

PCCD Research-based Programs Initiative

Outcomes Report Summary
for 2007 Grantees

EXECUTIVE SUMMARY

This document is a summary of Outcomes Reports submitted to The Pennsylvania Commission on Crime and Delinquency (PCCD) by sites funded under the Research-based Programs Initiative with four-year grants beginning in 2007 and two-year grants beginning in 2008. As part of the grant award process, all grantees were required to complete an outcome data report to communicate the quality and impact of their program after three years of funding for the four-year grants and after two years for the two-year grants. For four-year 2007 grantees this requirement was to be completed during the third quarter of the third year, with fourth-year funding contingent upon the submission of the Outcomes Report. For two-year 2008 intervention program grantees, this requirement was adjusted to be completed at the end of their second and final year of PCCD grant funding. These intervention programs were only given two years of funding with the assumption that they would apply for and receive Medical Assistance funding by the end of their PCCD funding. This reflects the transfer of all intervention programs from PCCD funding to DPW funding. Of the 15 programs that were funded in 2007, 14 submitted a report. All three 2-year intervention program grantees that were funded in 2008 submitted a report. Summaries of all submitted Outcomes Reports are presented here. This represents the second “cycle” that PCCD required this process of grantees and the second report prepared by the EPISCenter.

In reviewing the Outcomes Reports, the EPISCenter identified several strengths in the reporting process. Overall, in comparison to the previous cycle of Outcome Reports, there was a notable increase in the amount of quantifiable program impact data reported by the 2007 and 2008 grantees. This is likely in part due to the continued improvements made to the Performance Measure reporting process and the technical support provided to grantees around data reporting. Also worth noting are the improvements made to the actual Outcome Report template. The addition of a section devoted to implementation quality resulted in a more comprehensive picture of the implementation quality data collection process and grantees’ level of adherence to the program model. Additionally, success rates were better quantified with definitions for successful completion and the expanded sustainability section led grantees to provide greater detail about the specific, concrete steps they took toward sustainability. Similar to last year’s Outcome Reports, the “Lessons Learned” section proved to be quite insightful. Again, regardless of program type, developing strong relationships with all program stakeholders appeared to increase program investment/buy-in and thus program success.

Though improvements were made to the process based on our experience in collecting and summarizing grantee outcome data last year, several challenges remained for some grantees. The administrative burden of collecting implementation and impact data continues to overwhelm grantees who do not adequately plan for these requirements in advance resulting in:

- Insufficient description of results from implementation quality/fidelity monitoring
- Insufficient descriptions of the samples for which program impact data was reported, making it difficult to summarize or interpret data provided.

Some of these challenges have already been addressed through changes in the reporting process and the evolution of the Evidence-based Program Initiative. For instance, the Performance Measures for each program have been strengthened and clarified, with clearer definitions for each, and we are currently working to provide grantees with tools and more consistent guidance for reporting data in eGrants. By strengthening this process, we believe data reported in both eGrants and the outcomes reports will be more valid and more consistently reported. In addition, as PCCD's initiative has moved toward a more narrow focus on 10 evidence-based programs, we have been able to provide grantees with more program-specific guidance. The quality of the grantees' reporting has improved greatly and will continue to improve as we move toward more well-defined performance measures and reporting procedures.

To continue to strengthen this process we recommend the following additional changes:

- Add additional instructions to the Program Impact section of the Outcome Report to help guide grantees in reporting details about the sample for which data is reported
- Conduct an orientation meeting for all new grantees at the beginning of their grant to ensure that they adequately understand and plan for the requirements of data collection and reporting.

Programs with No Reports Submitted

2007 Grantees:

Allegheny CASASTART (No Outcomes Report was required because this grant was terminated upon mutual agreement with the site)

INTRODUCTION

For each outcome report submitted by a grantee, we summarize the grantee's descriptions of the population served, outcomes achieved, implementation quality, lessons learned, and plans for sustainability. We highlight the most relevant information from each section. In addition, when quantifiable data was not provided in the Outcomes Report, we consulted data (i.e., performance measures) and attachments for the most recently approved quarterly report in eGrants for any additional data not included in the outcomes report. Summaries for the four-year 2007 grantee reports are presented first, followed by the two-year 2008 grantee reports.

Below is a brief outline of the format of information requested from grantees in the outcomes report.

SECTION 1 - POPULATION SERVED

1. The total number of youth served by the program.
2. The total number of adults served by the program (if applicable).
3. Of those served, number completing the program
 - a. Successfully
 - b. Unsuccessfully
4. Definition of successful completion*
5. Demographics of population served
6. The zip codes served by this project
7. Criteria to select participants; target population*
8. Describe the dosage or amount of service provided.

SECTION 2 - DESCRIPTION OF PROGRAM GOALS

1. Describe theory of change (logic model) of the program
2. Identify the short-term or intermediate outcomes
3. Identify the long-term behavioral outcomes

SECTION 3 - INDICATORS OF PROGRAM IMPACT

1. Describe the process used to measure the impact of your program
2. Describe quantifiable changes in attitudes, skills, knowledge, or behaviors
3. Describe the reason(s) any outcome goals were not met
4. Describe ways expectations were exceeded
5. Describe how you measured your clients' satisfaction

SECTION 4 - INDICATORS OF IMPLEMENTATION QUALITY*

1. Describe how implementation quality and fidelity were assessed
2. What aspects were measured?
3. How were they measured (instruments used, who provided information)?
4. How often were they measured?
5. Did the frequency of measurement meet the program's standards?
6. Summary of implementation quality/fidelity results

SECTION 5 - LESSONS LEARNED

1. What would you have done differently?
2. What lessons have you learned that you would share with others?
3. Describe the level of investment/buy-in among the practitioners

SECTION 6 - PROGRAM SUSTAINABILITY

1. Who was responsible for sustainability planning?
2. Communication of program impact
3. New relationships created*
4. Existing relationships strengthened*
5. Specific steps for sustainability
6. Results of steps taken*

*Denotes new or revised section of the Outcomes Report

2007 Grantees

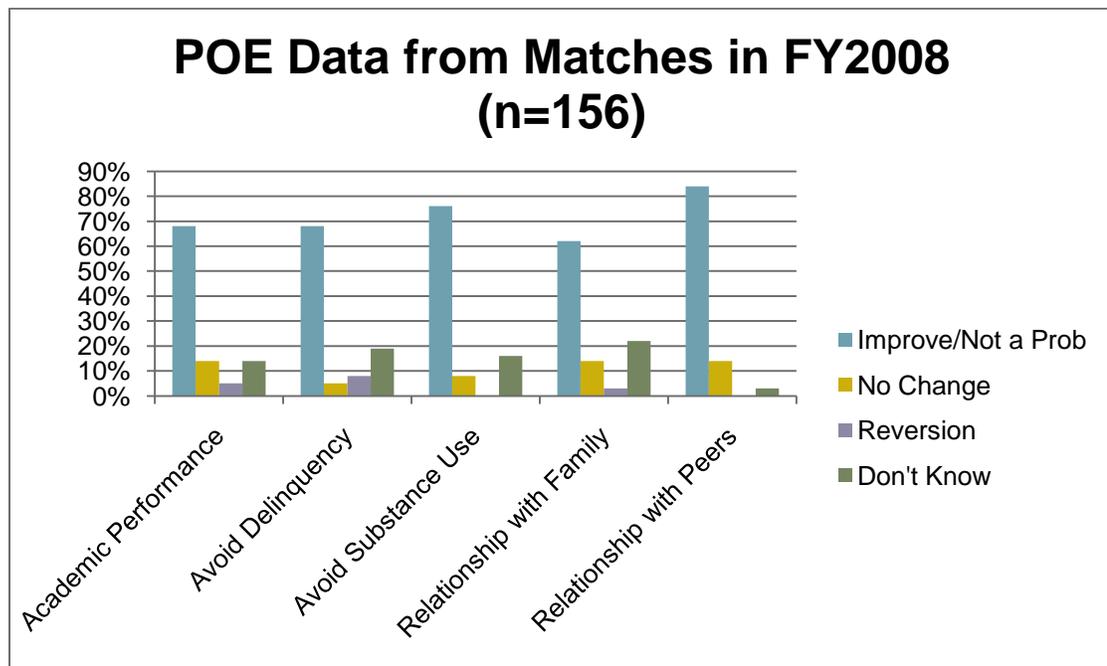
Philadelphia County BBBS Grant #: 20636
Big Brothers Big Sisters of Southeastern PA

POPULATION SERVED

The Philadelphia Big Brothers Big Sisters (BBBS) program served a total of 334 youth (49% using community-based mentoring; 51% using school-based mentoring) with 223 unduplicated youth served over the course of the grant. 450 adults (240 volunteers and 210 parents/guardians) were also involved in the program. Of the 246 unique matches served during the grant, 46% have completed or will complete the program successfully (i.e., mentored continuously for a minimum of 12 months).

PROGRAM IMPACT

Initially program impact was measured using the Performance Outcome Evaluation (POE) survey provided by the National BBBS organization. The grantee reported that although the results were satisfactory (see below), the response rate was low (39% of matches completing the survey). During the second year of the grant the National BBBS organization began implementing a new survey tool called the Youth Outcome Survey (YOS), however, the grantee reported being unable to survey “a critical mass” of participants due to financial and workload constraints.



IMPLEMENTATION QUALITY

The grantee reported that a Continuous Quality Improvement Initiative was used to ensure that the agency is accountable to internal and external stakeholders. Stakeholder feedback about program quality was collected and reviewed by the team in order to take steps to ameliorate any major concerns. The agency goes through a re-certification process with the national organization, which ensures that the program is operating with fidelity to national practice standards. Through these strategies, this agency received the Gold Standard Award for quality metrics, which includes match support compliance rate of 90% and a community based average length of match that is over 30 months.

LESSONS LEARNED

Given the grantee's experience with the program, they recommended the following:

- To facilitate more consistent data collection, ensure that the match support specialists are alerted to PCCD-funded matches that have surveys due, through a monthly notification system coordinated by the managers
- Make surveys available via the web for parents and volunteers
- Communicate program impact to key stakeholders

SUSTAINABILITY

The grantee reports communicating the program's impact through a variety of methods including:

- An annual impact report provided to select donors and posted to the agency's website
- An "Outcomes and Impact" section in the monthly newsletter
- Several media outlets including the Philadelphia Daily News, Philadelphia Business Journal, NBC 10 and ABC 6 have run stories on the program
- A quarterly report provided to the collaborative board

Through the course of the grant, new relationships with the Philadelphia Department of Human Services, Comcast, Cigna, Urban Outfitters, Bentley Systems, and PECO have been created and relationships with the school district, Philadelphia Family Court, the United Way, the police and fire departments, Temple University, and the University of Pennsylvania have been strengthened. According to the grantee, the agency's fund development team has utilized a diverse collection of funding sources from private to public organizations, through creative programs like Beyond Schools Walls – a program where Educational Improvement Tax Credit dollars are used to connect at-risk youth with mentors from the corporate world. The grantee also received a multi-year grant (\$217,000) from the Pew Foundation to serve community-based matches.

POPULATION SERVED

Communities Mobilizing for Change on Alcohol (CMCA) is an environmental strategy expected to impact all youth who may initiate or be using alcohol. As research indicates that the majority of youth alcohol use initiation begins in grade 6, the target population is all youth living in Schuylkill County between the ages of 12 and 18 (10,569 youth in 2009/2010).

A total of 192 youth and 377 adults have directly participated in the development and delivery of Schuylkill County CMCA project activities to date.

PROGRAM IMPACT

A parent survey was used to measure increased parental awareness of social host laws. The survey was developed locally and administered in the summer of 2008 to 172 respondents. The survey was re-administered in the spring of 2010 at a parent educational forum. Unfortunately, this event was poorly attended and only resulted in 13 surveys. Additional surveys will be solicited at the 2010 Schuylkill County Fair to increase the validity of the pre and post campaign survey information.

The number of community events that have acceptable practices for monitoring youth access to alcohol was measured by a pre and post observation method as well as recording any policy changes that resulted from the initiative. The CMCA team developed a check list of best practice standards for reducing youth access at community events. All community event sponsors were sent a letter detailing these practices and the project. A sample of events was observed in years one and two. The sample was non-random in selection and was determined by strategy team availability to attend the event. This was a significant variable and impacts the validity of the results. 13 community events were monitored in year two while 17 were monitored the first year. Year two was impacted by cancellations related to the weather. A summary of the notable changes on community event practices for serving alcoholic beverages follows:

% 2008	% 2009	
23	39	% of events using a minimum 3 ft. tall fence surrounding the entire alcohol serving area
53	62	% checking for valid photo identification
.50	15	% using ID scanner
59	46	% of events observed with minors in alcohol serving area
35	39	% events using ID bracelets or hand stamps given to customers over the age of 21
100	85	% events with signs posted about not serving minors
38	8	% events with servers drinking alcohol while on duty

23	8	% of events with ID checkers drinking alcohol while on duty
12	23	% events with signs posted about not serving VIPs (<i>visibly intoxicated persons</i>)
7	0	% events where observer witnessed "handing over" of alcohol (<i>see someone pass it over the fence to another person</i>)
29	31	% of events with alcohol-brand advertising. (<i>Yuengling, Miller banners, etc.</i>)
88	92	% events where the cups used are easily distinguishable from non-alcoholic drinks.
81	92	% events where the cups used are 12 ounces or less. (a 12 oz cup would be approx. 1.5 inches wider than your hand)
42	8	% events having an ID checker trained to spot fake IDs when not using a verified scanner
100	100	% of events using legal aged servers.
88	70	% of events using legal aged ID checkers.
30	8	% of events with server trained to spot VIPs (<i>visibly intoxicated persons</i>).
33	54	% of events where servings are limited to no more than two cups per purchase per person at a time.
33	39	% of events that stop serving alcohol at least one hour prior to closing.

In addition to the event monitoring described above, the project also identified 5 events that discontinued serving of alcohol since the initiation of CMCA. In addition two school districts extended their drug-free policy to include sports booster banquets. In these districts, booster clubs were sponsoring banquets for students off school premises but allowing the consumption of alcohol. In both districts, the school extended their drug free school policy to include any school sponsored activity on or off school premises.

The performance indicator for the dissemination of information in regards to social host laws was measured by tracking the number and type of media pieces generated. Between January 1, 2008 and March 31, 2008 the following information dissemination efforts took place:

- 9 public service announcements;
- 5 television commercials
- 6 newspaper articles
- 2 proclamations
- 2 letters to the editor
- 2 television news stories
- 14 newspaper advertisements
- 1 flyer
- 1 brochure
- 1 website

IMPLEMENTATION QUALITY

Schuylkill County utilized technical support contacts with Youth Leadership Institute to monitor fidelity to the community organizing strategies that comprise CMCA. YLI monitored Schuylkill County's implementation of the program on three separate occasions and certified it as adhering to the original design.

LESSONS LEARNED

Given the grantee's experience with the program, they emphasized the importance of fully engaging individuals that may be seen as adversaries to policy and practice changes. They also noted that having champions lead to greater change than having a force that is viewed as a monitoring/enforcing entity and that testing a program on a sample of the target population prior to full implementation is essential.

SUSTAINABILITY

CMCA provided a quarterly report to the Schuylkill Prevention Partnership which serves as the collaborative board. Outcomes of the project were also reported at Schuylkill County Drug and Alcohol Advisory board meetings and at school board meetings. Also, the outcomes of community events and a forum on underage drinking were documented in newspaper articles.

Relationships with the local drug and alcohol task force are also viewed as a means of sustaining these efforts. Two task forces were in existence in the county prior to the grant and three have been created since implementation. Three of these task forces have joined in CMCA endeavors and have participated without cost to the project. They have been a source of ideas, a venue for distribution of information, and have delivered activities. All school districts have participated in the effort to some extent, especially through the distribution and administration of surveys to youth. Three school districts will continue to promote the project through their coalitions.

The grantee has obtained two additional grants, one which was used to support the forum on underage drinking the other for RAMP (training for alcohol sellers/servers to present social use reduction strategies) and Parents Who Host Billboards. With the exception of technical assistance from one prevention specialist and the administrative oversight, all activities are being planned and delivered through community based coalition members. The project director and/or a prevention specialist are training new coalitions/task forces as they develop on CMCA. The goal is to have each task force continue activities on a more localized level. This allows activities to be planned and conducted by community volunteers. One school district is using their art class to develop the design for a CMCA poster which is being completed without charge to CMCA. The project director is monitoring and distributing grant opportunities to the local task forces so they can obtain funding for materials and program supplies. The project director will also collaborate on writing grants and offer technical assistance to the task force on an on-going basis without charge as they continue with the efforts after the grant is terminated.

POPULATION SERVED

The Bedford County Life Skills Training (LST) program served a total of 1840 students in grades 6-9 during the 2009-2010 school year (98.5% white, 50% male). Generally, students are at risk due to being low-income and having high alcohol and tobacco use. This population also has higher than state average rates for suicide, depression, deaths in drunk driving accidents, and death by firearms. The grantee reported an anticipated completion rate (85% or more of lessons completed over three years) of over 95% of targeted students.

PROGRAM IMPACT

Program impact was measured using a pre/post student survey developed by the Prevention Research Center at Penn State. The grantee noted the following from their external evaluator's reports for 2007-08 and 2008-09:

- Overall, students showed improvement in nearly all areas targeted by the program (e.g., knowledge of the effects of drugs, life skills knowledge and perceived norms of adult use)
- Many of the changes were statistically significant
- Where there was no improvement there was often a floor effect (rates were too low to effectively be reduced any more)
- These results indicate that overall the program is achieving the desired effect but improvements may be possible to strengthen program impact

IMPLEMENTATION QUALITY

Implementation quality and fidelity were measured through lesson observations for each teacher/grade yearly and dosage as reported annually from teachers. An observation check list provided by the evaluator was used at least once for each classroom cohort (each teacher for each class taught). The grantee reports 90% of lessons were delivered with fidelity.

LESSONS LEARNED

The grantee recommended including an in-class peer coaching component for teachers and an additional booster training in order to improve implementation quality and fidelity of the program, and attending a Training of Trainers in order to build sustainability.

SUSTAINABILITY

The program's impact was communicated to a wide variety of stakeholders, including school district superintendents, county commissioners, the Family Court judge, major agency directors (CYS, MH/MR, Assistance Office Supervisor, etc.), editor of the county daily newspaper, school boards, human services agencies, Chamber of Commerce, civic organizations, and local and regional legislative breakfasts and newspapers.

Through this grant, a new relationship with the a nationally known LST trainer was developed and relationships with the middle school principals and staff, the EPISCenter staff, and other site staff implementing the project were strengthened.

At the time of this report, the school district had pledged to continue the core school-based curriculum (30 lessons over 3 years) in the years following the end of the PCCD grant.

POPULATION SERVED

A total of 12 youth and 17 adults were served by the Erie County Multidimensional Treatment Foster Care (MTFC) program. Youth participants ranged in age from 12-17, were 50% male and 50% African American, 33% Caucasian, and 17% Hispanic. All youth served had been in more restrictive placement prior to MTFC participation. Five of the twelve youth (42%) were successfully discharged (successful completion of the program is defined as graduating from the treatment program by achieving behavioral goals and progressing through treatment to level 3 and being discharged to a lesser restrictive living environment, i.e., home or regular foster care).

PROGRAM IMPACT

Of the five youth who successfully completed MTFC, 100%:

- Demonstrated overall improvement in behavior as rated by the Parent Daily Report
- Had less than four unexcused absences during school
- Attended school daily while in the program
- Demonstrated improved school grades
- Had significant reductions in level of functional impairment

As of six-week follow-up 100% of these youth:

- Had not been re-arrested
- Were attending school
- Were living with their discharge caregivers

IMPLEMENTATION QUALITY

Implementation quality and fidelity were monitored by TFC Consultants using 7 criteria for program certification from the Center for Research to Practice, which include Program Completion and Outcomes, Therapy Components, Behavioral Components, Foster Parent Meetings, Clinical Team Meetings, Staff, and Training. At the time of this report, all criteria were rated as meeting fidelity expectations except Program Completion and Outcomes. This criterion was not met because only 55% of the total number of youth served graduated successfully (66% or above is required for program certification).

LESSONS LEARNED

The grantee reported significant challenges in recruiting qualified and committed foster parents to participate in the program. Future implementations should recruit foster parents who are strong team players, display a non-authoritarian role, are mature, can ignore behaviors, take things at face value and lack their own agenda, enjoy teenagers, are flexible, open to new ideas, can ask for and accept help from the program supervisor, are patient, creative problem solvers, and possess a good sense of humor.

Also, because they experienced some initial resistance from stakeholders to the MTFC model, they noted that consistent, ongoing education for stakeholders in the MTFC model is key.

SUSTAINABILITY

The grantee reported communicating the program's impact to the Erie collaborative board through written reports and brief status updates, Juvenile Probation and Office of Children & Youth through bi-monthly meetings, and presentation to the local Kiwanis Club. They also reported some positive media coverage in the local newspaper. Through this grant, new relationships with the local managed care organization, Value Behavioral Health of PA, and the Kiwanis Club were created. Also, existing relationships with the Erie County Juvenile Probation Office and Office of Children & Youth were strengthened.

The grantee secured Medical Assistance funding for the treatment components of MTFC and the necessary re-authorizations for continued stays in the program for enrolled youth. Through collaboration with the County of Erie, they have also requested funding to support the program for non-MA funded youth through the county's needs-based budget.

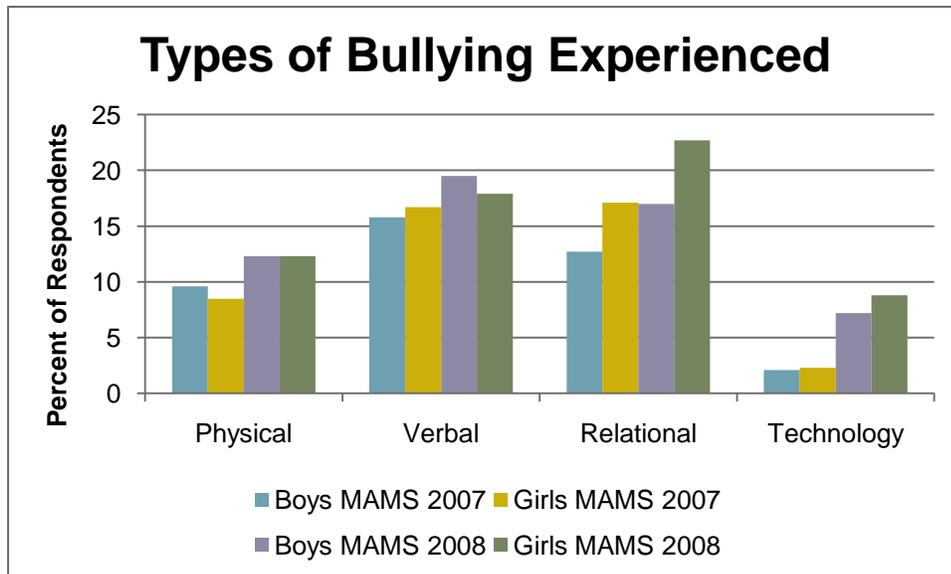
POPULATION SERVED

The Dauphin County Olweus Bullying Prevention Program (OBPP) served a total of 582 youth from 11-14 years of age in the Middletown Area Middle School (MAMS). Numbers from the elementary schools are not available as initial implementation is still underway. The majority of youth were White (60%), Black (11%) or Hispanic (8%) and 53% were male.

PROGRAM IMPACT

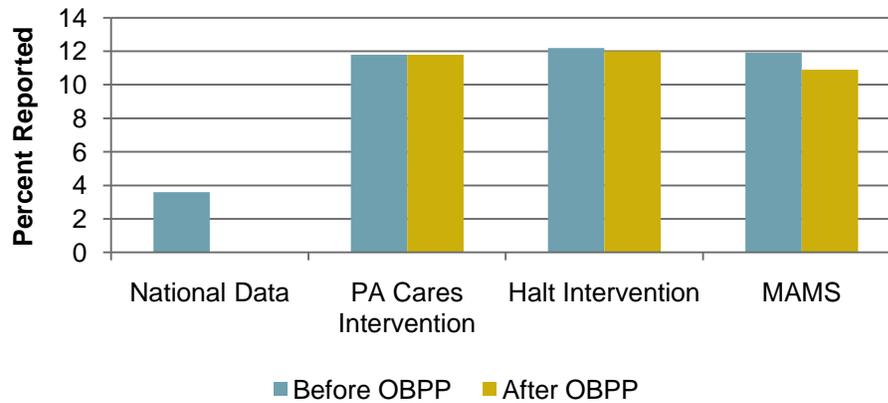
Program impact was primarily measured using student responses from the Olweus Bullying Questionnaire (OBQ) across two years of program implementation.

The following graph displays the percentage of students who experienced particular types of bullying during the past month. Both boys and girls report small changes and in some cases increases in the prevalence of all bullying types from 2007 to 2008. However, it is important to note that students will often report these behaviors more frequently as they become aware of different types of bullying, and thus these increases are common to the Olweus program.



The OBQ surveys also asked students if they bullied other students during the school year and about the types of bullying behaviors performed. The following graph compares the percentage of students who reported bullying other students during the past month, by comparing reports of the same indicator at MAMS in 2007 and 2008 with schools that participated in the PA Cares and HALT and national data from the Olweus reporting system. MAMS began with self-reported bullying levels very similar to other schools in Pennsylvania. A year later they had made a small improvement. The improvement exceeded improvements observed in other PA schools.

Those Who Report Bullying Others During Previous Month



IMPLEMENTATION QUALITY

The following methods were used to assess implementation quality and fidelity:

- The OBPP coordinator did frequent random and unannounced classroom meeting monitoring. Classroom meeting leaders were required to fill out meeting reports which recorded date, time and activity as well as resources used for each meeting.
- Implementation checklists were checked each month by the Bullying Prevention Committee (BPC) to measure progress throughout the school year.
- Classroom meeting forms were reviewed monthly by the BPC chair and by the OBPP coordinator; feedback was given on an individual basis when necessary.

The grantee reported that the program requires weekly class meetings for 90% of the school year, but due to logistical constraints such as field days, testing days, assemblies, etc. the weekly meetings occur on a regular basis about 75% of the school year.

LESSONS LEARNED

Given the grantee's experience with the program, they recommended the following:

- Anticipate teacher/staff resistance initially and continue to monitor actual participation for appropriate content and context
- Emphasis on the Olweus surveys is very important for achieving buy in and counteracting the belief "our school doesn't have a problem".
- The importance of the BPC steering committee training cannot be overemphasized.
- Recruiting administrators (specifically principals and assistant principals) goes a long way towards achieving total support for the program among the teachers and staff.

- Frequent contact with the trainer throughout the school year helps keep the BPC on track and in touch with all the teachers/staff/administrators and students.
- It is also very important as the coordinator to keep on top of paperwork, reporting and monitoring.
- Emphasizing necessity of fidelity and reporting is essential in order to keep the program flowing and on track.

SUSTAINABILITY

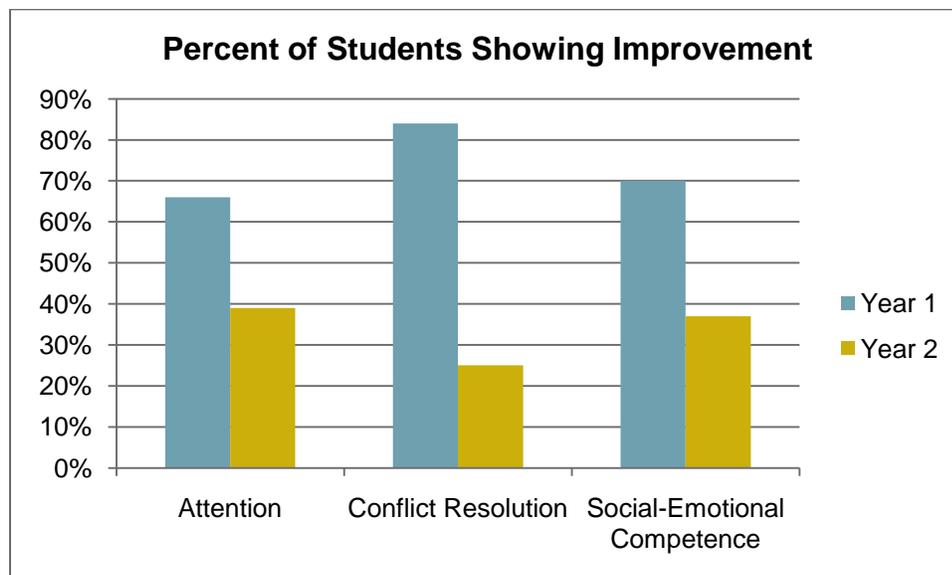
The grantee reported communicating the program's impact to the collaborative board, the school board, the local media and the Dauphin County Bureau of Drug and Alcohol. Through this grant new relationships were formed among school personnel and administration which has enhanced support for the program. Also, existing relationships among members of the BPC were greatly strengthened.

POPULATION SERVED

The Beaver County PATHS program served a total of 1,584 students from Kindergarten and 1st-3rd grade across five school districts. Gender was approximately evenly split with slightly more males in years 1 and 3. Successful completion of the program is defined as. Ninety nine percent of the students completed the program successfully (i.e., began and ended the school year in classrooms implementing at least 75% of the recommended PATHS lessons for that grade).

PROGRAM IMPACT

Program impact was measured using the developer's pre and post test (PATHS Student Evaluation), which were completed on approximately 23% of students during the first year and 31% in the second year. Results showed that during the first year of implementation nearly two thirds of students showed improvement in attention, conflict resolution, and social-emotional competence from pre to post test. In year two, a substantially lower percent of children showed improvement in these areas.



IMPLEMENTATION QUALITY

Implementation quality and fidelity were measured with the teacher-rated Implementation and Evaluation Record. During the first year, 95.9% of the lessons were taught as written, during the second year, this percentage fell to 83.6% and during the third year, the percentage thus far is that 95.7% of the lessons have been taught as written. The grantee notes that fidelity was also measured through monthly classroom observations conducted by the Prevention Specialists, however the results of these observations were not included in the grantee's report.

LESSONS LEARNED

The grantee cited two things they would have done differently given their knowledge and experience with the program; they would have worked with fewer school districts and provided teacher training earlier in the school year. They noted that if teachers have the opportunity to review the curriculum during the summer and attend the training at the beginning of the school year, they will be more likely to incorporate the PATHS lessons into their lesson plans. They also recommended that future implementations consider adding one school district at a time as opposed to a grade per year. This would create a network of PATHS teachers throughout the entire school rather than individual grade levels.

SUSTAINABILITY

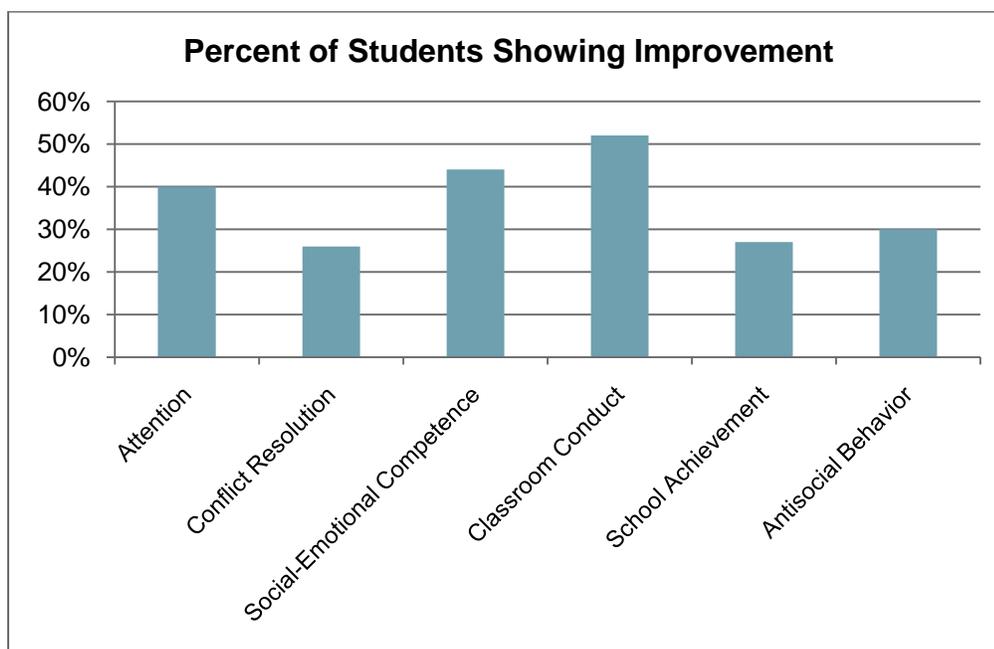
The grantee reported communicating the program's impact to the Drug and Alcohol Collaborative Board and the Beaver Valley Intermediate Unit. Through this grant, a new relationship with Central Valley school district was formed and existing relationships in the other school districts has been strengthened. Currently, future funding and partnerships are being discussed with the Beaver Valley Intermediate Unit.

POPULATION SERVED

The Chester County PATHS program served a total of 4290 youth in kindergarten through 4th grade in Tredyffrin-Easttown School District (ages ranged from 5-11 years old); 1983 students are currently enrolled in PATHS and 2307 students completed PATHS during the first two years of the grant. Generally, students from these schools have a number of resources including small class sizes, above average family income, neighborhoods with relatively low crime and high attachment. 2307 students successfully completed PATHS (i.e., received 75% or more of the lessons).

PROGRAM IMPACT

Program impact was measured using a 31-item behavior rating scale completed on youth by their teachers before PATHS was implemented and at the end of the school year. According to data from five schools and 2214 students during year two of the grant, results showed:



IMPLEMENTATION QUALITY

Implementation quality and fidelity were measured by observing if teachers had PATHS materials posted and if they used the feeling faces and PATHS language and strategies during the lessons and throughout the school day. PATHS coaches rated these aspects of implementation during their interactions with teachers on a weekly basis. The grantee reported that “coaches rate implementations overall at the highest level” and that the school district’s implementation is “exemplary...and is the highest rated district that widely experienced coaches have served.”

LESSONS LEARNED

Given the grantee's experience with the program, they recommended the following:

- Any agreement with the school administration should be confirmed by a vote by the school board in order to increase transparency.
- Have a stratified committee of teachers, principals, parents, and community members review the PATHS curriculum before they commit to implementation
- Take an inventory of the school district's existing curriculum and identify where PATHS can be integrated into the existing structure.

SUSTAINABILITY

The grantee reported communicating the impact of their program with several groups including Communities That Care Board (Great Valley CTC), the Chester County Intermediate Unit (CCIU) Board of Directors, the TESD School Board and parent groups, faculty at TESD, and to the PSU Prevention Research Center. The CCIU has also shared student outcomes with superintendents of the 16 school districts served by the CCIU. Through this grant they reported strengthening relationships between the school district and CCIU as well as between CCIU and Hempfield Behavioral Health (HBH); new relationships were formed between HBH coaches, the school administrators, and the Great Valley CTC.

According to the grantee, they have taken the following steps to assure program sustainability:

- Assigned central office staff from curriculum and development to coordinate with the coaches.
- PATHS curriculum has been embedded in the routine operation of the elementary schools
- The district has put PATHS into the district block schedule so each teacher has time dedicated to teaching PATHS.
- The building principals have also been deliberately involved in training and evaluation because previous research has pointed to the significant role principals play in both fidelity and sustainability of PATHS.
- The CCIU has developed internal PATHS competence by having preschool teachers with at least two years of PATHS implementation participate in a train the trainer workshop. These teachers have good ability to train replacement teachers as well as consult with teachers at grades beyond preschool as many of the sites are located in elementary school buildings.

Funding for supplies for PATHS will be the responsibility of the implementing school district, but as the coaches developed electronic materials for smartboards, there is little duplication costs compared to traditional worksheet models.

POPULATION SERVED

The Carbon & Schuylkill County Positive Action program served a total of 635 students and over 779 adults. Youth participants included pre-Kindergarten through 4th grade students, 55% were male, and the majority were White. In general, students who participated struggled with reading, language and math skills (94% were referred for academic reasons); 61% were Title I students, 23% had IEP's, and 84% came from low-income families. According to the grantee, 92% of students successfully completed the program.

PROGRAM IMPACT

The program's impact was measured using pre and post surveys of student behavior. In addition, an external evaluator collected information on Teacher Surveys, Report Card Data, PSSA Data, Parent Surveys, Anecdotal Records, Rigby Running Reading Records, Home Visitor Progress Logs, Home Visitation Data, Administrative Survey, SHINE Staff Survey, State Monitoring Report, 21st Century State Evaluation Report, Parent Involvement Data, Professional Development Data, and Positive Action Surveys.

According to the 21st Century Community Learning Centers Annual Performance Report (APR) Teacher Survey, 76% of the Carbon County and 58% of Schuylkill County students showed improvement in behavior. The parent-reports at post test appear to confirm these results; more than 90% of parents indicated that their child improved in reading, math, homework completion, behavior and social skills.

The grantee also noted that from 2006-2008, the number of juvenile referrals decreased by 19% and the number of juvenile offenders supervised monthly by the court decreased by 3%.

IMPLEMENTATION QUALITY

Although the grantee reported that implementation quality and fidelity were measured through observations done by the program director and program evaluator throughout the year and monthly implementation reports, results of these observations and reports were not included in their report.

LESSONS LEARNED

Given the grantee's experience with the program, they noted that stronger training at the onset of the program would be beneficial, that they would have started with Silver Lessons instead of Gold lessons, they would have combined the SHINE and Positive Action surveys earlier, and they would have placed more focus on the items in the Positive Action kids rather than the binders.

SUSTAINABILITY

Program impact was communicated with several key stakeholders through the following:

- Bi-Monthly Carbon County Child & Family Collaborative Meetings
- Monthly Prevention Partnership Meetings in Schuylkill County
- Meetings with Carbon County Commissioners
- Monthly Meetings with School Superintendents
- Monthly correspondence with elementary guidance counselors

Additionally, the grantee reported using several specific publicity and marketing strategies to promote the program including the following:

- Seven Press Conferences (Carbon and Schuylkill County)
- Television Coverage – SHINE Kick-Off, 6 Lights on Celebrations, Junior College Experience Day at LCCC, 7-Week Parent Classes, Polar Express Train Ride, Trip to SHINE II in Philadelphia, SHINE to visit to farm in Carbon County and various SHINE events.
- Various Newspaper Articles
- Community Report Card Insert – Outcomes- Website for Partners for Progress
- Continuous and Constant Contact with Media
- The Late Senator James Rhoades, Chair of Senate Education Committee and SHINE Director presented on the Harrisburg TV and PBS Networks
- Independent Evaluation- results to superintendents, principles, legislators, and various community members (Schuylkill Prevention, Carbon County Child and Family Collaborative)
- Strong connection to the school districts and classroom teachers
- Brochures on SHINE and promotional fact sheets on SHINE statistics
- SHINE Website will link to partners
- Numerous speaking engagements – state, national, community groups, meetings, teachers etc.
- Validation of statistical parents through testimonies and parents
- Promotional video prepared by LCCC dual enrollment classes from Palmerton High School - 2007
- 2009, 2nd DVD produced by 3rd and 4th graders and senior citizens and College interns from Education and Media Departments – SHINE Victory Garden, a multidisciplinary service learning project.

Through these strategies, the grantee has created new collaborations with the community and strengthened existing relationships with Carbon County Child & Family Collaborative, Penn State Cooperative Extension, Prevention Partnerships in Schuylkill County, St. Luke's Miners Memorial Hospital, Therapy Dogs, Safe Kid's, and Children's Team. In addition, they have been very active in advocating for legislative support. As a result of these sustainability efforts, the grantee has garnered in-kind support from numerous sources (school district, community college), locally raised \$30,000, received \$65,000 from DCED, received funding from Cohort 4 and 5 (21st Century Afterschool Program), among other accomplishments.

POPULATION SERVED

A total of 37 youth were served by the Centre County Reconnecting Youth (RY) program, 13 from Bald Eagle School District and 24 from Bellefonte Area School District. Participants ranged in age from 11-17 years old and 62% were male. The grantee estimated that all 37 youth will have successfully completed the program by the end of the school year (i.e., students maintained regular attendance in the classes where RY lessons are being conducted).

PROGRAM IMPACT

Program impact was measured using several survey tools including a pre and post youth-report assessment called the Personal and Social Skills Inventory. Bald Eagle School District data was not available at the time of this report, but the Bellefonte Area School District data from year two showed the following:¹

- 8 of 11 students reported no change or improved anti-social behavior
- 8 of 10 students reported no change or improved quality of family relationships
- 4 of 5 students reported no change or improved social and decision making skills
- 5 of 6 students reported no change or improvement in social bonding
- 4 of 5 students reported improved emotional regulation
- 3 of 5 students reported increased social and decision-making skills

IMPLEMENTATION QUALITY

According to the grantee, school principals and co-administrators used implementation quality and fidelity tools consistently throughout the school year. The tools used included the Fostering Positive Peer Groups and Life Skills Training Checklist.

LESSONS LEARNED

The grantee reported that student recruitment was particularly difficult because students' school schedules could not accommodate the program and therefore they suggested providing the program in an after-school setting to increase student participation.

SUSTAINABILITY

The grantee reported communicating the impact of their program to the RY Advisory Committee annually and the Prevention Board and Executive Committees bi-annually. Through the RY Advisory

¹ Note: It is unclear why there are variable sample sizes across constructs (n=5-11).

Committee, they created new relationships with community members in a variety of fields including prevention, law, and education as well as with community health and service providers. In addition, relationships between the Bellefonte and Bald Eagle school districts were strengthened, especially through the positions of the Prevention Coordinators in each district.

With assistance of the RY teachers and administrators, the RY curriculum has been incorporated into the master school schedule so that students may participate in the program. Because the school pays the salary of the RY teachers, expenses associated with sustainability are minimal. For these reasons, the grantee reported that RY will likely be sustained beyond PCCD funding.

POPULATION SERVED

A total of 275 students were served by the Mifflin County Second Step program in years one and two with an additional 59 new students being served in year three to date. In year one and two of the program the Second Step Family Guide was offered and 17 parents attended. Youth participants ranged in age from 6-14 years old with 53% being male and 86% of students meeting eligibility requirements for free/reduced school lunch. 73% of students completed the program in year one and 83% completed the program in year two (i.e., attended each weekly session offered, with less than 20% excused absences, and participated in each lesson for one school year).

PROGRAM IMPACT

Program impact was measured using the Knowledge Assessment and Student Attitude tool, which was provided by the developer, to assess change in violence prevention skills. The results showed:

- 90% of elementary school students and 82% of middle school students in Year 1 demonstrated increased knowledge
- 75% of elementary school students and 50% of middle school students in Year 2 demonstrated increased knowledge

In addition, disciplinary action data that was collected by school personnel showed that over the course of two years:

- 62% of the middle school students and 47% of the elementary school students did not exhibit any behavioral concerns that resulted in disciplinary actions at school.
- 14% of the middle school students and 18% of the elementary school students that did exhibit behavioral concerns decreased the number of discipline incidents by the end of the second program year

IMPLEMENTATION QUALITY

Several aspects of implementation quality and fidelity were measured using the developer's observational tool. According to the grantee, the Youth Projects Supervisor observes and rates each facilitator in each grade level at each site at least once throughout the year.

In March 2009, a Training Specialist with the Committee for Children conducted a fidelity certification observation. Results indicated that this program is being implemented with sufficient quality and fidelity. Some of the strengths identified included:

- Lessons are scheduled sequentially at a pace of approximately one lesson per week
- There is enough time in the schedule to allow for extension activities
- Complete, quality lessons are being taught using the Second Step recommended teaching strategies including group discussions and role plays.
- Staff have been adequately trained
- The program uses the Committee for Children's evaluation tools.

Some recommendations for the program that are being considered included:

- Allowing extra time at the end of the lesson for a transfer of learning discussion (i.e. How they can use the skill they learned in the upcoming week)
- Allow time at the beginning of each session to ask students if they used their new skill the previous week
- Continue to make use of parent letters

LESSONS LEARNED

Given the grantee's experiences with Second Step, they recommended increasing focus on the transference of youth skills from the classroom to other areas of school and home. Additionally, they emphasize the importance of having an adequate number of staff, including direct service staff and a coordinator to address logistics and planning.

SUSTAINABILITY

The grantee reported communicating the program's impact to the CTC Prevention Board and the Mifflin County School District administration through an annual, written report. In addition, the Youth Projects Supervisor attended the CTC Key Leader meeting and the Mifflin County Local Advisory Council Meeting throughout the year to provide updates on the program. Also, at the end of this program year, the site plans to develop a brief summary of the program outcomes for these groups with the goal of concisely communicating the data outcome highlights and community impact of the program. This summary will also be shared with the Mifflin County Systems of Care Team that includes representatives from Mifflin County Children & Youth, Probation and MH-MR. Through this grant, new relationships with specific frontline staff (teachers) were made and existing relationships between the TIU Project YES program and the Mifflin County School District were strengthened.

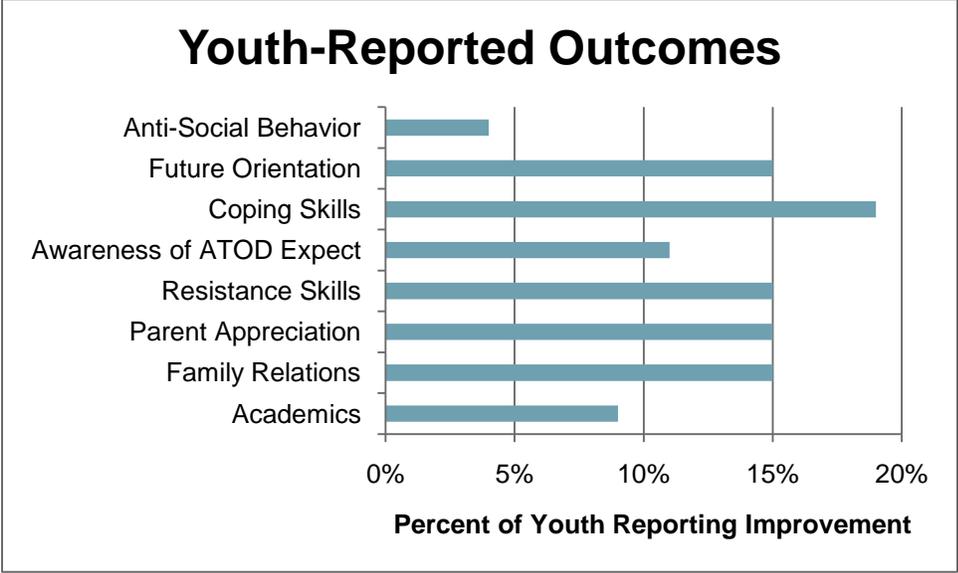
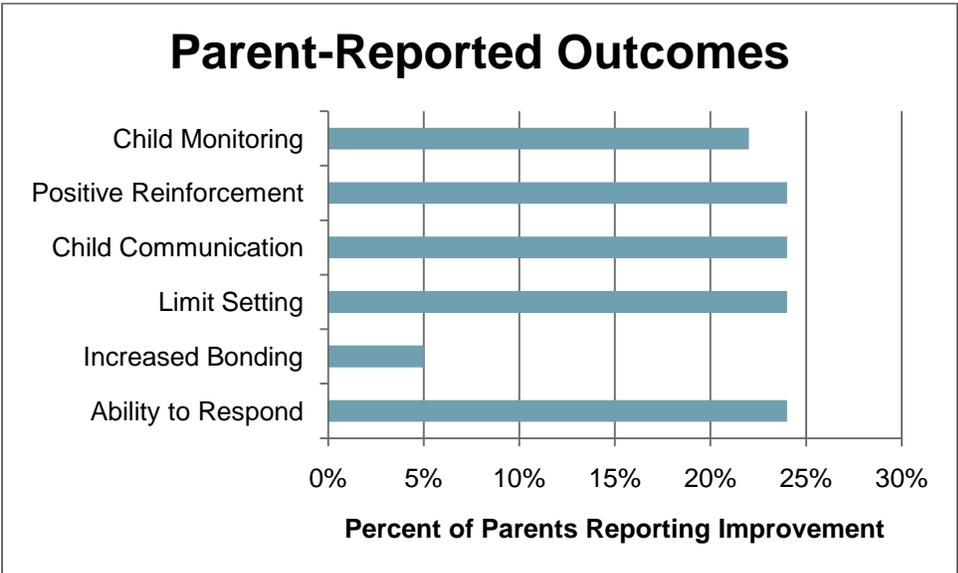
As of the time of this report, a collaborative summer program with the school district was confirmed. In addition, preliminary planning for next year's after school programming and future grant proposal were in process.

POPULATION SERVED

A total of 56 youth and 43 adults were served by the Washington County Strengthening Families Program 10-14 (SFP 10-14). Youth participants ranged in age from 10-14 years old and came from two schools in the surrounding areas. Gender of the youth was evenly split, but the majority of caregivers (75%) were female.

PROGRAM IMPACT

Program impact was measured using the developer’s retrospective survey in the first year and then the developer’s pre-post survey for the remaining years. Program impact was assessed using the PCCD-established performance measures (see Figures below).



IMPLEMENTATION QUALITY

Implementation quality and fidelity was measured using the fidelity observation forms provided by the program developer. During each seven-week program, a trained facilitator or the program director observed two youth sessions, two parents sessions, and four family sessions. All observed sessions were delivered with at least 75% fidelity indicating high quality implementation and adherence to the program model.

LESSONS LEARNED

Given the grantee's experience with SFP 10-14, they noted that preparation for the program handouts and materials was extremely time consuming and that creating a master list and organizing all products into separate packaging helped a great deal. They also encouraged future implementations to make early connections with churches, community organizations, and school officials to assist in participant recruitment.

SUSTAINABILITY

The grantee reported communicating program impact to the CTC and Washington School District boards. Through this grant, a new relationship with Jefferson Avenue United Methodist Church who provided free space and discounted meals was created and existing relationship with the Washington Drug and Alcohol Commission was strengthened. According to the grantee, both of these partners have indicated possible future funding opportunities that may result in program sustainability.

POPULATION SERVED

A total of 95 youth and 105 adults were served by the Cameron and Elk Counties Strengthening Families Program 10-14 (SFP 10-14). Youth participants ranged in age from 10-14 years old and came from five schools in the surrounding areas. Participating families varied in composition, including traditional two-parent families, single-parent families, and in some cases divorced families with both parents. 96% of the participants successfully completed the program (i.e., participated in 5 or more sessions).

PROGRAM IMPACT

Program impact was measured using the pre/post survey provided by the developer and was assessed using the following PCCD-established performance measures. These results showed:²

- 18 youth reported increased awareness of parental ATOD expectations
- 43 youth reported improved parent appreciation
- 46 parents reported improved limit setting skills
- 46 youth reported improved family relations
- 35 parents reported increased positive reinforcement skills
- 47 youth reported improved coping skills
- 52 parents reported improved ability to respond
- 36 parents reported improved child monitoring
- 42 youth reported improved future orientation
- 53 parents reported improved parent-child communications of ATOD
- 36 youth reported improved peer pressure resistance skills
- 13 youth demonstrated improved academic performance
- 42 parents reported Increase in bonding
- 34 youth reported no increase or a decrease in anti-social behavior
- 50 families demonstrated improved problem solving skills

In addition, the positive impact of the program was noted in the following quotes from SFP 10-14 participants:

Youth Comments:

- “A strong family is like super glue, they stick together no matter what life throws at them.”
- “I think the program was good because it brought our family closer and it was also fun.”
- “Strengthening Families taught me how to handle peer pressure.”

² Note: It is unclear for which period of time these performance measures apply and therefore we are unable to calculate percents because the total number of families that responded to surveys for these measures is unknown.

- “Families are like a box. When stress and problems interfere, it starts to break. SFP put that box back together.”

Family and Parent Comments:

- “This was a painless 7 Sundays that will keep our family on the right track.”
- “Good to know that other families are going through the same difficulties and hear some of their solutions.”
- “The point system works for both of us.”
- “As a single dad raising two kids I found The Strengthening Families Program to be a single source filled with resources. From the professional staff to the other parents and families we’ve learned so much in such a short time. I know my family has benefited from this program- It’s truly a blessing.”
- “Strengthening Families has been a great program. We have learned many things. The point program really helped our family. My children understand that they need to follow my rules and the family rules. It’s not about just them it is a team thing!”

IMPLEMENTATION QUALITY

Implementation quality and fidelity was measured using the fidelity observation forms provided by the program developer. During each seven-week program, trained facilitators observed two youth sessions, two parents sessions, and four family sessions. All observed sessions were delivered with at least 75% fidelity indicating high quality implementation and adherence to the program model.

LESSONS LEARNED

Given the grantee’s experience with SFP 10-14, they suggested that future implementations do not begin running sessions immediately, but instead use the first six months to do all of the leg work necessary to establish a strong foundation on which to build the program. They also reported that Sunday afternoon sessions were better attended, as it did not interfere with other families or youth activities. Additionally, they emphasized the importance of marketing the program within the community and schools with a focus on making SFP a recognizable term to parents and students. They also indicated that family meals and a full-time paid coordinator were essential components of the program.

SUSTAINABILITY

The grantee reported communicating the impact of the program to a wide variety of stakeholders including, Elk County Family Resource Network, Cameron County Collaborative Board, Cameron County Children & Youth Services, Elk County Children & Youth Services, St. Marys Area School Board, PROSPER Team Meetings, Open Houses at Woodland Elementary and at St. Marys Area Middle School, PTO Meetings for the St. Marys Area School District, 4-county Extension board meeting, District Justice, County Judge, and Juvenile Probation. As a result of this grant, a new relationship with the St. Mary’s Area School District was developed and existing relationships with Cameron and Elk County

Children & Youth agencies, the Cameron and Elk County Collaborative Boards, and the Cameron County CTC Key Leader group were strengthened.

The grantee reported making contact with the Cameron County Children & Youth director, Cameron County Key Leader group and the Stackpole Hall Foundation and although all believe the program is very worthwhile, none have made any financial commitments to the program as of the time of this report.

POPULATION SERVED

The Franklin County STARS for Families program served a total of 216 7th and 8th grade athletes and their parents within Waynesboro Area School District. 73% of students successfully completed the program (i.e., participated in pre and post surveys and completed interviews, postcards, and take home lessons).

PROGRAM IMPACT

Program impact was measured by pre and post test surveys of program participants as well as results from the PAYS. According to the grantee, only one year has been completed thus far and results show very little change from pre to post test.

Information from the grantee's most recent quarterly report showed that:

- 2 youth demonstrated a decrease in antisocial behavior
- 22 youth demonstrated a decrease in intention to use alcohol, and
- 186 signed a contract

IMPLEMENTATION QUALITY

The grantee reported that interview records from the nurses, observation and reports from interviewers were used to measure implementation quality and fidelity. They reported that quality and fidelity were deemed "very good" by the STARS trainer.

LESSONS LEARNED

Given the grantee's experience with the program, they recommended training additional nurses so that replacements could be used when one was lost.

SUSTAINABILITY

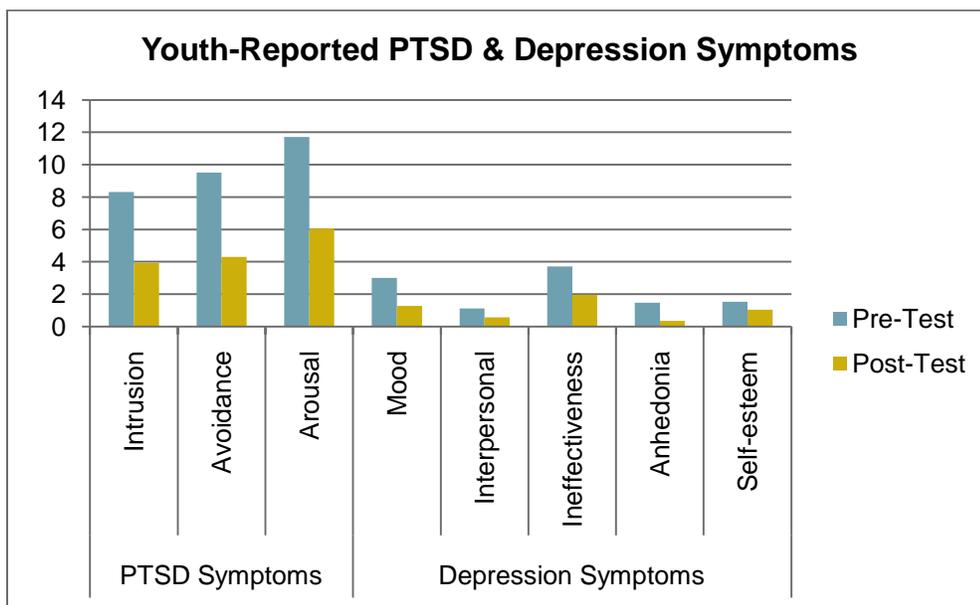
The grantee reported communicating the program's impact through reports to the school board, the Franklin County Drug & Alcohol Coalition, and asset building luncheons. Through this grant, new relationships were formed with Franklin County Drug & Alcohol Coalition and Healthy Communities Partnership and existing relationships with Chamber of Commerce and Waynesboro Area Middle School administrators were strengthened. At the time of this report, the grantees reported they were working on securing local support and continue fundraising efforts to sustain the program. They also had spoken to the nurses that were trained to take over the interviews. The grantee reported that because volunteers complete the data entry, funding is only needed for the interviewers and supplies.

POPULATION SERVED

The grantee reported that Erie & Crawford County Trauma Focused Cognitive Behavioral Therapy (TF-CBT) program served a total of 356 youth (with 230 closed to date) and 279 parents who participated in treatment. Youth participants ranged in age from 3-18 years old, 65% were female and 71% were Caucasian, 12% Black, and 2% Hispanic. The majority of TF-CBT clients suffered from full or partial Post Traumatic Stress Disorder (PTSD) symptoms and depressive symptoms. Of the 230 closed youth, 45% successfully completed the program (i.e., attended all sessions and completed a pre and post test).

PROGRAM IMPACT

Program impact was measured using a pre and post test for all clients who participated and completed TF-CBT; both the client and their parent completed standardized measures in conjunction with the therapist. According to youth reports of PTSD and depressive symptoms before and after treatment, youth experienced significant reductions in symptoms from pre to post test (see below). This was confirmed by parent reports of youth symptoms as well. Parents also reported significant reductions in dysfunctional discipline styles from pre to post test.



IMPLEMENTATION QUALITY

The developer designee for TF-CBT formally assessed the implementation quality of the program with a focus on organizational readiness for change, fidelity and outcome evaluation, and sustainability. Findings indicated that the site met or exceeded expectations of the developers.

Therapists completed a developer created tool to monitor and guide treatment fidelity on a session by session basis following each session to monitor fidelity to the modules and timeline. The following table (Table 1) shows data regarding the number of sessions completed and the fidelity of the sessions.

Table 1.

	n	Average (range) number of sessions completed	Average (range) percentage of sessions meeting fidelity	Percentage of clients with 100% fidelity
Erie County	75	13 (0-38)	99 (75-100)	93
Crawford County	34	11 (0-42)	92 (43-100)	79
Total	110	12 (0-38)	97 (43-100)	89

LESSONS LEARNED

Given the grantee's experiences with the program, they recommended the following:

- Start slow and build the program foundation. Increasing program staff earlier would have served to meet the needs of the clients, as well as provided more support for ongoing staff.
- Measure school performance before and after treatment
- Hiring only licensed therapist's from the beginning
- To create a high level of consistency, hire an administrative supervisor and a separate clinical supervisor.
- Do not underestimate the volume of clinical paperwork and importance of administrative oversight
- It is well worth the effort to take time in the beginning to make sure everything is in place and everyone understands and is comfortable with what is expected.
- While many clients present with one trauma, one should not be surprised to recognize that the client has many other traumas in their history.
- One of the most important things in this program for successful outcomes is the ability to complete a thorough assessment, which often requires one to link with many other agencies that have seen the client in the past.
- It is important to recognize the need to have supplies readily assessable because each client will be at a different point in the program on any given day due to age and which module they are presently working.
- Taking time to engage the client and parent/caretaker in the beginning pays off a hundred fold at the end when everyone is able to see and celebrate tremendous improvements and successes.
- Ongoing consultation with a TFCBT expert is worth the time and money.
- Continuing education for counselors on the TFCBT model yearly is critical.
- Establish a strong referral base and provide TFCBT to a diverse target population
- Take the time early on to develop a marketing plan and marketing materials.

SUSTAINABILITY

Regular verbal and written reports regarding program impact were made quarterly to the Crawford County CTC Board and to Erie's CTC Board (until it became inactive in 2009). In addition, the TF-CBT program has been featured in the Family Services annual report. Through this grant, a new relationship was created with Highmark Caring Place, which provides supportive services to children and their families who have experienced the death of a loved one, and has resulted in a substantial number of referrals. Existing relationships with the Office of Children & Youth, Mercyhurst Civic Institute, Value Behavioral Health (our managed care entity), Juvenile Probation Office and the CTC Board were strengthened.

Family Services initiated multiple collaborative contacts with the counties and managed care organization over approximately two years with hopes of establishing a managed care rate. Information was provided to demonstrate the value of TFCBT, including education about the TFCBT evidence-based model, demographic data about clients being served, education on the type of clients who were likely to benefit, and feedback regarding outcomes achieved. Also, although not in place initially, steps were taken to ensure all therapists were licensed and paneled with private insurance companies. This was done to ensure they could bill private insurance for services. As a result, a satisfactory rate for 2010 was established with Value Behavioral Health and reimbursement from private insurers was established.

2008 Grants

Erie County FFT
Family Services of NWPA

Grant#: 19143

POPULATION SERVED

The Erie County Family Functional Therapy (FFT) program served a total of 78 youth between the ages of 10-18 years of age who were exhibiting externalizing or acting-out behaviors (e.g., drug and/or alcohol use, failure to follow rules at home or school, verbal and/or physical aggression, failure to comply with curfew, truancy, poor school performance) at the time of referral. 64% of discharged youth have successfully completed the program (i.e., completed all three phases of treatment and has show improvement on at least one of the outcome measures according to parent, adolescent or therapist report). The remaining youth either dropped-out, moved to another county, required a higher level of care after psychiatric hospitalization, or went into placement.

PROGRAM IMPACT

Program impact was measured using three standardized outcome surveys including reports from the parent, adolescent, and therapist (Client Outcome Measure for Parents/Adolescents and the Therapist Outcome Measure). Using the PCCD-established performance measures, the grantee reported the following outcomes:

- Number of Youth Committing New Criminal Offenses: 1
- Number of Youth Placed: 1
- Number of Families with Improved Social Functioning: 40
- Number of Parents Exhibiting Desired Change: 39

The grantee also reported that 71% of youth who presented with school attendance problems at intake showed improvement in this area during treatment and 67% of youth who presented with school performance problems at intake showed improvement in this area.

IMPLEMENTATION QUALITY

Implementation quality and fidelity were measured using the following methods:

1. Weekly Peer Supervision: Cases are presented by staff using the FFT protocols
2. Weekly Supervision Summary: This form is completed following each Peer Supervision to assess adherence and fidelity to the model.
3. Global Therapist Ratings: This rating is completed by the Site Supervisor on a quarterly basis and assesses fidelity to the model for individual therapists.
4. Individual weekly supervision: Therapists report on cases and supervisor is monitoring to hear if the case is being presented in a way that is adherent to the model.

5. The FFT National Consultant provides the Site Supervisor with clinical supervision that is model adherent two times per month.

LESSONS LEARNED

Given the grantee's experience with the program they recommended the following for future implementations:

- Assure that the County's MA/MCO sets a high enough rate to adequately cover costs
- Have a supervisor in place at the inception of the program versus starting out with a team of therapists with a supervisor "emerging" during the first phase of program implementation

SUSTAINABILITY

The grantee reported communicating the program's impact to a group of providers invested in the MST and FFT models. This committee included a representative with the Office of Children and Youth, Director of the Juvenile Probation Department, and the Directors and Supervisors of the Evidence-Based Programs being offered in Erie County. During the course of the grant, a strong relationship with the Coordinator of the Circle program was established and Office of Children and Youth, which provided important referral sources. The grantee also reported working to increase the number of referrals from Juvenile Probation, but noted that this was difficult due to JPO's heavy reliance on the two well-established MST Programs.

In an effort to sustain the program beyond the end of PCCD funds, the grantee reported submitting claims to Value Behavioral Health (VBH) and Medical Assistance in July 2009 as a fee for service. For clients that do not have VBH/Medical Assistance, Erie County has allotted money to pay for clients that either Office of Children and Youth or Juvenile Probation refer to the program. However, the grantee reported that they have struggled significantly during the past fiscal year due to low referrals. They have also struggled with working with VBH to establish a rate that could sustain the program. Initially, they received an hourly rate for very specific services and just recently were given a weekly rate.

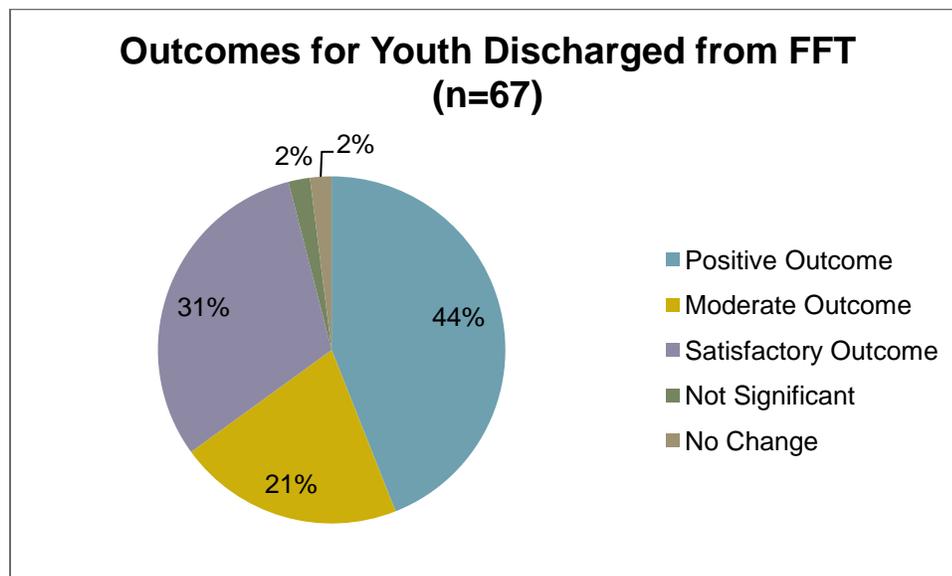
POPULATION SERVED

The Lehigh County Functional Family Therapy (FFT) program served a total of 81 youth ages 10-18 and 117 parents or caregivers of those youth. Youth were generally referred to FFT for reasons including family relational problems, parent/child conflict, aggression, violence, school-related problems, truancy, and mental health issues. A total of 67 youth were discharged; 49 (73%) were successful (i.e., completed all three phases of treatment, outcome ratings are 3's or higher, and the youth, parents, and therapist felt that some changes have been realized) and 18 (27%) were not (i.e., did not complete the program).

PROGRAM IMPACT

The program impact was documented using the Clinical Services System (CSS) including reports from the Youth Outcome Questionnaire – Self Report (YOQ-SR), the Youth Outcome Questionnaire (YOQ), the Outcome Questionnaire (OQ), Therapist Outcome Measure (TOM), Client Outcome Questionnaire – Adolescent and Parent versions (COM-A and COM-P).

Outcome ratings for the discharged youth are displayed in the figure below. Additionally, the grantee reported that on average, successfully discharged youth rated their families' progress in communication skills, their own behavior, parenting skills, the ability of the parent to supervise them, family conflict, and overall change in the family as a four out of five.



IMPLEMENTATION QUALITY

Implementation quality and fidelity were measured using therapist adherence, competence and fidelity ratings on a weekly basis which were reviewed at weekly consultation calls with the FFT National Consultant. Additionally, the grantee followed all guidelines for monitoring implementation quality and fidelity to the model as prescribed by FFT Inc., including site reviews every six months.

According to the grantee, they have consistently met the standards of FFT Inc. in regards to “dissemination” adherence (i.e., the timely completion of all contact and progress notes, client assessments, and consistent gathering of pre-and post-service assessments). This grantee did not meet the fidelity requirement of a 3 person-team of therapists, however. The team currently consists of one full-time therapist and the site supervisor, who has a half-time caseload.

LESSONS LEARNED

Given the grantee’s experience with FFT, they recommend the following:

- Request enough funding to cover costs of program operations
- Request funds to cover at least three years of program implementation (instead of two)
- Tap into Special Grants Funds to cover costs of program not covered by MA reimbursement
- Secure firm commitments from local human service organizations to make appropriate referrals
- Do not underestimate the time and effort required to provide documentation to MCO to establish medical necessity criteria
- Establish local belief in and commitment to the FFT model

SUSTAINABILITY

The program’s impact was communicated to Lehigh County Children and Youth Advisory Board and other county officials including Children and Youth, Juvenile Probation, Mental Health, and Student Assistance Program. The grantee reports created new relationships with FFT, Inc., PCCD, the EPISCenter, and DPW/OMHSAS and strengthening relationships with Lehigh and Northampton as well as their MCO (Magellan).

The grantee reported maintaining very close communication with all major partners and advocating for measures which would help support and sustain their program such as:

- Closely monitoring and evaluating FFT Program and fiscal operations to determine actions and measures to be taken to support program sustainability;
- Temporarily reducing the size of the FFT team through September 2010, as approved by FFT, Inc.;
- Communicating regularly with Lehigh and Northampton County partners, and BH-MCO Magellan, providing detailed information about the fiscally distressed state of the program, requesting assistance and strategizing solutions. They have asked Lehigh and Northampton counties to consider splitting the \$18,000 costs of FFT, Inc.’s Phase 2 training and consultation fees due in September 2010, and also funding FFT services under certain circumstances by

utilizing Special Grants funds available through the Needs-based Budget and Planning process. They have asked Magellan to consider granting the site a rate increase for FFT services;

- Communicating regularly with partners on the State and national levels, including PCCD, the EPISCenter, DPW offices of OMHSAS/Children's Bureau and OCYF, and FFT, Inc., providing detailed information about the status of the program, requesting assistance and strategizing solutions.

As a result of these steps, the grantee reported that Lehigh and Northampton counties will pay for FFT Phase 2 training/consultation costs (\$18,000) and also for FFT services in the following circumstances:

- For MA-eligible clients in need of the services prior to authorization for Medicaid reimbursement by Magellan MCO;
- In cases where authorization of the service has been denied by the Magellan MCO, but the County believes the service is appropriate for the family;
- In cases where the client is not MA eligible, but the County wants the service to be provided to the family

The grantee also reported that Magellan MCO raised their reimbursement rate for the FFT service, effective July 1, 2010.

POPULATION SERVED

The Lackawanna County Multisystemic Therapy (MST) program served a total of 38 youth (53% female) between the ages of 12-17 who were at-risk for out-of-home placement, incarceration, and/or legal charges. 20 youth have been successfully discharged (i.e., remained in their home and require less intensive services), 6 have been unsuccessfully discharged and 12 were still active at the time of this report.

PROGRAM IMPACT

The program's impact was measured using data collected from the MST therapists at 3, 6, 9, and 12 months post discharge via phone calls with the families. Of those successfully discharged by the time of this report:

- 95% were living at home at discharge
- 91% were in school/working at discharge
- 100% had no new arrests at discharge

IMPLEMENTATION QUALITY

Implementation quality and fidelity were measured using the TAM (Therapist Adherence Measure) form, which measures the family's assessment of the programs adherence and fidelity to the MST model, the SAM (Supervisor Adherence Measure) form, which measures the therapist's assessment of the supervisor's adherence and fidelity to the model, and the PIR (Program Implementation Report), completed by the MST consultant, which reflects the team's implementation of the MST model based on the discharge review criteria and data collected during a specific time period.

According to the PIR report for the grant time period, the TAM and SAM scores exceeded the MST guidelines. The ultimate outcomes on the PIR indicate high values for maintaining youth in the home and school, as well as youth with no new arrests. The instrumental outcomes on the PIR indicate that parenting skills, improved family relations, networking, and success in educational/vocational settings are within acceptable levels.

LESSONS LEARNED

In the grantee's experience, uncertainty of the model and the lack of understanding regarding referral parameters resulted in many inappropriate referrals and a great deal of frustration both from internal staff and from the referral source. The grantee emphasized how important it is to spend time cultivating relationships with key staff persons within the systems to assist with census management and education. They also noted that staff turnover in the referral agencies greatly hampered the development of an overall understanding, and therefore ongoing education is vital.

SUSTAINABILITY

According to the grantee, funding for the continuation of MST beyond the life of the PCCD grant was pursued at the time the grant was submitted with commitments from NBHCC and CCBH. Once the grant was approved, a service description and supporting documentation was submitted to CCBH. The description was approved and MST was placed on the fee schedule.

Relationships that have developed in the specialty courts have greatly enhanced the support for MST. In particular, Delinquency Court and Status Court serve the populations that are most appropriate for MST services. By having an MST staff present in those courts, there is opportunity for the judge to ask questions regarding a specific case. There has also been a strong line of communication developed between the intake probation officer and MST staff. These relationships have great potential in establishing and sustaining the flow of referrals.