Evidence-Based Programs, Policies, and Practices to Help Achieve

the Promise Neighborhood Initiative Core Results

This document links each Recommended Core Result (A through L) specified by the Promise Neighborhood Institute with programs, policies, and practices the Promise Neighborhoods Research Consortium (PNRC) has identified as affecting those outcomes. The matrix on the following page indicates programs that have been shown in multiple randomized controlled trials to affect one, or typically more than one, of the specified outcomes. The specified programs by no means exhaust the list of programs offering these benefits. We restricted the list to programs that (a) have multiple randomized trials supporting them, (b) can affect an entire population, and (c) have training resources available to support their implementation. The policies and practices (or "kernels"—simple behavior-influence procedures) are those that meet criteria for effectiveness, as defined by the Society for Prevention Research: "consistent, positive outcomes from at least two high-quality experimental or quasi-experimental trials using a comparison group or interrupted time series design."

Given the number of evidence-based programs, policies, and practices now available to support young people's development, we found the most succinct way to present this information was to list sets of programs, policies, and practices as rows and match them with the primary core results as columns. We indicate the links with green shading. The user can obtain detailed information about the intervention by clicking on its name in the matrix. The links go to the PNRC website, where you will find further links to information about these interventions.

Of course, you are welcome to contact us for further information. Indeed, your feedback and inquiries would be very helpful to us as we develop the most useful ways to support neighborhoods in establishing effective strategies for ensuring young people's successful development.

In addition to the matrix linking interventions to core results, we have created a table that organizes the Overarching Core Results in accordance with the Developmental Phases and sources of influence. Most interventions affect families, schools, or both during one, and often more than one, developmental phase. It may therefore be helpful to think in terms of how we can be sure that families, schools, and neighborhoods are nurturing development at each phase of development. The table follows the matrix of core results and interventions.

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The Promise Neighborhoods Research Consortium



Evidence-Based Programs, Policies, and Practices to Help Achieve the PNI Core Results												
				Children/youth are healthy and succeed in school					Families/neighborhoods support healthy development, academic success, and wellbeing of their children			
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(l)	(J)	(K)	(L)
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	ent	iitiv n	ien	nt	ally	H.S	e & yea	olle	ee ble	wo ing	de anc	alg
	d he opm s	ogr ear	ofic	pse	sic: ogn	ш	lleg st 1	n cc	er r aila	for rair	rovi ions	u p
	reated develop delays	y, c to I	Id Is	n al	phy y, c	e fro	ı co lea:	fron	oth s av	iles ın, t	s pl nul	anc
	No untreated health issues/developmental delays	Emotionally, cognitively ready to learn	Grade-level proficiency	Seldom absent	Healthy physically, emotionally, cognitively	Graduate from H.S.	Enroll in college & attend at least 1 year	Graduate from college	Support pr other needed services available	Opportunities for work, education, training	Families provide structure, nurturance, expectations	No abuse and neglect
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12 Selected Programs					÷				0)			
Good Behavior Game												
Life Skills Training												
Multidimensional Treatment Foster Care												
Nurse Family Partnership												
PALS (Play & Learning Strategies)												
PATHS (Promoting Alternative THinking Strategies)												
PATHS Preschool Positive Action												
Positive Action Raising Healthy Children												
Strengthening Families 10-14												
The Incredible Years												
Triple P—Positive Parenting Program												
13 Selected Policies												
Affordable (or free) quality childcare												
Alcohol beverage excise tax												
Bicycle helmet use laws												
Class size reductions												
Comprehensive tobacco control policies Enforcement of minimum age drinking laws												
Graduated driver licensing												
Increased access to places for physical activity												
Nutrition standards for school lunches												
Safety belt/child restraint laws/enforcement												
Sexual health education/contraceptive interventions												
<u>Tobacco excise taxes</u>												
Water fluoridation												
12 Selected Kernels (Practices) Beat the Timer												
Graphic Node Mapping												
Meaningful roles												
Mystery Motivator/Prize Bowl												
Non-verbal transition cues												
Omega-3												
Peer-to-peer tutoring												
Pleasant greeting												
Public posting of feedback												
Self-modeling Structured or organized play												
Structured or organized play Team competition												
TEATH COMPERIOR							l					

		renatal/ Infancy	Early Childhood	Cl	hildhood	Early Adolescence	Adolescence		Young Adulthood	
Families and Schools	А.	health condi avoidable de delays at tim entry	evelopmental ne of school ready for cially, emotionally)	D. E.	proficiency and arithm Children ar Children ar emotionally	monstrate achieven in major subjects, esetic at third grade are not chronically abset of youth are physical healthy	specially reading and subsequently sent from school lly, mentally,		Youth enroll in college and remain at least one year Youth graduate from college or achieve a rigorous post-secondary credential	
Families	I. J.	Children live in families that provide structure, nurturance, high expectations Children and youth are free from abuse and neglect								
Neighborhood	K. L.	Families are Families are income supp	tion a	and training, and						