Getting On Board: Evidence-Based Programs and Practices

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Presenter: Ken Ackerman

Ken Ackerman is the creator and manager of VirtualCAP.org which was launched in 2002 through federal OCS funding. Virtual CAP supports sharing of information among Community Action Agencies and promotes replication of successful CAA initiatives.

From 2010-2013, Ken also served as the primary researcher on evidence-based/evidence-informed and exemplary/promising programs and practices now featured on the Resource Bank of the CSBG T/TA Center.

His involvement with Community Action began in 1971 as a VISTA volunteer in rural Virginia. He then directed a desegregation program in Prince Edward County (VA) where the public schools had been closed to fight school integration from 1959-1963. He subsequently served as Executive Director of the Monticello Area CAA from 1976-2000 after initially working as the agency’s Chief Planner.

Ken is a certified peer reviewer for the Award for Excellence/Pathways to Excellence in Community Action and has provided interim management assistance and direct T&TA to CAAs across the U.S.
On a scale of 1 to 5  
5: totally  4: quite a bit 3: somewhat 2: not much 1: no

1. Are you familiar with the meaning of evidence-based?
2. Does your agency routinely access information from the field on effective programs and practices?
3. Is there a continuous focus on desired outcomes throughout your agency?
4. Is your agency involved in any evidence-based programs?

Getting On Board: Evidence-Based Programs and Practices

Why Are We Talking About This?  
The Continuum of Effectiveness

How to Replicate Evidence-Based Programs  
Child Trends Research-to-Results Briefs/Related Resources  
Ten Steps to Adopting and Sustaining  
Six “Drivers” of Success  
Finding “What Works”  
CAAs and Evidence-Based Programs
January 25, 2011

Building Rigorous Evidence to Drive Policy

Posted by Peter Orszag, Director on June 08, 2009 at 08:39 AM EDT

Evaluating Programs for Efficacy and Cost-Efficiency
July 29, 2010
Use of Evidence and Evaluation in the 2014 Budget
May 18, 2012

Info on specific EB programs
Making a Difference by Funding What Works
April 17, 2015

Next Steps in the Evidence and Innovation Agenda
July 26, 2013
Building and Using Evidence to Improve Results
FY 2017

FY 2018
Building and Using Evidence to Improve Government Effectiveness

FY 2019 – Evidence and Evaluation (p. 3)
The Promise of Evidence-Based Policymaking
Report of the Commission on Evidence-Based Policymaking
September 2017

Evidence-Based Policymaking Initiative Bipartisan Policy Center

FY 2019 Annual Performance Plan and Report Evidence Building Efforts HHS, April 2018

Building Evidence Culture and Capacity in Federal Agencies Urban Institute April 2018

THE BOTTOM LINE?

THE BOTTOM LINE?

The Coalition for Evidence-Based Policy coalition4evidence.org

Increasing Government Effectiveness Through Rigorous Evidence About “What Works”

In the field of medicine, public policies based on scientifically-rigorous evidence have produced extraordinary advances in health over the past 50 years.

By contrast, in most areas of social policy – such as education, poverty reduction, and crime prevention – government programs often are implemented with little regard to evidence, costing billions of dollars yet failing to address critical social problems.

However, rigorous studies have identified a few highly-effective program models and strategies (“interventions”), suggesting that a concerted government effort to build the number of these proven interventions, and spur their widespread use, could bring rapid progress to social policy similar to that which transformed medicine.
The Coalition’s work with key Executive Branch and Congressional officials has helped inform and/or shape major new evidence-based policy initiatives, such as:

- OMB’s [Program Evaluation initiative](#) ($100 million in the FY11 budget for rigorous evaluations to determine what works across 17 federal agencies)
- HHS’s [Evidence-Based Home Visitation program](#) for at-risk families with young children ($1.5 billion over 2010-2014; $386 million in 2015; $500 million proposed 2016; $15 billion proposed over next ten years)
- HHS’s [Evidence-Based Teen Pregnancy Prevention Program](#) ($105 million in FY15)
- Education Department’s [Investing in Innovation Fund](#), to scale up evidence-based K-12 educational strategies ($112.4 million in FY15)
- Corporation for National and Community Service’s [Social Innovation Fund](#), to support public/private investment in evidence-based programs in low-income communities – Youth Development, Economic Opportunity, Healthy Futures ($40 million in new grants FY15)
- DOL [Workforce Innovation Fund](#) to cultivate and test innovative approaches to workforce training and encourage the replication of evidence-based practices in the workforce development field ($53 million in FY14)

Laura and John Arnold Foundation

[Evidence-Based Policy]

LJAF develops and supports initiatives that encourage governments and nonprofit organizations to help build the evidence base for social interventions and to consider reliable evidence as one of the primary factors in their decisions. The goal is to ensure that limited resources are spent wisely on programs that produce meaningful, lasting improvements in people’s lives.
Results First

Helping states assess the costs and benefits of policy options and use that data to make decisions based on results.

Results First is currently partnering with 16 states:


We welcome the opportunity to discuss our work with other states that have the capacity and desire to improve the way they make policy choices.

We offer tools to states that more accurately assess the true costs and benefits of public programs. This allows policy makers to identify options that yield the greatest return on investment for taxpayers.

We also help states build a climate for decision-making based on research and evidence. This allows states to eliminate ineffective programs and shift resources to those that generate better outcomes for their citizens.
Results Washington

Examples of Results

Education
- More help for high-risk kids
- Improving graduation rates
- Reducing the need for remedial classes

Economy
- Helping people find jobs

Let’s Reflect and Share

How does your agency demonstrate what you do makes a difference?

1. Choose the best example of a program or practice in your agency that produces results.
2. What does the outcome data show?
3. How does this compare with other similar programs?
4. How does this compare with target population not in your program?
5. How does this compare to overall community outcomes?
Evidence-Based Policymaking: Findings From States

Virginia ranked as one of the 28 “Modest” states re: prevalence and sophistication of their policymaking. This is the second lowest rank a state could attain. When policy making is based on evidence of success, citizens can rest assured their leaders in government are working in their interest.

Evidence of Effectiveness: A Continuum

Evidence-based practice: An approach to prevention or treatment that is validated by some form of documented scientific evidence. This could be findings established through scientific research, such as controlled clinical studies, or other comparable rigorous methods.

Evidence-informed practice: An approach that uses the best available research and practice knowledge to guide program design and implementation within context. This informed practice allows for innovation and incorporates the lessons learned from the existing research literature.

Exemplary practice model: An innovative and consistently applied policy, process, practice, or procedure that takes a comprehensive approach to developing and implementing activities using strategies that are related to the intended service recipients and community. This practice model is culturally competent, data-driven, measurable, and replicable and incorporates a method for documenting programmatic results.

Promising practice: One with at least preliminary evidence of effectiveness in small-scale interventions or for which there is potential for generating data that will be useful for making decisions about taking the intervention to scale and generalizing the results to diverse populations and settings.
Determining What Works

No one questions President Barack Obama’s insistence that public funds should go to social programs that work and not to those that don’t. The controversy is about how we know what works, and the types of evidence that prudent investors should consider credible.

“randomized trials...are not the only source of information about what works”

“costs of RCTs seemed excessive and the results took too long to arrive...and interventions proven effective with RCTs didn’t have the same success when they were scaled up”

“Experimental evaluations didn’t provide enough information about how the work affected outcomes, or about the political, economic, and regulatory contexts that could spell success or failure”

Broader Evidence for Bigger Impact

Toward agreement on fundamentals (four principles)
- Begin with a results framework
- Match evaluation methods to their purposes
- Draw on credible evidence from multiple sources
- Identify the core components of successful interventions

An inclusive evidence base
- Experimental Evaluations
- Non-Experimental Evaluations
- Other Research
- Practice and Experience

Draw and synthesize evidence from all four sources to:
- Continuously make interventions more effective
- Guide the selection and design of interventions to implement or scale up
- Demonstrate that the work is improving lives and neighborhoods
Reconsidering Evidence: What It Means and How We Use It

Applying a broader range of evidence to take account of at least five factors
1. The complexities of the most promising interventions
2. The practice-based evidence that spotlights the realities and subtleties of implementation that account for success
3. The importance of fitting interventions and strategies to the strengths, needs, resources and values of particular populations and localities
4. The heavy context-dependence of many of the most promising interventions
5. The systematic learning and documentation that could inform future action

Develop knowledge to enable reliably achieving greater results (evidence-informed)
• Identify the common underlying elements of diverse attempts to reach similar goals
• Address the contextual factors, whether and under what circumstances programs are likely to be effective in new settings and populations
• Identify ways of making systems more hospitable to interventions that are evolving and improving, and take seriously the challenges of implementation

Reconsidering Evidence: What It Means and How We Use It

A Wider Range of Options
• Local program with strong indications, based on internal assessments and data, quality improvement processes, and client feedback, that it is producing good results.
• Compare the core principles, practices and characteristics of the program with what is known about the common elements of effective programs.
• Are those elements are already in place in the locally developed program?
• Consider modifying the local program to incorporate one or more of the common elements that have been lacking; assess whether it is able to implement those elements well.

Greater attention to Implementation
• Discussions of evidence too often focus solely on selecting the right intervention, without sufficient attention to how well that intervention is delivered.
• Even a “proven” model is unlikely to produce results unless it is implemented well.
• How are practices observed and what organizational factors support them?
• “Disciplined” adaptation rather than “fidelity” to practice or program.
• Plan for improvement by monitoring and measuring change effort.
Identifying What Works

The House That Evidence-Based Practice Built:
Moving From Program Development to Real World Outcomes
HHS/ACF/OPRE Webinar on Replicating Evidence-Based Practices
www.youtube.com/dSmOsikZg8I

Myths of Scaling EB Programs

If you build it they will come: Bottom line
• Having evidence is just player one the team

If we implement an EBP, we will get the outcomes promised
• EBPs may increase the probability of improved outcomes, but not guarantee them
**Service model is just one piece of the system**
All inputs together create the actual services, which create outcomes.

MIHOPE: An example

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Child Trends *Research to Results Brief*

Meeting the Gold Standard

The most rigorously tested: Programs and practices that are theory-based and have been experimentally tested using randomized controlled trials and reported in peer-reviewed journals. Other criteria may include replication in different settings and implementation with a high-degree of integrity to the original model.

What is Evidence-Based Practice
Evidence-Based Practice
Skills, techniques, and strategies used by practitioners when interacting with program participants. They can be viewed as the core components of a larger intervention or program or the discrete strategies or activities used by programs as part of their larger intervention (i.e. outreach and recruitment, case management, training).

Evidence-Based Program
Organized and typically multi-component interventions with clearly identified linkages between core components and expected outcomes for an identified target population and established necessary organizational supports for implementation.

Such programs, for example, may seek to integrate social skills training, family counseling, and educational assistance, where needed, in a comprehensive yet individualized manner, based on a clearly articulated theory of change, identification of the active agents of change, and the specification of necessary organizational supports.

Evidence-based programs are more likely to be successful than non-evidence-based programs.

EB Practice: Motivational Interviewing

Focus Topic
VirtualCAP RoundUP, August 2018
Online Resources for EB Practices

Evidence-Based Continuum
- Evidence-based programs and practices
- Emerging and evidence-informed programs and practices
- Exemplary and best practices
- Practice-based evidence: Evidence-based practice is sanctioned scientifically, and practice-based evidence is sanctioned culturally and/or by the community.

Implementation Resource Guide for Social Service Programs

Office of Family Assistance
Implementation Resource Guide for Social Service Programs:
An Introduction to Evidence-Based Programming

A Road Map to Implementing Evidence-Based Programs
10 Steps to Implementing EB Practices

Planning and Assessing Readiness
1. Prioritize Outcomes
2. Conduct Readiness Assessment
3. Garner the Support of Critical Stakeholders

Creating the “Perfect Fit”
4. Research and Identify a “Good Fit”
5. Decide on Necessary Program Adaptation
6. Seek Information, T/A, and Program Consultation

Training and Getting Going!
7. Provide Staff Training and Coaching
8. Begin Initial Implementation

Learning, Reflecting, and Improving
9. Conduct Ongoing Evaluation and Fidelity Assessments
10. Create Feedback Loops and Ongoing Opportunities for Learning and Reflection

Step One
Prioritize Outcomes
Your Program Hopes to Achieve

Assess how current gaps in programming, staffing, and/or services have impeded your ability to produce desired results. Developing a logic model [or theory of change] may be a helpful exercise.
Conduct Readiness Assessment

Collect data on your program's ability and motivation to change. Tools exist to help programs measure their readiness to change at both the frontline staff and administrative levels.

Organizational Readiness Checklist
EnFocus Solutions

Change Readiness Assessment
The Renova Corp.

GB Practice Skills Assessment
for Criminal Justice Orgs
[EBPSA Tool]

Garner the Support of Critical Stakeholders

Gain broad support from program funders, administrators, managers, frontline staff, and program participants and their families to create and sustain change – gaining buy-in.

ETR
Evidence-Based Program Center

External Relationship Assessment

External Relationship Factors

External Relationship Assessment
Select an evidence-based practice which matches the needs of your program participants (inc. developmentally and culturally appropriate), can be incorporated into your existing program and delivered by trained frontline staff, and will help you achieve desired outcomes.

Research and Identify a “Good Fit”

Identifying and Selecting EB Programs and Practices: Questions to Consider

NREPP

Questions to Ask: CSAP’s Checklist for Program Fit

NREPP

Also see:
A Guide to Evidence and Innovation Youth.gov

Forum on Emphasizing Evidence-Based Programs for Children and Youth
Access session videos
Step Four

Research and Identify a “Good Fit”

Select an evidence-based practice which matches the needs of your program participants (inc. developmentally and culturally appropriate), can be incorporated into your existing program and delivered by trained frontline staff, and will help you achieve desired outcomes.

Results First Clearinghouse Database
2,867 programs

Step Four

Putting “What Works” Into Your Agency

Social Programs that Work
Laura and John Arnold Foundation’s Evidence-Based Policy team
Promising Practices Network (2014 archived)
Promising Practices Network, RAND Corporation
Evidence-Based Practice Resource Center
SAMHSA (HHS Substance Abuse and Mental Health Services Administration)
Evidence-Based Program Directory
Youth.gov, Interagency Working Group on Youth Programs
What Works Clearinghouse
Institute of Education Sciences, U.S. Department of Education
Blueprints for Healthy Youth Development
Center for the Study and Prevention of Violence, University of Colorado at Boulder
Urban Partnerships Initiative Online Toolkit
Urban Partnerships Initiative sites and U.S. Administration for Children and Families

Access to clearinghouses
Step Four

**Additional Clearinghouses**

- **OAH Teen Pregnancy Prevention Resource Center**
- **Evidence-Based TPP Programs**
  - **Find a Program**
  - **How to Choose a Program**
- **Evidence-Based TPP Programs – EB TPPs at a Glance**
- **Choosing an Evidence-Based Program and Curriculum**

- **Home Visiting Evidence of Effectiveness**
  - homvee.acf.hhs.gov

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Step Four

**CSBG T/TA Resource Center**

- **Resource Bank - Advanced Search**

  - csbgtta.org
Step Four

Make necessary and feasible adaptations to the program model to meet the unique needs of your community without undermining the core elements of the original program.

Step Five

Decide on Necessary Program Adaptation

Make necessary and feasible adaptations to the program model to meet the unique needs of your community without undermining the core elements of the original program.
Seek Information, Technical Assistance and Program Consultation

Gather information on the evidence-based practice including essential intervention components – staff training guidelines & necessary financial and organizational resources for implementation. When possible, consult with the program developer or seek outside expert consultation.

Provide Staff Training and Coaching

Train staff at all levels on the new practice, including directors, supervisors, and frontline staff. Provide staff with ongoing coaching and mentoring in the field. Staff should be provided with opportunities to practice their newly learned skills in a safe environment. “Booster” training should also be provided to help maintain fidelity to the original model.

1. Presenting background information, theory, philosophy, and values of the new program or practice to staff;
2. Introducing and demonstrating important aspects of the new practice or skills;
3. Providing staff with opportunities to practice new skills and receive feedback in a safe training environment;
4. Providing staff with ongoing support and follow-up training; and
5. Allowing sufficient time for training.
Staff Training

Template adapted from NIRN

Critical component
New knowledge to be taught
New skills to be taught
Method for teaching
Assessment method
Assessment schedule

Training Plan

Coaching

Template adapted from NIRN

Concepts or skills being coached
Coaching process
Frequency
Practitioner preparation
Post meeting/event and documentation
Feedback & documentation by coach
Timeline for Written Documentation by coach
Coaching effectiveness measure

Coaching Service Delivery Plan
Incorporate changes at multiple levels to support the implementation of the practice, including changes in policies and procedures, operations, staffing, and resource allocations.

Collect formative evaluation data to inform continuous program improvement (process evaluation) and conduct an outcome evaluation to assess whether you have achieved desired outcomes. A fidelity assessment can provide information on the level of adherence to the original program model.
Step Nine

Conduct Ongoing Evaluation and Fidelity Assessments

Non-Researcher’s Guide to Evidence-Based Program Evaluation

Program fidelity and adaptation: Meeting local needs without compromising program effectiveness

Step Ten

Create Feedback Loops and Ongoing Opportunities for Learning and Reflection

Institute procedures for ongoing learning and reflection such as monthly meetings for staff to discuss challenges associated with implementing the new practice, training or technical assistance needs, and successes and achievements.

A 10-Step Guide to Adopting and Sustaining Evidence-Based Practices
Six “Drivers” of Success

1. Staff selection and recruitment
2. Pre-service or in-service training
3. Coaching, mentoring, and supervision
4. Internal management support
5. Systems-level partnerships
6. Staff and program evaluation

Staff Selection (and recruitment)

Staff recruitment and selection are key components of implementation at practitioner and organizational levels.

Questions to consider include:

What qualifications are needed to carrying out the EB practice or program?
What characteristics are essential to carrying out EB practice “on the ground?”
What characteristics or abilities will not or cannot be addressed through training and coaching?
Do staff members have a comprehensive understanding of the practices being implemented?
Staff Training
(pre-service and in-service)

Staff members at all levels require training when a new practice is implemented. Effective training involves theory and discussion; demonstration of skills; and opportunities for practice and feedback.

Effective training involves:
Providing practitioners with the background information, theory, philosophy, and values of the new program or practice.
Introducing and demonstrating the components and rationales of key practices;
Providing opportunities to practice specific skills related to the new way of work and receive feedback in a safe training environment.
Providing staff with opportunities for quality interaction.

Coaching, Mentoring, and Supervision

Whereas skills needed by successful practitioners can be introduced in training, many skills can only really be learned on the job with the help of a consultant or coach.

Coaching and mentoring include activities for either individuals or groups, on-the-job observation, instruction, modeling, feedback, or debriefing of practitioners and other key staff in the program.

Training practitioners without providing follow-up coaching on the job is sometimes referred to as the “train and hope” approach, and research has shown this approach to be ineffective in achieving practice change.

When trying to change practice, researchers look for three types of evidence at the staff level: 1) knowledge development; 2) skill demonstration; and 3) actual use “in the field.”

Analysis of studies in education
Training w/o coaching: 0-5% of participants demonstrated use of new skills
Training w/coaching = 95% of participants demonstrated use of new skills
Internal Management Support

Internal management support provides leadership to support implementation, makes use of a range of information to shape decision making, and provides structures and processes for implementing new practices and keeping staff focused on desired outcomes.

Allocation of resources and formation of organizational structures to support:
- Staff recruitment and selection
- Effective training (e.g. time, equipment, training for trainers)
- Support for coaching and mentoring of practitioners
- Time for quality interactions among staff
- Use of data to inform program improvement
- Activities that continue to keep staff focused on desired outcomes
- Identifying barriers to high-fidelity service

Systems-Level Partnerships

Systems-level partnerships involve working with external partners to support program implementation and the frontline work of practitioners.

Activities related to development of partnerships:
- Fundraising to support ongoing implementation of the EB program or practice
- Collaboration with other programs
- Promoting meaningful engagement of parents/family members
- Conducting community outreach to garner support and awareness of the program;
- Using outside consultants and coaches
- Activities that continue to keep staff focused on desired outcomes
- Reporting to funders and policy makers on program activities and outcomes

Also see: Building Systems-Level Partnerships, part 5 in series from Child Trends
Staff and Program Evaluation

Evaluation entails using measures of practitioner performance and adherence to the program model, along with program outcome measures, to assess overall program performance and develop quality improvement plans.

Other Aspects of Implementation

<table>
<thead>
<tr>
<th>Six Stages of Implementation</th>
<th>Major Outcomes Associated with Successful Implementation</th>
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<tr>
<td>1. Exploration Stage</td>
<td>1. Change the behavior of practitioners and other key staff members</td>
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<tr>
<td>2. Preparation Stage</td>
<td>2. Change the organizational structures, cultures, and climates</td>
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<td>3. Early Implementation Stage</td>
<td>3. Change systems and policies, as well as relationships with external partners</td>
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<td>4. Full Implementation Stage</td>
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<td>5. Sustainability Stage</td>
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<td>6. Innovation Stage</td>
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Successful Implementation vs. “Implementation as Usual”

Paper Implementation: Develop new policies and procedures to support implementation. Research indicates vast majority stop here.

Fragmented implementation: New operating structures put in place, but most don’t support implementation of new practice.

Implementation for Impact: New procedures and operating structures put in place in a way that directly supports the adoption of new program or practice and benefits program participants.

Effective intervention practices + Effective implementation practices

Increased likelihood for positive outcomes
Putting “What Works” Into Your Agency

Social Programs that Work
Laura and John Arnold Foundation’s Evidence-Based Policy team

Promising Practices Network (2014 archived)
Promising Practices Network, RAND Corporation

Evidence-Based Practice Resource Center
SAMHSA (HHS Substance Abuse and Mental Health Services Administration)

Evidence-Based Program Directory
Youth.gov, Interagency Working Group on Youth Programs

What Works Clearinghouse
Institute of Education Sciences, U.S. Department of Education

Blueprints for Healthy Youth Development
Center for the Study and Prevention of Violence, University of Colorado at Boulder

Urban Partnerships Initiative Online Toolkit
Urban Partnerships Initiative sites and U.S. Administration for Children and Families

Let’s Add a Few More!

Essential for Childhood: Steps to Create Safe, Stable, Nurturing Relationships and Environments
National Center for Injury Prevention and Control, CDC
Strategies communities can consider to promote relationships and environments that help children grow up to be healthy and productive citizens. The framework has four goal areas and suggests strategies based on best available evidence to achieve each goal.

Evidence-Based Practices
Healthy Start EPIC Center
Improve the health of women, before, during, and after pregnancy in order to improve birth outcomes and give infants up to age two years a healthy start. Also included in the collection are informational materials and tools that make it easier to implement evidence-based practices.

Home Visiting Evidence of Effectiveness
Maternal, Infant, and Early Childhood Home Visiting Program, HHS HRSA
Eighteen programs listed.
Building evidence on effective programs
Child Trends

Building Evidence for Effective Programs: Evaluate

View all five videos and access helpful resources

CAAs Involved with EB Programs

Parents as Teachers (PAT)
- Rural Alaska CAP (AK) – Manatee CAA (FL) – Northeast Iowa CAC (IA)
- South Central Iowa CAP (IA) – Southeast Iowa Economic Development Association (IA)
- Burlington County CAP (NJ) – Lancaster Fairfield CAA (OH)
- CAP Tulsa (OK) – Community Development Support Association (OK) – Berks CAP (PA)
- CAP of Lancaster County (PA) – Blueprints (PA)
- Tri-County Community Action (PA) – Blackstone Valley CAP (RI)
- Tri-Town CAA (RI) – Community Action Inc. of Hays, Caldwell & Blanco Counties (TX)
- The Improvement Association (VA) – Lakeshore Community Action Program (WI)

Healthy Families America
- Mid-Iowa Community Action (IA) – Tri-CAP (IN) – Community Action Pioneer Valley (MA)
- Worcester CAC (MA) – Scott Care & Dakota Counties CAP (MN) – Northeast Nebraska CAP (NE)
- CAP Belknap-Merrimack Counties (NH) – Burlington County CAP (NJ)
- CAP of Madison County (NY) – Cayuga-Seneca CAA (NY)
- Clatsop Community Action (OR) – Community Action (OR) – Community Action Team (OR)
- United Community Action Network (OR) – East Bay CAP (RI)
CAAs Involved with EB Programs

- Nurse-Family Partnership – Fayette County Community Action (PA)
- ¡Cuidate! – Community Action Partnership of San Luis Obispo (CA)
- Strengthening Families Program and Triple P! Positive Parenting Program – Community Action Partnership of Madera County (CA)
- Families and Schools Together (FAST) – Cattaraugus Community Action (NY)
- Systematic Training for Effective Parenting (STEP) – Berks Community Action Program (PA)
- Sector-Focused Employment Training – WSOS Community Action (OH)
- Health Services – North Hudson Community Action Corporation (NJ) and Community Action Agency of Columbiana County (OH)
- Across Ages Intergenerational Mentoring Program – Community Action Commission (PA)
- Attachment and Behavioral Catch-Up (ABC) Intervention – Northeast Kansas Community Action Program and Southeast Kansas Community Action Program (KS)
- Big Brothers Big Sisters School-Based Mentoring Program – PEACE, Inc. (NY)
- Community Action Reentry Services – Community Action Agency (OR)

From Lessons Learned (pp. 16-21)
- Ensure Clarity on Indicators and Performance Measures
- Check Site Readiness Not Just at the Start, but Along the Way
- Listen to Families and Use What You Hear
- Invest in a Formal, Team-Based Learning Approach
- Build Data Capacity to Support Program Operations

From Recommendations (pp. 22-24)
- Invest in a Longer Timeline
- Establish a Data-Driven Mindset
- Invest in Assessing Readiness
- Invest in Training
- Encourage Evaluators to Engage Two-Generation Site Leadership and Staff
- Support Sustainability

Garrett County CAC (p. 13)
Tulsa CAP (p. 14)
CAAs Involved with EB Programs

Innovative CA Programs

STEPPM Stealth Learning: Lifting Youth to Full Potential
Middle Town School District Celebrates Stealth Learning Initiative, Awards Distributed
Cape May County Herald, 06/30/17 — Although they are just finishing up the fifth grade, a handful of Middle Town School students just wrapped up a curriculum that included surgical simulation used to train real-life surgeons. According to a release, the Middle Town School District (MTSD) recently completed the Stealth Learning Initiative with the help of the Stealth Learning Company CEO, Dr. James "Butch" Rosser.

Stealth Learning uses rap music, cinema, video games, drones and more aspects of pop culture to speed students’ acquisition of STEMM (Science, Technology, Engineering, Mathematics and Medicine) skills and knowledge. Rosser’s curriculum first successfully improved the standardized testing scores of Florida students. In October 2017, with a $100,000 grant awarded to Concerned Citizens of Whitesboro and coordinated by O.C.E.A.N. Inc., he partnered with MTSD to replicate his methods for a group of fifth-grade students...

Blog posting by Dr. James “Butch” Rosser—O.C.E.A.N., Inc, a Community Action Agency serving the residents of multiple counties in New Jersey including Cape May County and through the guidance and instruction of the renowned James “Butch” Rosser, Jr., has introduced a new innovative Science, Technology, Engineering, Mathematics and Medicine (STEMM) Program for students in this district...

More information
O.C.E.A.N. Inc STEMM Program and Stealth Learning

SLC believes that the key to formulating successful solutions to today’s challenges will be based on an organization’s ability to empower ordinary people to achieve extraordinary things.

Dr. James “Butch” Rosser, MD, FACS, CEO
The Stealth Learning Company

Keep Up with Community Action Across the U.S.

VirtualCAP.org 2-page flyer

VirtualCAP RoundUP