

[Type text]

**Utah Evidence-Based Workgroup  
Tiers of Effectiveness**

| <b>LEVEL 1 – EMERGING PROGRAMS AND PRACTICES</b>   |                               |    |
|--|-------------------------------|----|
| Feature  | Yes                           | No |
| There is no evidence or theoretical basis suggesting the intervention could be harmful.  |                               |    |
| The intervention follows basic principles of proven prevention practices.  |                               |    |
| <b>Narrative.</b> The intervention has a written narrative which thoroughly explains the program, including the theory of change and expected outcomes.  |                               |    |
| <b>Logic model.</b> The intervention has a logic model (including goals, intervening variables, focus population(s), strategies, theory of change, short-term outcomes, and long-term outcomes) that is appropriate and matches the needs of the community.  |                               |    |
| <b>Evidence basis.</b> The intervention falls under <u>one or more</u> of the following categories:<br>1) The intervention has been evaluated locally and showed consistent positive results.<br>2) The intervention is based on, or similar to, interventions already considered evidence-based.<br>3) The intervention is developed specifically for a specialized population and has some level of documented evidence. |                               |    |
| <b>Evaluation.</b> The intervention is committed to building stronger evidence through ongoing evaluation and continuous quality improvement activities.   |                               |    |
| <b>STOP. If one or more answers above are “No,” the program is at EB/EI Level 0. If all the answers above are “Yes,” the program is at least Level 1 and should go on to Level 2.</b>  | <b>Checkpoint<br/>Level 1</b> |    |

| <b>LEVEL 2 – PROMISING PROGRAMS AND PRACTICES</b>  |                               |    |
|--|-------------------------------|----|
| Feature: All Features of Level 1 Plus:   | Yes                           | No |
| <b>Logic model.</b> The logic model clearly specifies appropriate evaluation questions and measures and sources for each column in the logic model. (Some evaluation questions and sources may be duplicated, for example, Goals and Long-Term Outcome evaluation questions may be the same, Intervening Variables and Short-Term Outcomes may be the same, etc.)  |                               |    |
| <b>Evidence basis.</b> The program submits clear documentation of the evidence basis for <u>one or more</u> of the following categories:<br>1) <i>The intervention has been evaluated locally and showed consistent positive results.</i> Documentation should include full local evaluation reports.<br>2) <i>The intervention is based on, or similar to, interventions already considered evidence-based.</i> Documentation should include reported outcomes of the original intervention; journal articles that have been published about the original intervention (if there are any); descriptions of the ways that the submitted program is similar to and different than the original; and an explanation for why the submitted intervention is preferable to the original intervention.<br>3) <i>The intervention is developed specifically for a specialized population and has some level of documented evidence.</i> Documentation should include descriptions of the specific cultural traditions or special needs of the target population, as well as documentation that the intervention follows proven prevention principles. |                               |    |
| <b>Evaluation.</b> An appropriate evaluation design based on the logic model has been developed and submitted, including relevant tools (such as pretest and posttest where applicable).   |                               |    |
| <b>STOP. If one or more answers in Level 2 are “No,” the program is at EB/EI Level 1. If all the answers in Level 2 are “Yes,” the program is at least Level 2 and should go on to assess Level 3.</b>   | <b>Checkpoint<br/>Level 2</b> |    |

**03-20-12**

*NOTE: The Evidence-Based Workgroup reserves the right to revise this document as needed.*

[Type text]

| <b>LEVEL 3 – SUPPORTED PROGRAMS AND PRACTICES</b>   |                           |    |
|---|---------------------------|----|
| Feature: All Features of Levels 1, and 2, Plus  | Yes                       | No |
| The intervention falls under the following category:<br>1) <i>The intervention has been evaluated locally and showed consistent positive results.</i>   |                           |    |
| The intervention and evaluation have been implemented at least once and shown statistically significant positive results for at least one of the following <u>intervening variables</u> : knowledge, beliefs, attitudes, or behavioral intentions.  |                           |    |
| Outcome measures are reliable and valid, and administered consistently and accurately.  |                           |    |
| The evaluation design is appropriate for the intervention. (Pretests and posttests are preferred where feasible and relevant. Control and comparison groups are very helpful.) The sample sizes are sufficient, and the questions on the evaluation are relevant to key outcomes on the logic model. Appropriate statistics are used to analyze the data. Data are fairly recent, not outdated. |                           |    |
| <b>STOP. If the answer in Level 3 is “No,” the program is at EB/EI Level 2. If the answer in Level 3 is “Yes,” the program is at least Level 3 and should go on to assess Level 4.</b>  | <b>Checkpoint Level 3</b> |    |

| <b>LEVEL 4 – WELL SUPPORTED PROGRAMS AND PRACTICES</b>   |                           |    |
|--|---------------------------|----|
| Feature: All Features of Levels 1, 2, and 3, Plus:   | Yes                       | No |
| The intervention and evaluation has statistically significant positive results for at least one <u>behavioral outcome</u> (such as decreased substance use, increased GPA, decreased school absences, etc.)          |                           |    |
| The intervention and evaluation have been implemented multiple times, with consistent, statistically significant positive results, or the overall weight of the evidence supports the effectiveness of the practice. |                           |    |
| <b>STOP. If one or more answers in Level 4 are “No,” the program is at EB/EI Level 3. If all the answers in Level 4 are “Yes,” the program is at Level 4.</b>  | <b>Checkpoint Level 4</b> |    |

03-20-12

NOTE: The Evidence-Based Workgroup reserves the right to revise this document as needed.