



Technical Attachments

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ATTACHMENT 1
Statistical Models

TABLE 1
Differences between SIG Best Implementers and the Rest of the State:
2000 – 2002 Changes in ATOD Use among 8th Graders

30 Day Use of ATOD among 8th Graders: Effects (Log-Odd Coefficients) and Stat. Significance		Alcohol		Binge Drinking		Marijuana		Other Drugs		Tobacco	
		Effect	Sign	Effect	Sign	Effect	Sign	Effect	Sign	Effect	Sign
Variables in Statistical Logistic Model:*											
00-02 changes among Best SIG vs. rest of the State:											
2000-02 changes for best SIG (beyond changes in rest of state)		-0.59	<0.01	-0.36	0.16	-0.37	0.16	-0.20	0.33	-0.31	0.10
2000-02 changes in rest of state		-0.29	<0.01	-0.44	<0.01	-0.21	0.15	-0.23	0.03	-0.26	0.03
Original difference between best SIG and rest of state in 2000		0.13	0.18	0.05	0.71	0.09	0.66	0.05	0.73	0.10	0.53
98-00 changes (for few SIG sites with 1998 data)											
1998-00 change for best SIG (beyond changes in rest of state)		-0.20	0.24	-0.23	0.23	-0.49	0.07	-0.52	<0.01	-0.40	0.07
1998-00 change in rest of state		-0.34	<0.01	-0.24	0.06	-0.41	0.05	-0.24	0.04	-0.08	0.53
Changes after end of SIG funding (02-04)											
2002-04 change for best SIG (beyond changes in rest of state)		-0.02	0.84	-0.02	0.90	0.05	0.82	0.03	0.83	-0.15	0.40
2002-04 change in rest of state		-0.30	<0.01	-0.44	<0.01	-0.32	0.02	-0.76	<0.01	-0.43	<0.01
Race/Ethnicity Effects (differences vs. white):											
Black		0.34	<0.01	0.36	<0.01	0.89	<0.01	0.52	<0.01	0.42	<0.01
Hispanic		0.49	<0.01	0.55	<0.01	0.49	<0.01	0.46	<0.01	0.21	0.01
Native American		0.33	<0.01	0.47	<0.01	0.78	<0.01	0.43	<0.01	0.91	<0.01
Asian/Pacific Islanders		-0.28	<0.01	-0.16	0.07	-0.24	0.01	-0.01	0.92	-0.27	<0.01
Other/Unknown		0.15	0.01	0.23	<0.01	0.43	<0.01	0.30	<0.01	0.26	<0.01
Gender Effects (male vs. female)											
		0.25	<0.01	0.18	<0.01	-0.08	0.13	0.06	0.40	0.01	0.80
Community Characteristics Effects:											
Economic extreme deprivation		0.07	0.07	0.07	0.15	0.06	0.36	-0.04	0.47	0.02	0.75
Teen substance abuse		0.01	0.78	0.03	0.53	0.08	0.11	0.14	0.01	0.00	0.98
AOD problems		-0.06	0.09	-0.02	0.63	-0.04	0.47	-0.10	0.07	0.03	0.43
School performance		0.18	<0.01	0.25	<0.01	0.20	0.03	0.17	0.01	0.29	<0.01
Family problems		-0.02	0.42	-0.01	0.79	-0.04	0.37	0.03	0.40	0.04	0.24
Child and family health		0.01	0.74	0.03	0.53	0.00	0.98	0.07	0.10	0.02	0.67
AOD availability		0.10	0.05	0.10	0.16	0.14	0.07	0.11	0.08	0.09	0.12
School commitment/retention		-0.01	0.76	-0.03	0.41	-0.02	0.64	0.00	0.91	-0.04	0.34
Intercept		-1.37		-2.00		-2.17		-2.51		-1.80	
Association of Predicted Prob. and Observed Resp.											
Percent Concordant Pairs		60.9		61.8		62.5		60.9		60.8	
Percent Discordant Pairs		37.9		36.8		36.0		37.0		37.6	

* Using SAS SURVEYLOGISTIC procedure, appropriate for individual data grouped in clusters: youth in schools, N = 26,501 in 144 clusters

Note: Red numbers indicate significance level at .05 or below Green numbers indicate significance level at .1

TABLE 2
Differences between SIG Best, Average, and Poor Implementers:
2000 – 2002 Changes in ATOD Use among 8th Graders

30 Day Use of ATOD among 8th Graders: Effects (Log-Odd Coefficients) and Stat. Significance	Alcohol		Binge Drinking		Marijuana		Other Drugs		Tobacco	
	Effect	Sign	Effect	Sign	Effect	Sign	Effect	Sign	Effect	Sign
Variables in Statistical Logistic Model:*										
Differences by SIG Implementation:										
2000-02 change for best vs. poor SIG implementers	-1.10	<0.01	-0.71	0.03	-1.17	<0.01	-0.66	0.03	-0.50	0.06
2000-02 change for average vs. poor SIG implementers	-0.27	0.18	-0.25	0.25	-0.18	0.44	-0.03	0.92	-0.42	<0.01
2000-02 change among poor SIG implementers	0.19	0.18	0.14	0.41	0.33	0.11	0.17	0.30	0.13	0.24
Original difference between best and poor in 2000	0.09	0.66	-0.07	0.82	-0.17	0.60	-0.16	0.52	-0.16	0.61
Original difference between average and poor in 2000	-0.11	0.66	0.03	0.91	-0.47	0.17	-0.33	0.19	0.06	0.85
Race/Ethnicity Effects (differences vs. white):										
Black	0.27	0.17	0.09	0.70	0.49	0.01	0.46	0.30	0.57	0.03
Hispanic	0.41	0.02	0.50	0.01	0.05	0.76	0.40	0.06	0.23	0.12
Native American	0.08	0.66	0.27	0.21	0.78	<0.01	0.16	0.48	0.84	<0.01
Asian/Pacific Islanders	-0.13	0.40	-0.23	0.18	-0.21	0.26	0.39	0.06	0.06	0.76
Other/Unknown	-0.37	0.14	-0.16	0.53	-0.40	0.17	-0.27	0.37	-0.10	0.62
Gender Effects (male vs. female)										
	0.10	0.36	0.05	0.56	-0.27	0.04	0.05	0.74	-0.12	0.31
Community Characteristics Effects:										
Economic extreme deprivation	0.10	0.23	0.12	0.07	0.11	0.16	-0.21	0.03	0.18	0.05
Teen substance abuse	-0.24	0.12	-0.31	0.11	-0.35	0.09	-0.19	0.17	0.03	0.87
AOD problems	0.31	0.20	0.32	0.28	0.64	0.21	0.74	0.03	0.28	0.44
School performance	0.10	0.12	0.10	0.23	-0.04	0.73	0.09	0.36	0.11	0.25
Family problems	-0.12	0.02	-0.15	0.01	0.15	0.07	-0.09	0.11	-0.11	0.15
Child and family health	0.02	0.75	0.02	0.70	0.08	0.33	0.10	0.12	0.04	0.53
AOD availability	0.12	0.04	0.16	0.06	0.20	0.09	0.14	0.13	0.06	0.46
School commitment/retention	-0.11	0.07	-0.15	0.02	0.00	0.97	-0.03	0.70	-0.07	0.38
Intercept	-1.24		-1.93		-1.79		-2.37		-1.65	
Association of Predicted Prob. and Observed Resp.										
Percent Concordant Pairs	57.5		58.2		60.8		56.4		60.8	
Percent Discordant Pairs	40.6		40.0		37.1		40.7		37.2	

* Using SAS SURVEYLOGISTIC procedure, appropriate for individual data grouped in clusters: youth in schools, N = 7,188 in 31 clusters

Note: Red numbers indicate significance level at .05 or below Green numbers indicate significance level at .10

TABLE 3
Differences between SIG Best Implementers and Sites with Similar Community Characteristics: 2000 – 2002 Changes in ATOD Use among 8th Graders

30 Day Use of ATOD among 8th Graders: Effects (Log-Odd Coefficients) and Stat. Significance	Alcohol		Binge Drinking		Marijuana		Other Drugs		Tobacco	
	Effect	Sign	Effect	Sign	Effect	Sign	Effect	Sign	Effect	Sign
Variables in Statistical Logistic Model:*										
00-02 changes among Best SIG vs. Similar sites:**										
2000-02 change for best SIG (beyond change in similar sites)	-0.46	0.06	-0.19	0.46	-0.38	0.21	-0.45	0.06	-0.34	0.08
2000-02 change in similar sites	-0.18	0.01	-0.36	<0.01	-0.09	0.50	0.00	0.98	-0.21	0.03
Original difference between best SIG and similar sites in 2000	0.26	0.01	0.23	0.06	0.29	0.22	0.35	0.04	0.32	0.09
Race/Ethnicity Effects (differences vs. white):										
Black	-0.08	0.30	0.01	0.92	0.60	<0.01	0.07	0.59	0.04	0.70
Hispanic	0.50	<0.01	0.68	<0.01	0.29	0.01	0.46	<0.01	0.27	0.03
Native American	0.19	0.32	0.48	0.01	0.84	<0.01	0.75	<0.01	0.74	<0.01
Asian/Pacific Islanders	-0.33	0.01	-0.18	0.41	-0.49	0.02	-0.04	0.79	-0.18	0.24
Other/Unknown	0.11	0.43	0.20	0.27	0.35	0.02	0.08	0.75	0.18	0.25
Gender Effects (male vs. female)	0.06	0.35	0.00	0.95	-0.34	<0.01	-0.04	0.76	-0.12	0.27
Intercept	-1.15		-1.80		-1.88		-2.46		-1.56	
Association of Predicted Prob. and Observed Resp.										
Percent Concordant Pairs	54.4		54.9		57.6		49.8		54.2	
Percent Discordant Pairs	39.1		36.0		35.6		36.6		39.8	

* Using SAS SURVEYLOGISTIC procedure, appropriate for individual data grouped in clusters: youth in schools, N = 5,856 in 33 clusters

** Similar sites were identified using clusters analysis of eight community wide indicators most related to teen ATOD use: economic extreme deprivation, family problems, child and family health, school performance, school retention, AOD availability, AOD problems and teen substance abuse (treatment)

Note: Red numbers indicate significance level at .05 or below Green numbers indicate significance level at .10 or below, but higher than .05

TABLE 4
Differences between SIG Best, Average, and Poor Implementers:
2002 – 2004 Changes in ATOD Use among 10th Graders

30 Day Use of ATOD among 10th graders: Effects (Log-Odd Coefficients) and Stat. Significance	Alcohol		Binge Drinking		Marijuana		Other Drugs		Tobacco	
	Effect	Sign	Effect	Sign	Effect	Sign	Effect	Sign	Effect	Sign
Variables in Statistical Logistic Model:*										
Differences by SIG Implementation:										
2000-02 change for best vs poor SIG implementers	-0.50	0.15	-0.40	0.19	-0.27	0.64	-1.04	0.08	-0.70	0.07
2000-02 change for average vs. poor SIG implementers	-0.05	0.59	0.07	0.62	-0.14	0.32	-0.17	0.38	-0.52	<0.01
2000-02 change among poor SIG implementers	0.11	0.27	0.04	0.75	-0.02	0.83	-0.29	0.04	0.20	0.03
Original difference between best and poor in 2000	0.11	0.53	0.12	0.65	-0.16	0.77	0.06	0.84	0.03	0.90
Original difference between average and poor in 2000	0.10	0.38	0.26	0.22	0.14	0.49	0.37	0.21	0.53	0.02
Race/Ethnicity Effects (differences vs. white):										
Black	-0.26	0.22	-0.01	0.98	0.36	0.04	0.38	0.24	0.01	0.92
Hispanic	0.20	<0.01	0.41	<0.01	0.08	0.57	0.78	<0.01	0.05	0.78
Native American	0.42	0.01	0.35	0.18	0.75	<0.01	0.98	<0.01	0.73	<0.01
Asian/Pacific Islanders	-0.51	0.01	-0.32	0.12	-0.51	0.01	-0.07	0.75	-0.51	<0.01
Other/Unknown	-0.09	0.36	0.11	0.39	0.04	0.79	0.33	<0.01	0.10	0.40
Gender Effects (male vs. female)										
	0.15	0.01	0.02	0.82	-0.02	0.78	-0.14	0.32	-0.04	0.68
Intercept	-0.62		-1.38		-1.31		-2.26		-1.40	
Association of Predicted Prob. and Observed Resp.										
Percent Concordant Pairs	52.7		56.0		56.8		62.2		57.7	
Percent Discordant Pairs	41.2		41.5		40.2		35.4		40.2	

* Using SAS SURVEYLOGISTIC procedure, appropriate for individual data grouped in clusters: youth in schools, N = 4,912 in 22 clusters

Note: Red numbers indicate significance level at .05 or below Green numbers indicate significance level at .10

ATTACHMENT 2
Cluster Analysis

TABLE 5
Final Cluster Centers

	Cluster					
Economic Deprivation (Children on Welfare)	1.98	1.33	0.29	0.02	-0.24	-0.92
Teen Substance Abuse (Youth Treatment)	2.26	0.01	-0.08	0.05	-0.37	-0.44
AOD Problems (Arrest/Adult Treatment)	2.29	0.43	3.46	-0.02	-0.15	-0.53
Low School Performance (Grade 7 WASL)	1.30	0.60	0.33	0.38	0.27	-1.04
Family Problems (Child Abuse)	0.39	1.79	-0.07	0.01	-0.05	-0.70
Child and Family Health (Injury, Hospitalization)	-0.31	0.0	-0.74	0.97	-0.61	-0.10
AOD Availability (Retail Licenses)	0.07	1.44	-0.44	0.61	0.11	-0.08
Poor School Commitment (High School Dropouts)	1.09	0.39	-0.08	-0.47	0.44	-0.67
Native American	0.19	0.08	0.09	0.02	0.02	0.01
Hispanic	0.21	0.09	0.10	0.09	0.14	0.08
Number of School Districts	N = 31	30	16	81	85	53

- Poor, high AOD problems and teen abuse, poor school performance and retention, sometime Hispanic and American Indian
- Poor, high AOD availability, high family problems
- Average poverty, average teen abuse, and high in AOD problems
- Average poverty, average teen abuse, and high in child and family problems
- Average poverty, average teen abuse, and high in school problems
- Well-off, good school performance and school retention, low family problems, low teen AOD use and AOD problems

TABLE 6
Distances between Final Cluster Centers

Cluster						
	3.72					
	3.56	4.26				
	4.41	2.74	4.05			
	4.42	2.93	3.74	1.97		
	5.79	4.31	4.55	2.36	2.07	

TABLE 7
ANOVA

	Cluster		Error		F	Sig.
	Mean Square	df	Mean Square	df		
Economic Deprivation (Children on Welfare)	29.46	5	0.396	237	74.45	0.00
Teen Substance Abuse (Youth Treatment)	19.86	5	0.597	235	33.30	0.00
AOD Problems (Arrest/Adult Treatment)	31.50	5	0.333	237	94.56	0.00
Low School Performance (Grade 7 WASL)	21.74	5	0.575	269	37.81	0.00
Family Problems (Child Abuse)	21.24	5	0.564	235	37.64	0.00
Child and Family Health (Injury, Hospitalization)	17.65	5	0.565	189	31.25	0.00
AOD Availability (Retail Licenses)	12.36	5	0.660	254	18.73	0.00
Poor School Commitment (High School Dropouts)	14.99	5	0.711	239	21.09	0.00
Native American	0.17	5	0.014	290	12.53	0.00
Hispanic	0.10	5	0.026	290	3.85	0.00

The F tests should be used only for descriptive purposes because the clusters have been chosen to maximize the differences among cases in different clusters. The observed significance levels are not corrected for this and thus cannot be interpreted as tests of the hypothesis that the cluster means are equal.

FIGURE 1
School District Cluster Membership Map

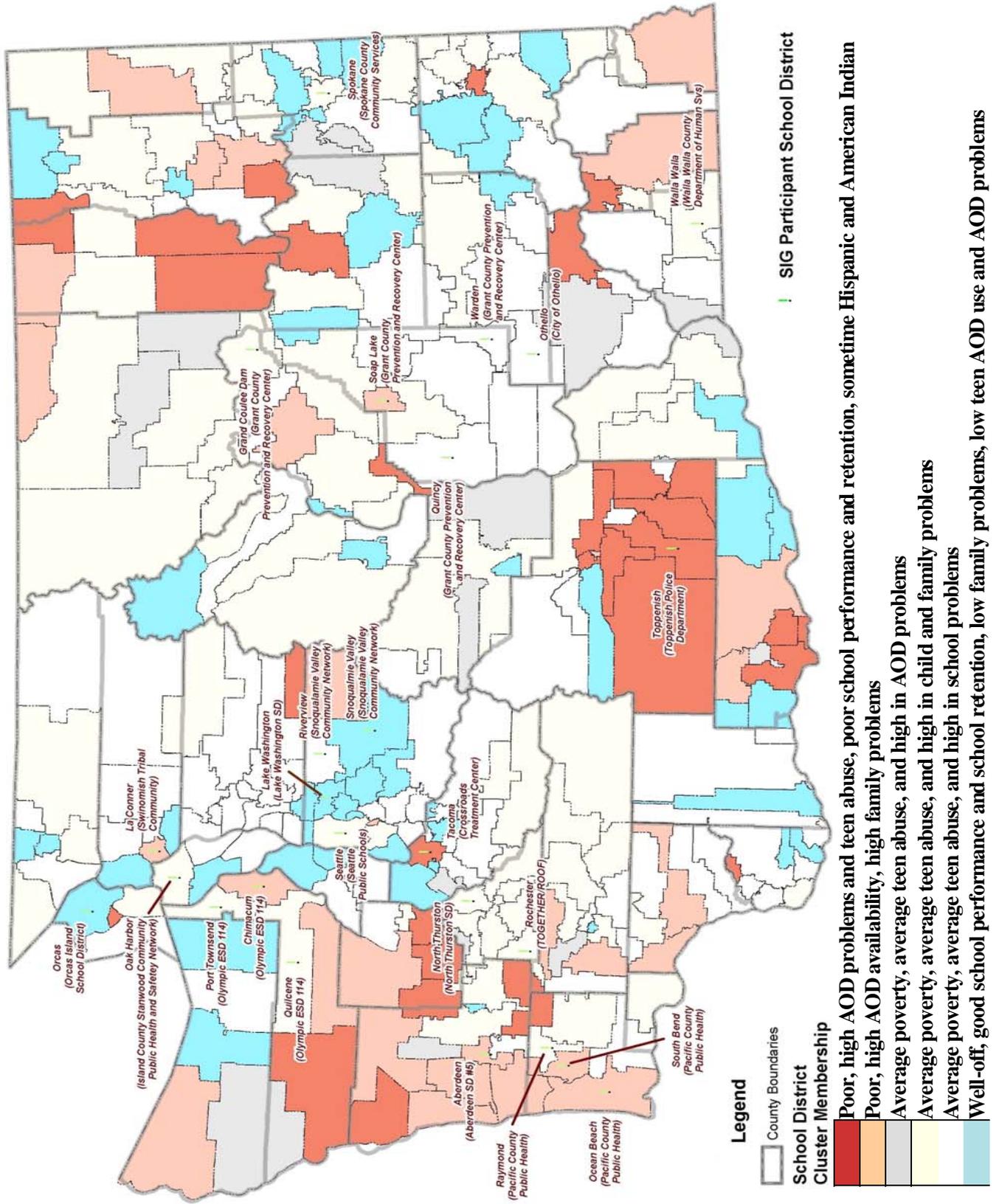


TABLE 8
Distribution of SIG Communities by Level of Prevention
Implementation: Best, Average, Poor
By Four Main Cluster Types

Level of Prevention Implementation	Type of Cluster				Total
	Poor AOD Problems School Problems	Poor AOD Availability Family Problems	Average Poverty Average Teen Use Some Problems	Well-Off Good School Perf. & Retention Low family & AOD Problems	
Best	#	1	1	1	4
	%	25%	25%	25%	100%
Average	#	1	1	4	6
	%	17%	17%	66%	100%
Poor	#	0	1	5	8
	%	0%	12%	63%	100%
Total	#	2	3	10	18
	%	11%	17%	55%	100%

TABLE 9
Distribution of SIG Communities by Level of Prevention
Implementation: Best, Average, Poor
By Type of Rural/Urban Area

Level of Prevention Implementation	Rural/Urban Area			Total	
	Metro	Small Urban	Rural/Cultural		
Best	#	1	0	3	4
	%	25%	0%	75%	100%
Average	#	0	4	2	6
	%	0%	67%	33%	100%
Poor	#	4	2	2	8
	%	50%	25%	25%	100%
Total	#	5	6	7	18
	%	28%	33%	39%	100%

TABLE 10
25 Cluster Centers, One for Each School District in the 18 SIG Communities:
Used for Choosing Similar Sites as Comparison Groups in Statistical Tests of Outcomes
 (Values are standard deviations from mean of "0" • **RED** values are ≥ 0.50 st.dev. • **GREEN** values are ≤ -0.50 st.dev.)

Cluster	Economically Poor (≥ 0.50)																	
	19	22	23	2	6	9	16	20	21	24	25	5	9	10	6	3	5	13
Number of Cases (Similar Sites) in each Cluster	3	5	17	14	5	16	2	6	9	12	17	23	24	25	11	17	11	13
Average (between -0.50 and +0.50)	0.49	0.39	0.34	0.10	0.10	0.05	0.02	-0.01	-0.14	-0.17	-0.22	-0.27	-0.29	-0.29	-0.29	-0.29	-0.29	-0.29
Economic Deprivation (Children on Welfare)	0.49	0.39	0.34	0.10	0.10	0.05	0.02	-0.01	-0.14	-0.17	-0.22	-0.27	-0.29	-0.29	-0.29	-0.29	-0.29	-0.29
Teen Substance Abuse (Youth Treatment)	-0.59	0.42	-0.57	0.28	0.28	0.04	-0.42	-0.13	1.49	-0.41	-0.72	0.25	0.25	0.25	0.25	0.25	0.25	0.25
AOD Problems (Arrest/Adult Treatment)	0.22	0.29	-0.18	0.32	0.32	-0.18	-0.18	0.64	-0.11	0.06	-0.28	-0.20	-0.20	-0.20	-0.20	-0.20	-0.20	-0.20
Low School Performance (Grade 7 WASL)	1.09	0.18	1.08	-0.54	0.48	0.48	1.04	-0.15	-0.42	1.14	0.25	0.31	0.31	0.31	0.31	0.31	0.31	0.31
Family Problems (Child Abuse)	-0.14	0.01	0.64	0.17	-0.08	-0.08	-0.17	0.91	0.30	-0.62	-0.50	-0.45	-0.45	-0.45	-0.45	-0.45	-0.45	-0.45
Child and Family Health (Injury, Hospitalization)	1.96	-0.10	0.93	-0.60	0.17	0.17	-1.12	-0.10	1.91	-1.11	0.12	0.78	0.78	0.78	0.78	0.78	0.78	0.78
AOD Availability (Retail Licenses)	2.37	0.49	1.47	2.76	-0.15	-0.15	0.03	-0.15	0.81	0.23	0.44	0.03	0.03	0.03	0.03	0.03	0.03	0.03
Poor School Commitment (High School Dropouts)	-1.05	-1.11	0.67	1.90	-0.74	-0.74	-0.29	-0.71	-1.00	0.89	0.25	0.94	0.94	0.94	0.94	0.94	0.94	0.94
Number of Cases (Similar Sites) in each Cluster	5	15	15	5	5	23	17	12	9	11	17	11	12	17	11	17	11	13
Better-Off (≤ -0.50)	13	8	18	6	6	15	15	12	7	20	25	25	25	25	25	25	25	25
Economic Deprivation (Children on Welfare)	-0.54	-0.61	-0.84	-0.93	-0.93	-1.22	-0.93	-0.93	-1.22	-0.93	-0.93	-0.93	-0.93	-0.93	-0.93	-0.93	-0.93	-0.93
Teen Substance Abuse (Youth Treatment)	0.13	-0.53	-0.39	-0.70	-0.70	-0.22	-0.70	-0.70	-0.22	-0.70	-0.70	-0.70	-0.70	-0.70	-0.70	-0.70	-0.70	-0.70
AOD Problems (Arrest/Adult Treatment)	0.03	-0.27	-0.33	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60	-0.60
Low School Performance (Grade 7 WASL)	0.85	-0.02	-0.44	-1.13	-1.13	0.95	-1.13	-1.13	0.95	-1.13	-1.13	-1.13	-1.13	-1.13	-1.13	-1.13	-1.13	-1.13
Family Problems (Child Abuse)	-0.45	0.05	-0.45	-0.84	-0.84	-0.78	-0.84	-0.84	-0.78	-0.84	-0.84	-0.84	-0.84	-0.84	-0.84	-0.84	-0.84	-0.84
Child and Family Health (Injury, Hospitalization)	0.60	1.11	-1.02	-0.01	-0.01	-1.36	-0.01	-0.01	-1.36	-0.01	-0.01	-0.01	-0.01	-0.01	-0.01	-0.01	-0.01	-0.01
AOD Availability (Retail Licenses)	1.45	-0.10	-0.07	-0.18	-0.18	-0.81	-0.18	-0.18	-0.81	-0.18	-0.18	-0.18	-0.18	-0.18	-0.18	-0.18	-0.18	-0.18
Poor School Commitment (High School Dropouts)	-0.46	0.17	0.17	-0.81	-0.81	0.57	-0.81	-0.81	0.57	-0.81	-0.81	-0.81	-0.81	-0.81	-0.81	-0.81	-0.81	-0.81
Number of Cases (Similar Sites) in each Cluster	7	24	20	25	25	7	25	25	7	20	25	25	25	25	25	25	25	25

ATTACHMENT 3
Measurement of Six Implementation Components

COMPONENT 1

Mobilized Their Communities – Community coalitions inclusiveness, support and engagement

Quantitative analysis from written reports

Prevention activities of Partners before SIG minus Prevention activities of Partners after SIG
Difference multiplied by the factor of "Number of Partners" times the factor of "Any Disconnect"

Qualitative analysis from field notes (interviews and observations from site visits):

Location, scope and functioning of community coalitions at the beginning and end of SIG funding

Best

Pre-existing task force -representing agency decision makers and community leaders supported by community members, parents and providers- became strengthened, more coordinated (common model/language/planning) and cohesive.

County coalition had been around but no local ones; local partners became involved and strong.

No coalition on prevention existed; through different governing organizations and activities most members got involved; some leaders and school staff were not readily convinced, but culturally knowledgeable leader was highly engaged.

Had multiple partners, but initially no coordinated approach, brought partners together into a common coalition despite staff turnover.

Tensions from pre-existing programs, but inclusive coalition was formed with a good leader in touch with the community.

Poor

Local towns never got involved

Prevention power structure remained embedded at the county level

Only couple of strong partners, large turnover, energy varied from year to year

Spotty participation, some were not interested

Administration at odds with parents, few partners, little involvement

Not all stakeholders at the table

Average

Did not become the single overarching prevention lead...

Finally everybody at the table... in the end

Multiple coalitions existed, historically, a single group finally emerged

Never managed to conquer ethnic boundaries

Comprehensive partnership, but all was not bliss, space was taken away

Long-standing coalition history, but...

Redundancy, formalized communication

Note: Correlation between independent quantitative and qualitative ratings was 0.596

COMPONENT 2

Conducted Database Planning –

By assessing what was most needed and strategically desirable

Quantitative analysis from written reports

Added factors for reduced and increased protection and risk, no change and not measured Achieved SIG
Required Outcomes

Added factors for reduced and increased protection and risk, no change and not measured Achieved SIG
Site-Specific Outcomes

Assigned +1 or -1 to any of the RF/PF Domains Selected by SIG Community in Prevention Planning
Process Matched to Outcomes Actually Measured by Communities, then amounts were recorded and totaled

Qualitative analysis from field notes (interviews and observations from site visits):

Data driven/needs based prevention planning at the beginning and during SIG funding

Best

Enhanced awareness of the Risk and Protection Factor (R-P) model, conducted resource assessment, used data, planned to continue sharing data with partners

Used R-P model and data “since the dinosaurs walked the earth”

Became more educated in R-P model, used data and outcome measures with partners

Worked with evaluators to create observational tool to examine outcomes

Used individual program measures – beyond the pre-post data system (Everest)

Data was available for all local sites... they bought into the programs

Average

Increased awareness of R-P Model, developed tracking process ...

Planning occurred separately for city and county

Struggled with lack of Spanish translation

Understanding of R-P model not universal

Lacked resource assessment process

Not clear that the schools bought into the R-P model

Poor

Service providers didn't really buy into the planning system

No resource assessment, stayed devoted to Developmental Assets

No data available, locals did not use R-P model, discarded data

Tried to use model and data, but found them inadequate for their purposes

Outcome results were not used for anything

No data or framework, planning was based on crisis management

Note: Correlation between independent quantitative and qualitative ratings was 0.594

COMPONENT 3

Reached the Target Population – By the “right” type of youth/parents having high participation

Qualitative analysis from field notes (interviews and observations from site visits):
Understood how to “target” and were successful in reaching the youth/parents

Best

They were “right on target” matching activities and people
Very familiar with use
Integral part of planning
Coordination through partners was essential to reach people
Did not have trouble reaching the right people

Average

They were frustrated over the lack of programs to suit their population
Couldn’t get many parents to attend
Tried hard to get at-risk parents
Pretty good match, but difficult to overcome ethnic/language barriers

Poor

Accepted any kid that walked in the door
Didn’t get the concept (of identifying the target population)
Did not use data to target, had major problems recruiting
Local schools were uneasy about the local target population selected
Data was not available and concept not understood
Unable to recruit

COMPONENT 4

Achieved Broad Program Array – By implementing sustainable programs with various interrelated goals

Quantitative analysis from written reports

Sum of rigor level factor times number of X-level programs divided by number of programs overall for year 1, 2, and 3

Sum of each level's result plus indicator of "Presence of Infrastructure" plus sustainability within SIG years + post SIG bonus

Qualitative analysis from field notes (interviews and observations from site visits):

Various appropriate programs, domains, locations, fitting population needs

Best

Multiple programs, locations, languages

In and out of schools, more programs than originally planned

Covered domains, environments

Wide array

Parenting and youth programs, bi-lingual, with translations...

Average

Only in school and after school programs

Programs evolved as needs became more apparent

One program at multiple locations

Main domains were covered

Wide array, but problems in location and transportation

Poor

Started with three programs but were down to one

Not in all schools

Not clear if locally appropriate

Struggled to design a variety of own programs

Kids were bored to death, parents did not attend

Related to Developmental Assets, not domains

Note: Correlation between independent quantitative and qualitative ratings was 0.528

COMPONENT 5

**Adopted Evidence-Based Practices –
By choosing programs that have been shown to be effective**

Quantitative analysis from written reports

Score Total of Science Based, Infrastructure, Non-Science Based results

Percent of \$\$ spent on Science Based programs times the factor indicating the proportion of science based programming

Percent of \$\$ spent on Infrastructure times the factor indicating the proportion of infrastructure

Percent of \$\$ spent on Non-Science Based times the factor indicating the proportion of non-science based programming

COMPONENT 6

Implemented Programs with Fidelity – By following program specific guidelines

Quantitative analysis from written reports on program fidelity
(see attached fidelity form)

and

Qualitative analysis from field notes
(interviews and observations from site visits):

Best

“High fidelity” for two years

or

Improved from “some changes” to “high fidelity” by the second year

Average

Varied from “some changes” to “high fidelity”

Improved from “low fidelity” to “some changes”

Declined from “high” to “some changes”

Poor

Fidelity forms were not filled out and qualitative notes indicated poor performance

Programs were in constant flux

ATTACHMENT 4
**Categorization of SIG Communities by Level
of Prevention Implementation**

TABLE 11
Categorization of SIG Communities by Level of Prevention Implementation

Location (8th grade pop. size) SIG Community #	Metropolitan (350)										Urban (250)						Small Rural/Cultural (60)													
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Community Mobilization/Partners Engagement/Contact	H	H	M	M	L	H	H	M	L	L	M	H	H	M	L	H	H	M	L	L	M	L	M	H	M	L	M	M	L	L
Overall	H	H	M	M	L	H	H	M	M	M	H	H	H	M	M	L	H	H	M	M	M	H	H	H	M	M	H/M	H/M	L	L
Planning and Program Categories	(1) Community Mobilization/Engagement (2) Data and Planning (3) Target Population/R & P (4) Program Array (5) \$-Science Based (6) Fidelity																													
Overall	H	L	L	L	L	M	M	L	M	M	L	H	L	L	L	L	M	M	L	M	M	L	na	na	na	na	na	na	na	
Overall Degree of Prevention Implementation	In three categories (H, M, L)																													
Detailed Degree of Prevention Implementation	In eight categories (HH, HM, MH, MM, ML, LH, LM, LL)																													

Criteria for categorizing overall implementation levels:
H ALL six implementation components were adequate for metro/urban communities (or HIGH mobilization/engagement for rural/cultural communities)
M ONE of the six implementation components was inadequate for metro/urban communities (or AVERAGE mobilization/engagement for rural/cultural communities)
L TWO or more of the six implementation components were inadequate for metro/urban communities (or LOW mobilization/engagement for rural/cultural communities)

Metro/urban definitions:
 A component was defined adequate if it had a score of 7 or higher for rankings of 1 to 18 from both raters (according to both quantitative and qualitative criteria)
 A component was defined inadequate if it had a score of 6 or lower from one of the two raters (it "failed" either the quantitative or qualitative criteria)

Note on rural/cultural: **na** Planning and fidelity measures were inappropriate, but all but one community had achieved an adequate score on target pop, program array or \$-Science based.

Criteria for detailed overall implementation:
 Each major level (H, M, L) of implementation was divided by degree of program FIDELITY (or by degree of MOBILIZATION/ENGAGEMENT for rural/cultural communities): H was divided into HH and HM - M was divided into MH, MM and ML - L was divided into LH, LM and LL.

ATTACHMENT 5
Changes in Risk and Protection Factors

FIGURE 2
Changes in Protective Factors from Years 2000 - 2002

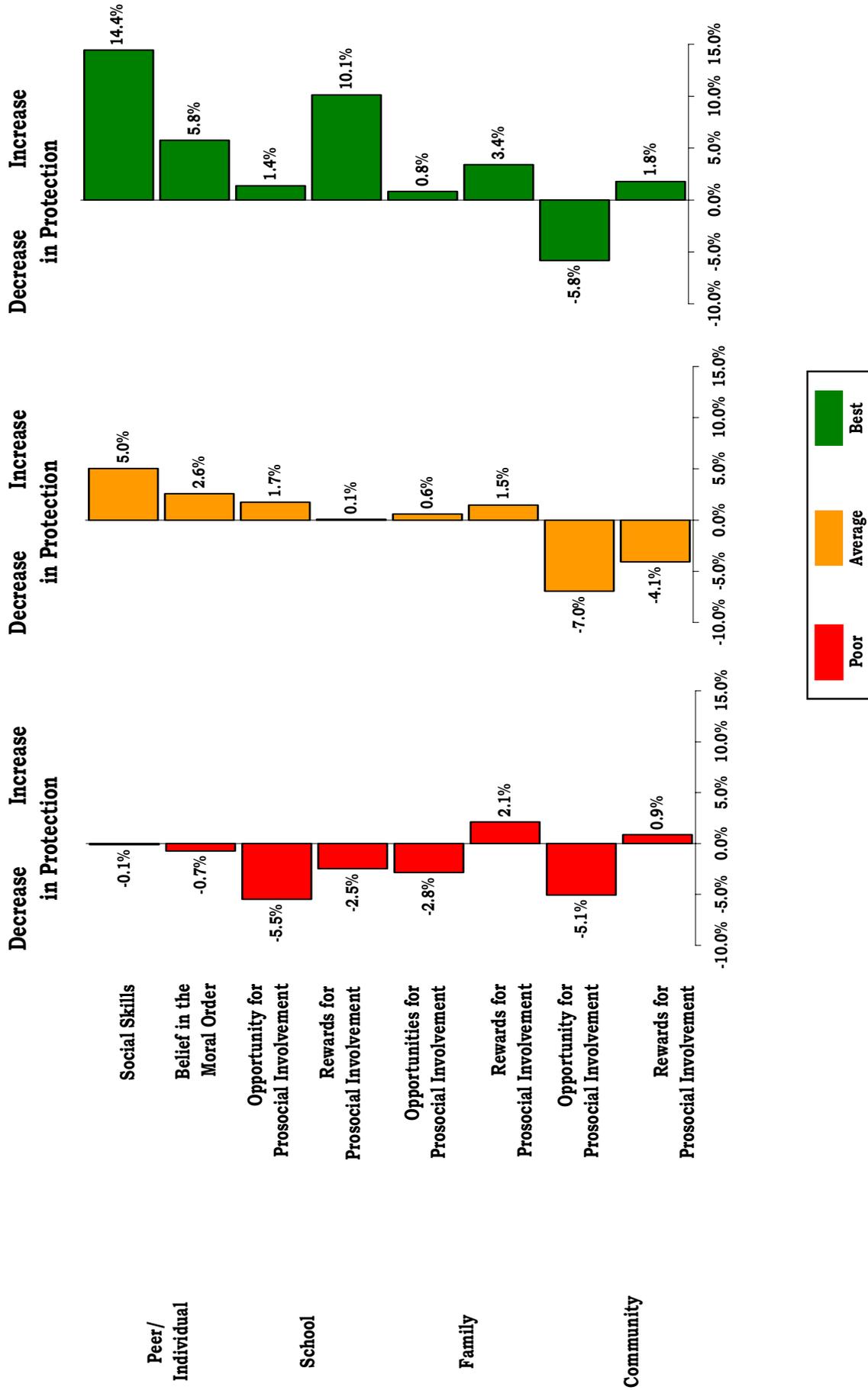


FIGURE 3
Changes in Peer/Individual Risk Factors from Years 2000 – 2002 by Level of Implementation

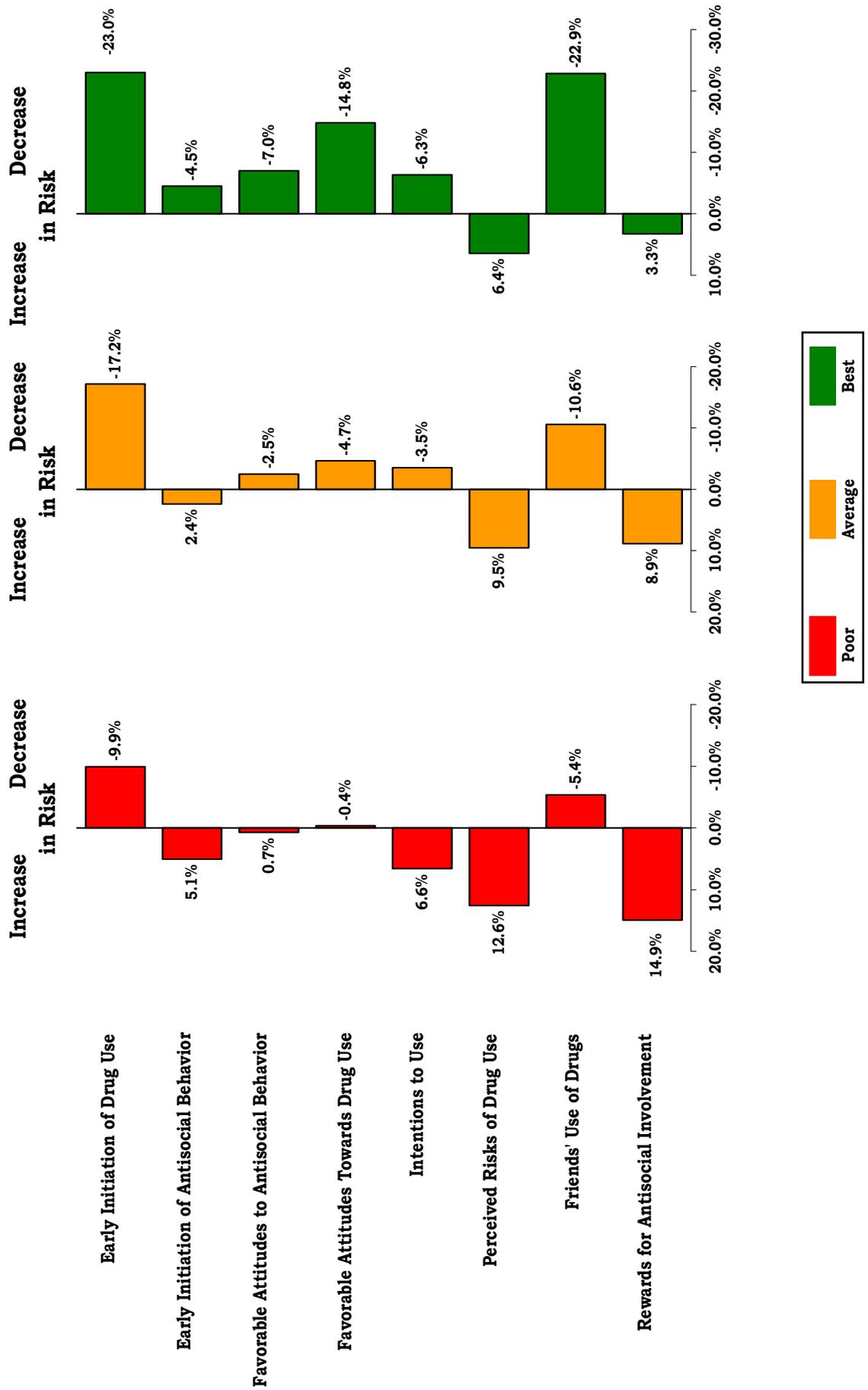
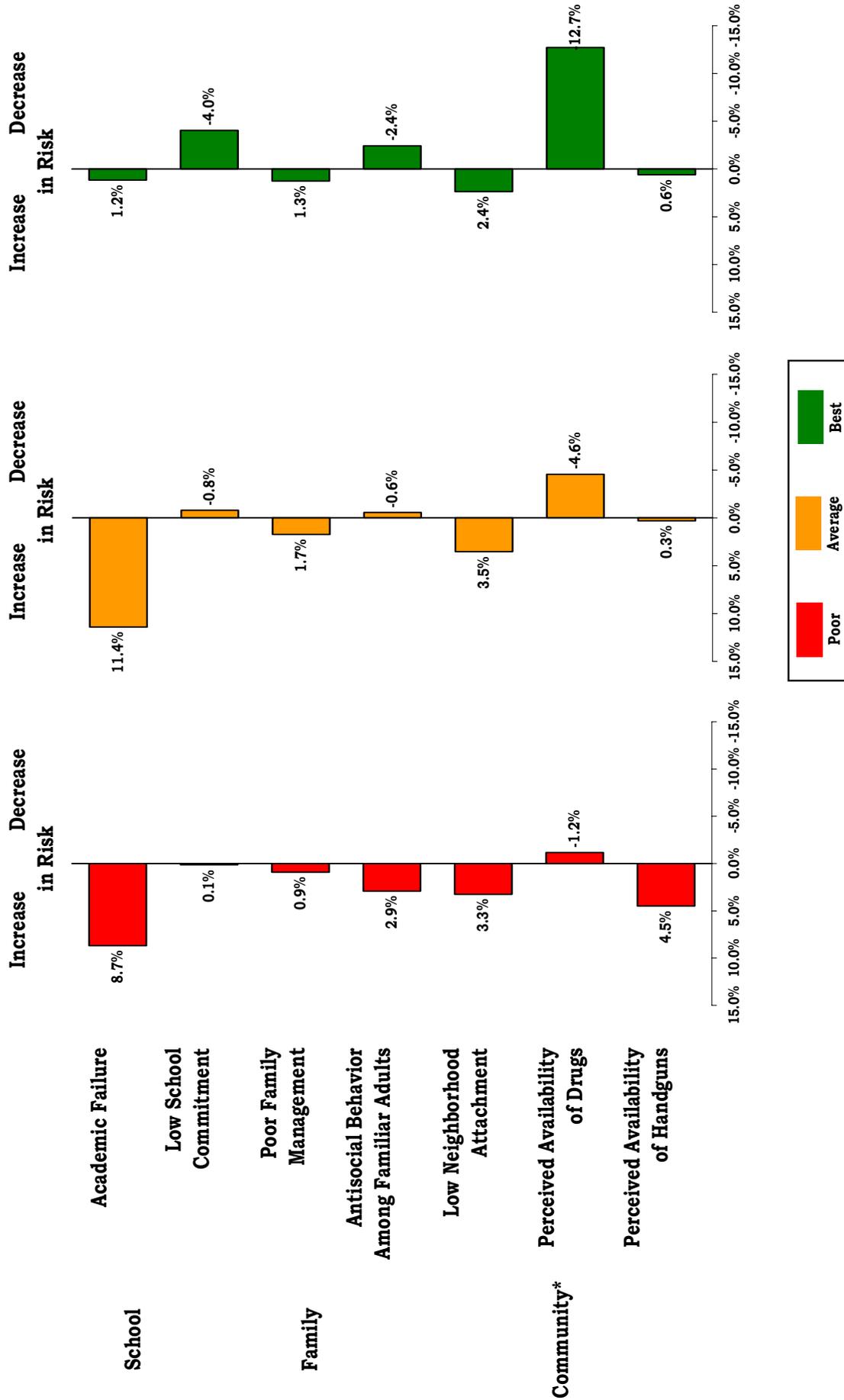


FIGURE 4
Changes in School, Family, and Community Risk Factors from Years 2000 – 2002 by Level of Implementation



* - Personal Transition and Mobility data is N/A

ATTACHMENT 6
Notes on Lessons Learned

Q. From the experience of these SIG communities can we learn how to increase effective implementation?

1. Factors related to community mobilization and engagement

- The importance of ‘community readiness’, history, and who the “grantee” is

Among three of the four poorest implementers the relationship between the grantee and the implementation sites was county level to local community or neighborhood

“... didn’t seem to have a history of a relationship with the people in the local sites who were running the programs...”

“... were out of touch with the implementation sites both interpersonally and structurally...”

“... imposing structure and defining relationships from above usually met with resistance and resentment ...”

- The issue of cultural differences, the role of community coalitions and their influence in selecting staff and programs

Two of the four best implementers were sites that had local control and were culturally sensitive.

One best implementer learned fast

“ ... they didn’t necessarily know the folks at the implementation sites, once they hired people with whom the schools were already familiar, things improved – enrollment increased in prevention programs, there was greater parental involvement, facilitators and students began to spend time together outside the programs, and they began community improvement programs.”

“... some grantees did not have the sense of the local culture...”

2. Factors related to implementing well all the planning and program components

- The issue of useful, effective training / providing technical assistance
 - “... there was “paper implementation” of the prevention logic model, not much “hands-on coaching” in the communities on how to put each step into practice...”
 - “...responses from Olympia, from the U. of W. were often slow... there were many communication barriers... rarely face to face...”
 - “... small technical assistance budget...”
 - “... meetings were mainly for reporting and getting new directions, not for sharing lessons learned...”

- Overcoming barriers

- “... often insufficient support in addressing barriers arising mainly among small urban and rural areas and ethnically diverse communities for ...”
 - Lack of transportation for youth
 - Problems with staff-turnover
 - Cultural/language adaptation of evidence based programs
 - Guidance in innovating, while maintaining major program components

Two of the four best implementers made innovations.

An innovatively changed program with ‘traditionally scored’ low fidelity had highly significant positive outcomes.

- Organizational central support

- “... tracking and monitoring implementation performance was left to researchers, but not often used to improve implementation ...”
 - On reaching targeted population
 - On fidelity of program implementation
 - On pre-post outcomes among program participants

Pioneering efforts were made, but budgets, staff and management commitment were often insufficient: mistakes were often not corrected early enough

- System problems in collaborative planning

Efforts at better collaboration had just started and were in the “paper implementation” stage

- Between small neighborhood communities, city and county planning groups
- Between local representatives of different prevention programs and different state agencies
- Between SIG grantees themselves