Bridge-It: An Assessment Model for Forecasting Likelihood of Successful Implementation of School-Based Tobacco Programs

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Bridge-It
Bridging the Implementation Gap

• Eight factor Bayesian model for diagnosing likelihood of implementation success within three years.
Bridge-It Development

• Review of literature identified over 300 variables related to implementation success.

• Narrowed to 36 questions through knowledge-elicitation procedure with experts in the fields of:
  • Social psychology
  • Organizational change
  • Public Health Education
  • Diffusion Research
  • School change
Bridge-It Factors

- Facilitation process
- Resources
- School-based leadership
- Implementer characteristics
- External environment
- External leadership
- Compatibility
- Innovation characteristics
Bridge-It Analysis

- Count of number of questions for which answer lies above the mid-point on the fixed-choice self anchored item specific scale.
- Factors are scored as “high”, “medium”, or “low” by comparing number of top-level responses against cut-points set by expert panel.
- Factor scores are recoded into likelihood ratios and combined according to Bayesian mathematical model.
Bridge-It
School-based Tobacco Prevention and Control Programs (TPC)

• Texas Department of Health’s
  *Texas Tobacco Prevention Initiative*

• Summer, 2002

• 118 middle and high schools
  (participation rate: 72%)
Bridge-It Results
School-based Tobacco Prevention and Control Programs (TPC)

Percent of schools with high, medium, and low scores on factors that predict future implementation success (n=118)
Bridge-It Conclusions
School-based Tobacco Prevention and Control Programs (TPC)

• Strengths
  – Compatibility
  – Innovation characteristics
  – External leadership
  – Implementers
  – External environment

• Barriers
  – Facilitation processes
  – Resources
Bridge-It Recommendations
School-based Tobacco Prevention and Control Programs (TPC)

• Develop and distribute “prototypes” of multi-year written plans for implementing comprehensive school-based TPC.
• Establish a system of ongoing dialogue with school principals.
• Share results of research with schools – provide feedback.
• Conduct follow-up research.
• Exchange information with program managers and evaluators in other areas.
Reference

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