

Appendix F

Exemplary Program Charts and Additional Information

Table F-1. Sources for Program Ratings and Criteria Used for Rating*

SOURCE (# on The Matrix of Prevention Programs)	Tier 1/Level 1	Tier 2/Level 2	Tier 3/Level 3
Blueprints for Violence Prevention (2)	Model	Promising	
	Evidence of deterrent effect with a strong research design (experimental design or those using comparison groups w/statistical controls), sustained effect, and multiple site replication. Also consider whether mediating factors analyzed and if cost effective.	Evidence of deterrent effect with a strong research design BUT not proven sustained effect OR multiple site replication.	
Center for Mental Health Services Greenberg et al. 1999 (3)	Effective		Promising
	Evaluated using either experimental or quasi-experimental design (w/adequate comparison group). Required to have pre-/post-findings, preferably w/follow-up data to address duration and stability of program effects; written manual specifying model and procedures; and sample clearly specified and characteristics.		Promising but not yet proven programs.
Center for Substance Abuse Prevention (CSAP) (4)	Model & Effective	Effective	Promising
Also referred to as SAMHSA review criteria—which is parent org for CSAP.	<i>Model</i> Well-implemented, well-evaluated programs, independently reviewed, based on 15 criteria and rigorous standards of the National Registry of Evidence-based Programs and Practices (NREPP). Programs score at least 4.0 on a 5-point scale on Integrity and Utility. Must be judged to have the capacity for dissemination to become Model Programs and have coordinated and agreed with SAMHSA to provide quality materials, training, and		Have been implemented and evaluated sufficiently and are considered to be scientifically defensible. Have demonstrated positive outcomes in preventing substance abuse and related behaviors but not yet been shown to have sufficient rigor and/or consistently positive outcomes required for Effective Program status. Must score at least 3.33 on the 5-point scale on parameters of integrity and utility. Eligible to be elevated to Effective status subsequent to review of

SOURCE (# on The Matrix of Prevention Programs)	Tier 1/Level 1	Tier 2/Level 2	Tier 3/Level 3
	technical assistance for nationwide implementation. <i>Effective</i> Meets all qualifications for model <u>except</u> either not judged as having capacity for dissemination or have yet to agree to work with SAMHSA/CSAP to support broad-based dissemination of their programs but may disseminate their programs themselves. Upgraded to model after this taken care of.		additional documentation regarding program effectiveness.
Department of Education-Safe Schools (5)	Exemplary		Promising
	Rigorously field-tested and have solid evidence of effectiveness. Use of control group with large difference in results between groups. Rated 0-3 on each of seven criteria in four areas: evidence of efficacy, quality of program, educational significance, and usefulness to others.		Well-designed programs not yet thoroughly tested. May have been evaluated but with weak design. May have only been developed, implemented/evaluated in only one site. Rated on same criteria as exemplary.
Sherman et al. (1997) (9)	Effective		
	Has at least two studies w/methodological rigor (as judged by two reviewers on CSAP-like instrument) \geq "3" on the instrument and w/significance tests, find crime prevention effects for program condition. Where effect sizes available, effect is at least one-tenth of one standard deviation (e.g., effect size +.1) better than the effects for the control condition and preponderance of evidence supports same conclusion.		
Strengthening America's Families (10)	Exemplary I and II	Model	Promising

SOURCE (# on The Matrix of Prevention Programs)	Tier 1/Level 1	Tier 2/Level 2	Tier 3/Level 3
	<p><i>Exemplary I</i> Program has experimental design with randomized sample and replication by an independent investigator. Outcome data show clear evidence of program effectiveness. Fifteen criteria used for review.</p> <p><i>Exemplary II (moved from Tier 2)</i> Program has experimental design with randomized sample. BUT not replication by independent investigator. Outcome data show clear evidence of program effectiveness.</p>	<p><i>Model</i> Program has experimental or quasi-experimental design with few or no replications. Data are not as strong in demonstrating program effectiveness.</p>	<p>Program has limited research and/or employs non-experimental designs. Data appears promising, but requires confirmation using scientific techniques. Theoretical base and/or other program aspects are sound.</p>
<p>Surgeon General's Report (2001) (11)</p>	<p>Model 1 and Model 2</p>	<p>Promising 1 and Promising 2</p>	
	<p>Based on rigorous experimental design (experimental or quasi-experimental), program demonstrates significant deterrent effects on:</p> <ul style="list-style-type: none"> ▪ Violence or serious delinquency (Model 1) ▪ Any risk factor for violence with a large effect (.30 or greater) (Model 2) <p>Program has been replicated with demonstrated effects and proven sustainability of effects.</p>	<p>Based on rigorous experimental design (experimental or quasi-experimental), program demonstrates significant deterrent effects on:</p> <ul style="list-style-type: none"> ▪ Violence or serious delinquency (Promising 1) ▪ Any risk factor for violence with an effect size of .10 or greater (Promising 2) <p>Program has either been replicated or proven sustainability of effects.</p>	
<p>Title V (OJJDP) (12)</p>	<p>Exemplary</p>	<p>Effective</p>	<p>Promising</p>
	<p>In general, when implemented with a high degree of fidelity, these programs demonstrate robust empirical findings using a reputable conceptual framework and an evaluation design of</p>	<p>In general, when implemented with sufficient fidelity, these programs demonstrate adequate empirical findings using a sound conceptual framework and an evaluation design of</p>	<p>In general, when implemented with minimal fidelity, these programs demonstrate promising (perhaps inconsistent) empirical findings using a reasonable conceptual framework and a</p>

SOURCE (# on The Matrix of Prevention Programs)	Tier 1/Level 1	Tier 2/Level 2	Tier 3/Level 3
	the highest quality (experimental).	high quality (quasi-experimental).	limited evaluation design (single group pre- and post-test) that requires causal confirmation using more appropriate experimental techniques.
Sources included on the original matrix but not used in program selection			
American Youth Policy Forum (1)			
Cannot find information on criteria used—programs categorized only as “effective”			
Communities That Care-Developmental Research and Programs (6)			
Database was acquired by SAMHSA and can’t find criteria or the reference article—most of programs they rate are rated elsewhere			
Mihalic & Aultman-Bettridge (2004) (7)			
Criteria not found online—Referenced document to find criteria available at the Clemson Library; however, upon review, would not add any new information using the two-source/top-tier criteria. If find that we are short some programs after review, will look at document to possibly add programs.			
National Institute of Drug Abuse (NIDA) (8)			
Criteria found did not fit those used by others—many of these programs covered by CSAP/SAMHSA.			

NOTE: From *The Matrix of Prevention Programs*, by S. F. Mihalic, Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, retrieved online June 23, 2006, at <http://www.colorado.edu/cspv/blueprints/matrix/overview.htm>.

*Matrix Sources:

- (2) Blueprints for Violence Prevention: Programs are divided into **Model and Promising** (refer to <http://www.colorado.edu/cspv/blueprints>).
- (3) Center for Mental Health Services, U.S. Department of Health and Human Services, Prevention Research Center for the Promotion of Human Development, Greenberg et al., 1999: Programs are divided into **Effective and Promising** (refer to <http://www.prevention.psu.edu>)
- (4) Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Department of Health and Human Services, National Registry of Effective Programs: Programs are divided into **Model, Effective or Promising** (refer to <http://www.modelprograms.samhsa.gov>).
- (5) Department of Education: Safe and Drug Free Schools: Programs are divided into **Exemplary and Promising** (refer to <http://www.ed.gov/admins/lead/safety/exemplary01/panel.html>).
- (9) Sherman et al. (1998): *Preventing crime: What works, what doesn't, what's promising*. University of Maryland Department of Criminology and Criminal Justice. NCJ 165366. Programs are categorized as **Effective** (refer to <http://www.ncjrs.org/works/wholedoc.htm> or <http://www.preventingcrime.org>).
- (10) Strengthening America's Families: Programs are divided into **Exemplary 1, Exemplary 2, Model, and Promising** (refer to <http://www.strengtheningfamilies.org>)
- (11) *Youth violence: A report of the Surgeon General*: Programs are divided into **Model (Levels 1 and 2) and Promising: Level 1-Violence Prevention; Level 2-Risk Prevention** (refer to <http://www.surgeongeneral.gov/library/youthviolence>).
- (12) Title V (OJJDP): *Effective & promising programs guide*. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Dept. of Justice. Programs are divided into **Exemplary, Effective, and Promising** (refer to <http://www.dsgonline.com>).

***** Removed from Matrix *****

- (1) American Youth Policy Forum: *Less hype, more help: Reducing juvenile crime, what works—and what doesn't*, by Richard A. Mendel, 2000. Washington, DC: American Youth Policy Forum. Programs are categorized as **Effective** (refer to <http://www.aypf.org>). Difficulty finding information on criteria used.
- (6) Communities that Care: *Communities that care prevention strategies: A research guide to what works*, by R. Posey, S. Wong, R. Catalano, D. Hawkins, L. Dusenbury, & P. Chappell, 2000, Seattle, WA: Developmental Research and Programs, Inc. Programs are categorized as **Effective** (refer to <http://www.preventionscience.com/ctc/CTC.html>). Database acquired by SAMHSA and can't find criteria or reference article. Most of programs included in their list are covered by other sources.

(7) A guide to effective school-based prevention programs, by S. Mihalic & Aultman-Bettridge, 2004, in W. L. Turk (Ed.), *Policing and school crime*, Englewood Cliffs, NJ: Prentice Hall Publishers, 2003. Programs are divided into **Exemplary, Promising, and Favorable**. Criteria located, but on review of programs included, does not add any new information using the two-source/top-tier criteria.

(8) National Institute of Drug Abuse: Programs are categorized as **effective** (refer to National Clearinghouse for Alcohol and Drug Information, #734 at 1-800-729-6686). Criteria found did not fit those used by others. Many of these programs were included in the SAMHSA model programs.

Table F-2. Programs Rated as Tier 1 Programs in At Least Two Sources

A	C	D	E	F	J	K	L	M
Matrix of Programs (Updated 11/02/2005)	Blueprints for Violence Prevention (2)	Center for Mental Health Services-Greenberg et al. (3)	Center for Substance Abuse Prevention (CSAP) (4)	Department of Education-Safe Schools (5)	Sherman et al. (1997) (9)	Strengthening America's Families (10)	Surgeon General's Report (2001) (11)	Title V (OJJDP) (12)
Adolescent Transitions Program		Effective				Exemplary 2		Effective
Athletes Training and Learning to Avoid Steroids (ATLAS)	Promising		Model	Exemplary				Exemplary
Big Brothers Big Sisters of America	Model	Effective	Effective		Effective			Exemplary
Brief Strategic Family Therapy (BSFT)	Promising		Model			Exemplary 2		Effective
CASASTART	Promising		Model	Exemplary			Promising 1	Effective
Children of Divorce Intervention Program		Effective	Effective					Effective
Cognitive Behavioral Therapy for Child Sexual Abuse (CBTCSA)			Model					Exemplary
Coping Power		Promising	Effective					Exemplary
Family Matters			Model					Exemplary
FAST Track	Promising	Effective					Promising 2	Exemplary
Functional Family Therapy (FFT)	Model					Exemplary 1	Model 1	Exemplary
Good Behavior Game	Promising	Effective	Effective				Promising 2	Exemplary
Guiding Good Choices (Formerly Preparing for the Drug Free Years)	Promising		Model	Promising		Exemplary 1	Promising 2	Exemplary
Helping the Noncompliant Child			Effective			Exemplary 1		Promising
Keepin' it REAL (Refuse, Explain, Avoid, Leave)			Model					Exemplary
Life Skills Training (LST)	Model		Model	Exemplary	Effective		Model 2	Exemplary
Linking the Interests of Families and Teachers (LIFT)	Promising	Effective	Promising	Promising			Promising 2	Exemplary
Midwestern Prevention Project (Project STAR)	Model		Effective	Promising			Model 2	Effective
Multidimensional Family Therapy (MDFT)			Model			Exemplary 2		Effective
Multidimensional Treatment Foster Care-OSLC	Model		Effective	Exemplary		Exemplary 1	Model 1	Exemplary
Multisystemic Therapy (MST)	Model		Model			Exemplary 1	Model 1	Exemplary
Nurse-Family Partnership (Formerly Prenatal and Infancy Home Visitation by Nurses)	Model		Model		Effective	Exemplary 2	Model 1	Exemplary
Parenting Wisely			Model			Exemplary 2		Promising
Preventive Treatment Program (Montreal Longitudinal Experimental Study)	Promising	Effective			Effective		Promising 1	Exemplary

Dropout Risk Factors and Exemplary Programs: A Technical Report

A	C	D	E	F	J	K	L	M
Matrix of Programs (Updated 11/02/2005)	Blueprints for Violence Prevention (2)	Center for Mental Health Services-Greenberg et al. (3)	Center for Substance Abuse Prevention (CSAP) (4)	Department of Education-Safe Schools (5)	Sherman et al. (1997) (9)	Strengthening America's Families (10)	Surgeon General's Report (2001) (11)	Title V (OJJDP) (12)
Project Toward No Drug Abuse (Project TND)	Model		Model					Exemplary
Project Towards No Tobacco Use (TNT)			Model	Exemplary				Exemplary
Prolonged Exposure Therapy for Posttraumatic Stress Disorders			Model					Exemplary
Promoting Alternative Thinking Strategies (PATHS)	Model	Effective	Model	Promising	Effective		Promising 2	Exemplary
Responding in Peaceful and Positive Ways (RIPP)			Model	Promising				Exemplary
Safe Dates			Model					Exemplary
School Transitional Environment Program (STEP)	Promising	Effective			Effective		Promising 1	Effective
SOAR (Skills, Opportunities, and Recognition) (Formerly Seattle Social Development Project)	Promising	Effective	Effective	Promising	Effective		Model 1	Effective
Strengthening Families Program			Model			Exemplary 1		Exemplary
Strengthening Families Program for Parents and Youth 10-14 (Formerly Iowa Strengthening Families Program)	Promising		Model	Exemplary		Exemplary 2	Promising 2	
The Incredible Years	Model		Model		Effective	Exemplary 1	Promising 2	Exemplary
Too Good For Violence (TGFV)			Model					Exemplary
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) (Formerly Cognitive Behavioral Therapy for Child and Adolescent Traumatic Stress)			Model					Exemplary

Tier 1/Level 1 Programs

Tier 2/Level 2 Programs

Tier 3/Level 3 Programs

SOURCE: Excerpted from *The Matrix of Prevention Programs*, by S. F. Mihalic, Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, retrieved online June 23, 2006, at <http://www.colorado.edu/cspv/blueprints/matrix/overview.htm>.

Table F-3. Programs Requiring Removal After Adjusted Rating due to Mismatch Between Matrix and Web Site

A	C	D	E	F	J	K	L	M
Matrix of Programs (Updated 11/02/2005)	Blueprints for Violence Prevention (2)	Center for Mental Health Services-Greenberg et al. (3)	Center for Substance Abuse Prevention (CSAP) (4)	Department of Education-Safe Schools (5)	Sherman et al. (1997) (9)	Strengthening America's Families (10)	Surgeon General's Report (2001) (11)	Title V (OJJDP) (12)
Across Ages			Model					Promising
AI's Pals: Kids Making Healthy Choices			Model	Promising				Effective
Children in the Middle			Model					Promising
Creating Lasting Family Connections			Model	Promising		Model		Effective
Families and Schools Together (FAST)		Promising	Model			Model		Promising

Table F-4. Programs Pulled due to Issue with Program/Evaluation Quality

A	C	D	E	F	J	K	L	M
Matrix of Programs (Updated 11/02/2005)	Blueprints for Violence Prevention (2)	Center for Mental Health Services-Greenberg et al. (3)	Center for Substance Abuse Prevention (CSAP) (4)	Department of Education-Safe Schools (5)	Sherman et al. (1997) (9)	Strengthening America's Families (10)	Surgeon General's Report (2001) (11)	Title V (OJJDP) (12)
Anger Coping Program		Effective			Effective			Effective
Bullying Prevention Program (BPP)	Model	Effective	Model		Effective		Promising 2	Effective
Caring School Community		Effective	Model	Promising	Effective			Effective
Positive Youth Development		Effective			Effective			
Project ALERT	Promising		Model	Exemplary	Effective			Exemplary
Project Northland	Promising		Model	Exemplary				Exemplary
Second Step		Effective	Model	Exemplary				Effective
Syracuse Family Development Research Program			Effective		Effective		Promising 1	Effective

Table F-5. Programs Pulled due to Target Population

A	C	D	E	F	J	K	L	M
Matrix of Programs (Updated 11/02/2005)	Blueprints for Violence Prevention (2)	Center for Mental Health Services-Greenberg et al. (3)	Center for Substance Abuse Prevention (CSAP) (4)	Department of Education-Safe Schools (5)	Sherman et al. (1997) (9)	Strengthening America's Families (10)	Surgeon General's Report (2001) (11)	Title V (OJJDP) (12)
Houston Parent-Child Development Center	Promising		Effective		Effective		Promising 2	

Matrix Sources:

- (2) Blueprints for Violence Prevention: Programs are divided into **Model and Promising** (refer to <http://www.colorado.edu/cspv/blueprints>).
- (3) Center for Mental Health Services, U.S. Department of Health and Human Services, Prevention Research Center for the Promotion of Human Development, Greenberg et al., 1999: Programs are divided into **Effective and Promising** (refer to <http://www.prevention.psu.edu>).
- (4) Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Department of Health and Human Services, National Registry of Effective Programs: Programs are divided into **Model, Effective, or Promising** (refer to <http://www.modelprograms.samhsa.gov>).
- (5) Department of Education: Safe and Drug Free Schools: Programs are divided into **Exemplary and Promising** (refer to <http://www.ed.gov/admins/lead/safety/exemplary01/panel.html>).
- (9) Sherman et al. (1998): *Preventing crime: What works, what doesn't, what's promising*. University of Maryland Department of Criminology and Criminal Justice. NCJ 165366. Programs are categorized as **Effective** (refer to <http://www.ncjrs.org/works/wholedoc.htm> or <http://www.preventingcrime.org>).
- (10) Strengthening America's Families: Programs are divided into **Exemplary 1, Exemplary 2, Model, and Promising** (refer to <http://www.strengtheningfamilies.org>).
- (11) *Youth violence: A report of the Surgeon General*: Programs are divided into **Model (Levels 1 and 2) and Promising: Level 1-Violence Prevention; Level 2-Risk Prevention** (refer to <http://www.surgeongeneral.gov/library/youthviolence>).
- (12) Title V (OJJDP): *Effective & promising programs guide*. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Dept. of Justice. Programs are divided into **Exemplary, Effective, and Promising** (refer to <http://www.dsgonline.com>).

Table F-6. Impacted Risk Factors of Selected Exemplary Programs

Risk Factors	Across Ages	Adolescent Sexuality & Pregnancy Prevention	Adolescent Transitions Program	AVID	ATLAS	Big Brothers Big Sisters	Brief Strategic Family Therapy
I. Individual Background Characteristics							
Has a learning disability or emotional disturbance							X
II. Early Adult Responsibilities							
High number of work hours							
Parenthood		X					
III. Social Attitudes, Values & Behavior							
High-risk peer group							X
High-risk social behavior	X		X		X	X	X
Highly socially active outside of school							
IV. School Performance							
Low achievement		X		X		X	
Retention/over-age for grade							
V. School Engagement							
Poor attendance	X					X	
Low educational expectations							
Lack of effort							
Low commitment to school	X						
No extracurricular participation	X	X					
VI. School Behavior							
Misbehavior			X				X
Early aggression							
VII. Family Background Characteristics							
Low SES family							
High family mobility							
Low education level of parents							
Large number of siblings							
Not living with both natural parents						X	
Family disruption						X	
VIII. Family Engagement/Commitment to Education							
Low educational expectations							
Sibling(s) has dropped out							
Low contact with school				X			
Lack of conversation about school							

Note: Selected quality programs ranked in highest tier/category in at least two sources.

Table F-6. Impacted Risk Factors of Selected Exemplary Programs (cont'd.)

Risk Factors	Career Academy	CASASTART	Check & Connect	Children of Divorce Intervention Program	Coca-Cola Valued Youth Program	Cognitive Behavioral Therapy for Child Sexual Abuse	Coping Power
I. Individual Background Characteristics							
Has a learning disability or emotional disturbance			X			X	X
II. Early Adult Responsibilities							
High number of work hours							
Parenthood							
III. Social Attitudes, Values & Behavior							
High-risk peer group		X					
High-risk social behavior		X				X	X
Highly socially active outside of school							
IV. School Performance							
Low achievement			X		X		
Retention/over-age for grade		X					
V. School Engagement							
Poor attendance	X		X				
Low educational expectations							
Lack of effort					X		
Low commitment to school					X		
No extracurricular participation		X			X		
VI. School Behavior							
Misbehavior				X			X
Early aggression							
VII. Family Background Characteristics							
Low SES family							
High family mobility							
Low education level of parents							
Large number of siblings							
Not living with both natural parents				X			
Family disruption				X			
VIII. Family Engagement/Commitment to Education							
Low educational expectations							
Sibling(s) has dropped out							
Low contact with school							
Lack of conversation about school							

Note: Selected quality programs ranked in highest tier/category in at least two sources.

Table F-6. Impacted Risk Factors of Selected Exemplary Programs (cont'd.)

Risk Factors	Families & Schools Together	Family Matters	Fast Track	Functional Family Therapy	Good Behavior Game	Guiding Good Choices
I. Individual Background Characteristics						
Has a learning disability or emotional disturbance			X	X		
II. Early Adult Responsibilities						
High number of work hours						
Parenthood						
III. Social Attitudes, Values & Behavior						
High-risk peer group						
High-risk social behavior		X		X	X	X
Highly socially active outside of school						
IV. School Performance						
Low achievement	X					
Retention/over-age for grade						
V. School Engagement						
Poor attendance						
Low educational expectations						
Lack of effort						
Low commitment to school						
No extracurricular participation	X					
VI. School Behavior						
Misbehavior	X		X		X	
Early aggression	X		X		X	
VII. Family Background Characteristics						
Low SES family						
High family mobility						
Low education level of parents	X					
Large number of siblings						
Not living with both natural parents						
Family disruption						
VIII. Family Engagement/Commitment to Education						
Low educational expectations						
Sibling(s) has dropped out						
Low contact with school	X		X			
Lack of conversation about school						

Note: Selected quality programs ranked in highest tier/category in at least two sources.

Table F-6. Impacted Risk Factors of Selected Exemplary Programs (cont'd.)

Risk Factors	Helping the Noncompliant Child	Keepin' it REAL	LA's BEST	LifeSkills Training	Linking Interests of Families & Teachers	Midwestern Prevention Project
I. Individual Background Characteristics						
Has a learning disability or emotional disturbance	X				X	
II. Early Adult Responsibilities						
High number of work hours						
Parenthood						
III. Social Attitudes, Values & Behavior						
High-risk peer group		X			X	
High-risk social behavior	X	X		X	X	X
Highly socially active outside of school						
IV. School Performance						
Low achievement	X		X			
Retention/over-age for grade						
V. School Engagement						
Poor attendance			X			
Low educational expectations			X			
Lack of effort						
Low commitment to school			X			
No extracurricular participation			X			
VI. School Behavior						
Misbehavior					X	
Early aggression	X				X	
VII. Family Background Characteristics						
Low SES family						
High family mobility						
Low education level of parents						
Large number of siblings						
Not living with both natural parents						
Family disruption						
VIII. Family Engagement/Commitment to Education						
Low educational expectations						
Sibling(s) has dropped out						
Low contact with school						
Lack of conversation about school						

Note: Selected quality programs ranked in highest tier/category in at least two sources.

Table F-6. Impacted Risk Factors of Selected Exemplary Programs (cont'd.)

Risk Factors	Multidimensional Family Therapy	Multidimensional Treatment Foster Care	Multisystemic Therapy	Nurse-Family Partnership	Parenting Wisely	Preventive Treatment Program
I. Individual Background Characteristics						
Has a learning disability or emotional disturbance		X	X			X
II. Early Adult Responsibilities						
High number of work hours						
Parenthood				X		
III. Social Attitudes, Values & Behavior						
High-risk peer group	X					X
High-risk social behavior	X	X	X	X	X	X
Highly socially active outside of school						
IV. School Performance						
Low achievement	X					
Retention/over-age for grade						X
V. School Engagement						
Poor attendance						
Low educational expectations						
Lack of effort	X					
Low commitment to school						
No extracurricular participation	X					
VI. School Behavior						
Misbehavior	X					X
Early aggression						
VII. Family Background Characteristics						
Low SES family				X		
High family mobility						
Low education level of parents						
Large number of siblings				X		
Not living with both natural parents					X	
Family disruption					X	
VIII. Family Engagement/Commitment to Education						
Low educational expectations						
Sibling(s) has dropped out						
Low contact with school						
Lack of conversation about school					X	

Note: Selected quality programs ranked in highest tier/category in at least two sources.

Table F-6. Impacted Risk Factors of Selected Exemplary Programs (cont'd.)

Risk Factors	Project GRAD	Project Toward No Drug Abuse	Project Towards No Tobacco Abuse	Prolonged Exposure Therapy for PTSD	PATHS	Quantum Opportunities	Responding in Peaceful & Positive Ways
I. Individual Background Characteristics							
Has a learning disability or emotional disturbance							
II. Early Adult Responsibilities							
High number of work hours							
Parenthood						X	
III. Social Attitudes, Values & Behavior							
High-risk peer group							
High-risk social behavior		X	X	X			
Highly socially active outside of school							
IV. School Performance							
Low achievement	X					X	
Retention/over-age for grade							
V. School Engagement							
Poor attendance							
Low educational expectations						X	
Lack of effort							
Low commitment to school							
No extracurricular participation						X	
VI. School Behavior							
Misbehavior	X				X		X
Early aggression					X		X
VII. Family Background Characteristics							
Low SES family							
High family mobility							
Low education level of parents							
Large number of siblings							
Not living with both natural parents							
Family disruption							
VIII. Family Engagement/Commitment to Education							
Low educational expectations							
Sibling(s) has dropped out							
Low contact with school	X						
Lack of conversation about school							

Note: Selected quality programs ranked in highest tier/category in at least two sources.

Table F-6. Impacted Risk Factors of Selected Exemplary Programs (cont'd.)

Risk Factors	Safe Dates	SAFE Children	SOAR	STEP	Strengthening Families Program	Strengthening Families Program for Parents & Youth 10-14
I. Individual Background Characteristics						
Has a learning disability or emotional disturbance					X	X
II. Early Adult Responsibilities						
High number of work hours						
Parenthood			X			
III. Social Attitudes, Values & Behavior						
High-risk peer group						
High-risk social behavior	X		X	X	X	X
Highly socially active outside of school						
IV. School Performance						
Low achievement		X	X	X		
Retention/over-age for grade						
V. School Engagement						
Poor attendance				X		
Low educational expectations				X		
Lack of effort			X			
Low commitment to school				X		
No extracurricular participation						
VI. School Behavior						
Misbehavior			X	X		
Early aggression		X			X	
VII. Family Background Characteristics						
Low SES family						
High family mobility						
Low education level of parents						
Large number of siblings						
Not living with both natural parents						
Family disruption						
VIII. Family Engagement/Commitment to Education						
Low educational expectations						
Sibling(s) has dropped out						
Low contact with school		X				
Lack of conversation about school						

Note: Selected quality programs ranked in highest tier/category in at least two sources.

Table F-6. Impacted Risk Factors of Selected Exemplary Programs (cont'd.)

Risk Factors	Success for All	Teen Outreach Program	The Incredible Years	Too Good for Violence	Trauma-Focused Cognitive Behavioral Therapy
I. Individual Background Characteristics					
Has a learning disability or emotional disturbance	X				X
II. Early Adult Responsibilities					
High number of work hours					
Parenthood		X			
III. Social Attitudes, Values & Behavior					
High-risk peer group					
High-risk social behavior				X	X
Highly socially active outside of school					
IV. School Performance					
Low achievement	X	X			
Retention/over-age for grade					
V. School Engagement					
Poor attendance					
Low educational expectations					
Lack of effort			X		
Low commitment to school					
No extracurricular participation					
VI. School Behavior					
Misbehavior		X	X	X	
Early aggression					
VII. Family Background Characteristics					
Low SES family					
High family mobility					
Low education level of parents					
Large number of siblings					
Not living with both natural parents					X
Family disruption					X
VIII. Family Engagement/Commitment to Education					
Low educational expectations					
Sibling(s) has dropped out					
Low contact with school	X		X		
Lack of conversation about school					

Note: Selected quality programs ranked in highest tier/category in at least two sources.

Table F-7. Exemplary Programs Addressing Individual Risk Factor Categories

Risk Factors for School Dropout	Programs Addressing Risk Factor Category
Individual Background Characteristics	15
Has a learning disability or emotional disturbance	Brief Strategic Family Therapy Check & Connect Cognitive Behavioral Therapy for Child Sexual Abuse Coping Power Fast Track Functional Family Therapy Helping the Noncompliant Child Linking Interests of Families & Teachers Multidimensional Treatment Foster Care Multisystemic Therapy Preventive Treatment Program Strengthening Families Program Strengthening Families Program for Parents and Youth 10-14 Success for All Trauma-Focused Cognitive Behavioral Therapy
Early Adult Responsibilities	5
High number of work hours; Parenthood	Adolescent Sexuality & Pregnancy Prevention Program Nurse-Family Partnership Quantum Opportunities Skills, Opportunities, and Recognition (SOAR) Teen Outreach Program
Social Attitudes, Values, & Behavior	33
High-risk peer group; High-risk social behavior; Highly socially active outside of school	Across Ages Adolescent Transitions Program Athletes Training and Learning to Avoid Steroids (ATLAS) Big Brothers Big Sisters Brief Strategic Family Therapy CASASTART Cognitive Behavioral Therapy for Child Sexual Abuse Coping Power Family Matters Functional Family Therapy Good Behavior Game Guiding Good Choices Helping the Noncompliant Child Keepin' it REAL LifeSkills Training Linking Interests of Families & Teachers Midwestern Prevention Project (Project STAR) Multidimensional Family Therapy Multidimensional Treatment Foster Care Multisystemic Therapy

Risk Factors for School Dropout	Programs Addressing Risk Factor Category
	Nurse-Family Partnership Parenting Wisely Preventive Treatment Program Project Toward No Drug Abuse Project Towards No Tobacco Use Prolonged Exposure Therapy for PTSD Safe Dates School Transitional Environment Program (STEP) Skills, Opportunities, and Recognition (SOAR) Strengthening Families Program Strengthening Families Program for Parents and Youth 10-14 Too Good for Violence Trauma-Focused Cognitive Behavioral Therapy
School Performance	18
Low achievement; Retention/over-age for grade	Adolescent Sexuality & Pregnancy Prevention Program Advancement Via Individual Determination (AVID) Big Brothers Big Sisters CASASTART Check & Connect Coca-Cola Valued Youth Program Families & Schools Together Helping the Noncompliant Child LA's BEST Multidimensional Family Therapy Preventive Treatment Program Project GRAD Quantum Opportunities Schools & Families Educating Children (SAFE Children) School Transitional Environment Program (STEP) Skills, Opportunities, and Recognition (SOAR) Success for All Teen Outreach Program
School Engagement	14
Poor attendance; Low educational expectations; Lack of effort; Low commitment to school; No extracurricular participation	Across Ages Adolescent Sexuality & Pregnancy Prevention Program Big Brothers Big Sisters Career Academy CASASTART Check & Connect Coca-Cola Valued Youth Program Families and Schools Together LA's BEST Multidimensional Family Therapy

Risk Factors for School Dropout	Programs Addressing Risk Factor Category
	Quantum Opportunities School Transitional Environment Program (STEP) Skills, Opportunities, and Recognition (SOAR) The Incredible Years
School Behavior	21
Misbehavior; Early aggression	Adolescent Transitions Program Brief Strategic Family Therapy Children of Divorce Intervention Program Coping Power Families & Schools Together Fast Track Good Behavior Game Helping the Noncompliant Child Linking Interests of Families & Teachers Multidimensional Family Therapy Preventive Treatment Program Project GRAD Promoting Alternative Thinking Strategies (PATHS) Responding in Peaceful and Positive Ways Schools & Families Educating Children (SAFE Children) School Transitional Environment Program (STEP) Skills, Opportunities, and Recognition (SOAR) Strengthening Families Program Teen Outreach Program The Incredible Years Too Good for Violence
TOTAL NUMBER OF PROGRAMS	50

Table F-8. Exemplary Programs Addressing Family Risk Factor Categories

Risk Factors for School Dropout	Programs Addressing Risk Factor Category
Family Background Characteristics	6
Low socioeconomic status; High family mobility; Low education level of parents; Large number of siblings; Not living with both natural parents; Family disruption	Big Brothers Big Sisters Children of Divorce Intervention Program Families & Schools Together Nurse-Family Partnership Parenting Wisely Trauma-Focused Cognitive Behavioral Therapy
Family Engagement/Commitment to Education	8
Low educational expectations; Sibling has dropped out; Low contact with school; Lack of conversations about school	Advancement Via Individual Determination (AVID) Families & Schools Together Fast Track Parenting Wisely Project GRAD Schools & Families Educating Children (SAFE Children) Success for All The Incredible Years
TOTAL NUMBER OF PROGRAMS	14

Table F-9. Program Strategies of Identified Exemplary Programs*

Program Strategy	Across Ages	Adolescent Sexuality & Pregnancy Prevention	Adolescent Transitions Program	AVID	ATLAS	Big Brothers Big Sisters	Brief Strategic Family Therapy
Academic support		X		X			
Adult education							
After-school	X				X	X	
Behavioral intervention							
Career development/job training							
Case management		X	X				
Conflict resolution/anger mgmt..							
Court advocacy/probation/transition							
Family engagement	X				X		
Family strengthening			X	X			X
Family therapy			X				X
Gang intervention/prevention							
Life skills development	X	X			X		X
Mental health services		X					
Mentoring	X					X	
Pregnancy prevention		X					
School/classroom environment							
Service-learning							
Structured extracurricular activities	X	X		X			
Substance abuse prevention					X		
Teen parent support							
Truancy prevention							
Other			X	X			

*Selected quality programs ranked in highest tier/category in at least two sources.

Table F-9. Program Strategies of Identified Exemplary Programs (cont.)

Program Strategy	Career Academy	CASASTART	Check & Connect	Children of Divorce Intervention Program	Coca-Cola Valued Youth Program	Cognitive Behavioral Therapy for Child Sexual Abuse	Coping Power
Academic support		X	X		X		
Adult education							
After-school							
Behavioral intervention			X			X	X
Career development/job training	X						
Case management		X	X				
Conflict resolution/anger mgmt..							X
Court advocacy/probation/transition		X					
Family engagement					X		
Family strengthening		X	X				X
Family therapy		X				X	
Gang intervention/prevention							
Life skills development		X		X			X
Mental health services							
Mentoring	X	X	X				
Pregnancy prevention							
School/classroom environment							
Service-learning							
Structured extracurricular activities		X			X		
Substance abuse prevention							
Teen parent support							
Truancy prevention			X				
Other	X	X			X		

Table F-9. Program Strategies of Identified Exemplary Programs (cont.)

Program Strategy	Families & Schools Together	Family Matters	Fast Track	Functional Family Therapy	Good Behavior Game	Guiding Good Choices
Academic support			X		X	
Adult education						
After-school						
Behavioral intervention				X		
Career development/job training						
Case management						
Conflict resolution/anger mgmt.						
Court advocacy/probation/transition						
Family engagement						
Family strengthening	X	X	X			X
Family therapy	X			X		
Gang intervention/prevention						
Life skills development			X		X	X
Mental health services						
Mentoring						
Pregnancy prevention						
School/classroom environment			X		X	
Service-learning						
Structured extracurricular activities	X					
Substance abuse prevention		X				X
Teen parent support						
Truancy prevention						
Other	X					

Table F-9. Program Strategies of Identified Exemplary Programs (cont.)

Program Strategy	Helping the Noncompliant Child	Keepin' it REAL	LA's BEST	LifeSkills Training	Linking Interests of Families & Teachers	Midwestern Prevention Project
Academic support			X			
Adult education						
After-school			X			
Behavioral intervention						
Career development/job training						
Case management						
Conflict resolution/anger mgmt.						
Court advocacy/probation/transition						
Family engagement			X			
Family strengthening	X				X	
Family therapy						
Gang intervention/prevention						
Life skills development	X	X	X	X	X	X
Mental health services						
Mentoring						
Pregnancy prevention						
School/classroom environment						
Service-learning						
Structured extracurricular activities			X			
Substance abuse prevention		X		X		X
Teen parent support						
Truancy prevention						
Other			X			X

Table F-9. Program Strategies of Identified Exemplary Programs (cont.)

Program Strategy	Multidimensional Family Therapy	Multidimensional Treatment Foster Care	Multisystemic Therapy	Nurse-Family Partnership	Parenting Wisely	Preventive Treatment Program
Academic support						
Adult education						
After-school						
Behavioral intervention	X	X	X			
Career development/job training						
Case management		X		X		
Conflict resolution/anger mgmt.						X
Court advocacy/probation/transition	X					
Family engagement						
Family strengthening	X	X			X	X
Family therapy	X	X	X			
Gang intervention/prevention						
Life skills development					X	X
Mental health services	X					
Mentoring		X				
Pregnancy prevention						
School/classroom environment						
Service-learning						
Structured extracurricular activities	X					
Substance abuse prevention	X					
Teen parent support				X	X	
Truancy prevention						
Other		X				

Table F-9. Program Strategies of Identified Exemplary Programs (cont.)

Program Strategy	Project GRAD	Project Toward No Drug Abuse	Project Towards No Tobacco Abuse	Prolonged Exposure Therapy for PTSD	PATHS	Quantum Opportunities	Responding in Peaceful & Positive Ways
Academic support	X					X	
Adult education							
After-school						X	
Behavioral intervention				X			
Career development/job training							
Case management	X						
Conflict resolution/anger mgmt.							X
Court advocacy/probation/transition							
Family engagement					X		
Family strengthening	X						
Family therapy							
Gang intervention/prevention							
Life skills development		X	X		X	X	X
Mental health services				X			
Mentoring						X	
Pregnancy prevention							
School/classroom environment	X				X		X
Service-learning							
Structured extracurricular activities						X	
Substance abuse prevention		X	X				
Teen parent support							
Truancy prevention							
Other	X						

Table F-9. Program Strategies of Identified Exemplary Programs (cont.)

Program Strategy	Safe Dates	SAFE Children	SOAR	STEP	Strengthening Families Program	Strengthening Families Program for Parents & Youth 10-14
Academic support		X	X			
Adult education						
After-school						
Behavioral intervention						
Career development/job training						
Case management						
Conflict resolution/anger mgmt.						
Court advocacy/probation/transition						
Family engagement	X					
Family strengthening		X	X		X	X
Family therapy						
Gang intervention/prevention						
Life skills development	X		X		X	X
Mental health services						
Mentoring						
Pregnancy prevention						
School/classroom environment			X	X		
Service-learning						
Structured extracurricular activities						
Substance abuse prevention						
Teen parent support						
Truancy prevention						
Other						

Table F-9. Program Strategies of Identified Exemplary Programs (cont.)

Program Strategy	Success for All	Teen Outreach Program	The Incredible Years	Too Good for Violence	Trauma-Focused Cognitive Behavioral Therapy
Academic support	X				
Adult education					
After-school		X			
Behavioral intervention			X		X
Career development/job training					
Case management					
Conflict resolution/anger mgmt.				X	
Court advocacy/probation/transition					
Family engagement					
Family strengthening	X		X		
Family therapy					X
Gang intervention/prevention					
Life skills development		X	X	X	
Mental health services					X
Mentoring					
Pregnancy prevention		X			
School/classroom environment			X		
Service-learning		X			
Structured extracurricular activities					
Substance abuse prevention					
Teen parent support					
Truancy prevention					
Other					