints for Violence Prevention		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
<p>Elliott, D. S. (Editor) (1997).</p> <p><i>Blueprints for Violence Prevention</i> (Vols. 1-11).</p> <p>Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.</p> <p>www.colorado.edu/cspv/blueprints</p>	<ul style="list-style-type: none"> • Model • Promising 	<p>As evident by its title, Blueprints for Violence Prevention's main objective is that of violence prevention in children and adolescents from birth to age 19. Programs focus on violence, delinquency, aggression (including pre-delinquent aggression), and substance abuse. Criteria for Model and Promising programs include: evidence of deterrent effect with a strong research design (experimental or quasi-experimental) on one of the above outcomes. Other criteria that Model programs must meet include sustained effects for at least one year post-treatment and replication at more than one site with demonstrated effects.</p>

Center for Mental Health Services, U.S. Department of Health and Human Services		
<i>Key Source and Website</i>	<i>Rating Category</i>	<i>Focus and Criteria</i>
<p>Greenberg, Mark T., Domitrovich, Celene, & Bumbarger, Brian (1999).</p> <p><i>Preventing mental disorders in school-aged children: A review of the effectiveness of prevention programs.</i></p> <p>State College, PA: Prevention Research Center for the Promotion of Human Development, College of Health and Human Development, Pennsylvania State University. www.prevention.psu.edu/CMHS.html</p>	<ul style="list-style-type: none"> • <i>Effective</i> • <i>Promising</i> 	<p>With help from the Center for Mental Health Services, the Prevention Research Center for the Promotion of Human Development at Pennsylvania State University reviewed different intervention programs dealing with the reduction of risks or effects of psychopathology in school aged children. Studies were excluded in which children were given diagnostic interviews and met criteria for DSM-III R or DSM-IV disorders. The age focus was restricted to children from ages 5 to 18. Programs that met the review requirements had to be evaluated using an adequate comparison group with either randomized or quasi-experimental design with an adequate control group. Studies had to have pre and posttest data and preferably follow-up data. They also had to have a written implementation manual. Universal, selective and indicated prevention programs were identified that produced improvements in specific psychological symptomology or factors directly associated with increased risk for child mental disorders. Programs showing reduction in psychiatric symptoms were also included in the review.</p>
Center for Substance Abuse Prevention (CSAP), Dept. of Health & Human Services, National Registry of Effective Programs		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
<p>modelprograms.samhsa.gov</p>	<ul style="list-style-type: none"> • <i>Model</i> • <i>Promising</i> • <i>Effective</i> 	<p>CSAP focuses on the effectiveness and impact of substance abuse prevention efforts. Programs are scored 1 to 5, with 1 being the lowest and 5 being the highest score, relative to 15 criteria. Model programs are well implemented and evaluated according to rigorous standards of research, scoring at least 4.0 on the 5-point scale. Promising programs have been implemented and evaluated sufficiently and are considered to be scientifically defensible, but have not yet been shown to have sufficient rigor and/or consistently positive outcomes required for Model status. Promising programs must score at least 3.33 on the 5-point scale. Effective programs meet all the criteria as the Model programs, but for a variety of reasons, these programs are not currently available to be widely disseminated to the general public.</p>

Department of Education, Safe and Drug-free Schools		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
www.ed.gov (Visit US. Department of Education and search for OSDFS)	<ul style="list-style-type: none"> • <i>Exemplary</i> • <i>Promising</i> 	Relevant outcomes are related to making schools safe, disciplined, and drug-free: reducing substance use, violence, and other conduct problems and positive changes in scientifically established risk and protective factors. Program criteria is carefully and thoroughly described on the website, and includes (1) evidence of efficacy/effectiveness based on a methodologically sound evaluation that adequately controls for threats to internal validity, including attrition; (2) the program's goals with respect to changing behavior and/or risk and protective factors are clear and appropriate for the intended population and setting; (3) the rationale underlying the program is clearly stated, and the program's content and processes are aligned with its goals; (4) the program's content takes into consideration the characteristics of the intended population and setting; (5) the program implementation process effectively engages the intended population; (6) the application describes how the program is integrated into schools' educational missions; and (7) the program provides necessary information and guidance for replication in other appropriate settings.
Communities That Care, Developmental Research and Programs		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
Posey, Robin, Wong, Sherry, Catalano, Richard, Hawkins, David, Dusenbury, Linda, Chappell, Patricia (2000). <i>Communities That Care prevention strategies: A research guide to what works.</i> Seattle, WA: Developmental Research and Programs, Inc., Seattle, WA www.preventionscience.com/ctc/CTC.html	<ul style="list-style-type: none"> • <i>Effective</i> 	Communities That Care focus on preventing adolescent substance abuse, delinquency, teen pregnancy, school dropout, and violence as well as promoting the positive development of youth and children. Programs focus on the family, school, and community. The criteria include: (1) programs address research based risk factors for substance abuse, delinquency, teen pregnancy, school dropout and violence; (2) increase protective factors; (3) intervene at developmentally appropriate age; and (4) show significant effects on risk and protective factors in controlled studies or community trials

Mihalic and Aultman-Bettridge (2004)		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
<p>Mihalic, Sharon, & Aultman-Bettridge, Tonya (2004).</p> <p><i>A guide to effective school-based prevention programs.</i></p> <p>In William L. Tulk (Ed.), <i>Policing and school crime</i>. Englewood Cliffs, NJ: Prentice Hall Publishers.</p>	<ul style="list-style-type: none"> • <i>Exemplary</i> • <i>Promising</i> • <i>Favorable</i> 	<p>Programs are all school-based. Model and Promising programs utilize Blueprints criteria and outcomes. Favorable programs broaden the outcomes to include factors relevant for school safety and success, such as school disciplinary problems, suspensions, truancy, dropout, and academic achievement. These programs may also have weaker research designs than the standard held for Blueprints, however, there is “reasonable” scientific evidence that behavioral effects are due to the intervention and not other factors. These programs all have experimental or matched control group designs.</p>
National Institute of Drug Abuse		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
<p>National Clearing House for Alcohol and Drug Information, Preventing drug use among children and adolescents: A research-based guide, #734 at 1-800-729-6686).</p>	<ul style="list-style-type: none"> • <i>Effective</i> 	<p>The focus is on drug prevention and reduction. Although prevention principles are mentioned in the report, there are no specific criteria for program inclusion.</p>
Sherman, et al (1997)		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
<p>Sherman et al. (1997).</p> <p><i>What works, what doesn't, what's promising</i></p> <p>College Park: University of Maryland Department of Criminology and Criminal Justice. NCJ 165366. www.ncjrs.org/works/wholedoc.htm or www.preventingcrime.org</p>	<ul style="list-style-type: none"> • <i>Effective</i> 	<p>The main focus of the Sherman report is crime prevention. The methodological rigor of each program was rated on a scale of 1 to 5. In order to obtain a score of “3,” programs had to employ some kind of control or comparison group. If the comparison was to more than a small number of matched or almost randomized cases, the study was given a score of “4.” If the comparison was to a large number of comparable units selected randomly, the study was scored as a “5.” Programs were assessed as “working” if they had two or more evaluations with 3 or higher and statistical significance tests showed the program effective. Programs were assessed as “promising” if they had at least one evaluation with a score of 3 or higher showing effectiveness. For this report, all “working” and “promising” programs were classified as “Effective.”</p>

Strengthening America's Families		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
www.strengtheningfamilies.org	<ul style="list-style-type: none"> • <i>Exemplary I</i> • <i>Exemplary II</i> • <i>Model</i> • <i>Promising</i> 	<p>The National Program Review Committee, the University of Utah, and CSAP reviewed the programs that focused on family therapy, family skills training, in-home family support, and parenting programs. Each program was rated on theory, fidelity, sampling strategy, implementation, attrition, measures, data collection, missing data, analysis, replications, dissemination capability, cultural and age appropriateness, integrity, and program utility and placed into the following categories:</p> <ul style="list-style-type: none"> • <i>Exemplary I</i>: Program has experimental design with randomized sample and replication by an independent investigator. Outcome data show clear evidence of program effectiveness. • <i>Exemplary II</i>: Program has experimental design with randomized sample. Outcome data show clear evidence of program effectiveness. • <i>Model</i>: Program has experimental or quasi-experimental design with few or no replications. Data may not be as strong in demonstrating program effectiveness. • <i>Promising</i>: Program has limited research and/or employs non-experimental designs. Data appears promising but requires confirmation using scientific techniques
Surgeon General's Report (2001)		
<i>Key Source and Website</i>	<i>Rating Categories</i>	<i>Focus and Criteria</i>
<p>U.S. Department of Health and Human Services (2001)</p> <p><i>Youth violence. A report of the Surgeon General</i></p> <p>Rockville, MD: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; Substance Abuse and Mental Health Services Administration, Center for Mental Health Services; and National Institutes of Health, National Institute of Mental Health.</p> <p>www.surgeongeneral.gov/library/youthviolence</p>	<ul style="list-style-type: none"> • <i>Model</i> • <i>Promising:</i> • <i>Level 1-Violence Prevention</i> • <i>Level 2-Risk Factor Prevention</i> 	<p>The primary focus of the report by the Surgeon General is violence prevention and intervention. The criteria the Surgeon General set were appropriately rigorous methods of inquiry and sufficient data to support the conclusions. <i>Model</i> programs have rigorous experimental design (experimental or quasi-experimental), significant effects on violence or serious delinquency (Level 1) or any risk factor for violence with a large effect size of .30 or greater (Level 2), replication with demonstrated effects, and sustainability of effect. <i>Promising programs</i> meet the first two criteria (although risk factors of .10 or greater are acceptable), but programs may have either replication or sustainability of effects (both not necessary).</p>

Title V (OJJDP)		
<i>Key Source and Website</i>	<i>Rating Category</i>	<i>Focus and Criteria</i>
<p>Title V</p> <p><i>Training and technical assistance programs for state and local governments: Effective & promising programs guide.</i></p> <p>Washington D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Dept. of Justice.</p> <p>www.dsgonline.com</p>	<ul style="list-style-type: none"> • <i>Exemplary</i> • <i>Effective</i> • <i>Promising</i> 	<p>OJJDP has a focus on assisting communities with delinquency prevention strategies. The Title V programs are divided into categories of community, school, peer, and the individual. To be classified as <i>Exemplary</i>, the program-required evidence of statistical deterrent effect using randomized treatment and control groups. <i>Effective</i> programs had evidence obtained with a control or matched comparison group but without randomization. <i>Promising</i> programs had evidence of a correlation between the prevention program (generally pre/post) and a measure of crime</p>