A Road Map to Implementing Evidence-Based Programs

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Course Overview

About this Course

This course provides guidance to facilitate selection and implementation of one of the many evidence-based programs related to prevention and treatment that are publicly available today. You will learn how to (1) select the program that best matches your organization's needs and (2) carry out the steps necessary to implement the program you choose.

Intended Audience

Individuals who may benefit from this course include members of an organization working collaboratively to identify and implement an evidence-based program.

Whether you're looking for a program that addresses bullying, underage drinking, drug abuse, or treatment of a specific mental health disorder, the information here can help you in the selection and implementation of a suitable program. Those who may find the course useful are:

- Administrators, program directors, or clinicians charged with identifying, selecting, and implementing a program to meet the needs of their target population, funders, community, etc.
- Individuals interested in learning more about best practices and strategies for successful program selection and implementation

What to Expect

This course provides overall guidance for appropriately selecting and implementing the program of your choice. The focus is not on individuals choosing a program, but rather on an organization working collaboratively to select and implement a program to fit its needs. Experience has shown that organizational commitment, readiness, and flexibility are all critical to successful selection and implementation of an evidence-based program or practice.

This course includes several components. A section on terminology will introduce you to some of the language you may encounter during your program selection and implementation tasks. A **glossary** is also available if you need it. Each page is supplemented with links to other resources that may prove helpful to your learning experience. The information presented here has been distilled from professional publications, and full references appear at the end.

Course Topics

The following topics are covered in this course:

1. Course Overview
2. Implementation Language
3. Five Stages of Implementation
4. Exploration: Getting Started
5. Installation: Launching Your Program
6. Initial Implementation: Expect the Unexpected
7. Full Implementation: The Program is in Place
8. Program Sustainability: Maintaining Your Program's Success

Course Learning Objectives

This course will help you learn:

- Basic terms related to program selection and implementation
- How to identify your organization's needs
- Where to find available programs
- How to select the best program for your organization's needs, with a focus on implementation
- The five basic stages of program implementation

Implementation Language

This section will introduce you to some of the terms used in the field of implementation science and research.

To begin, the general term program, as used in this course, refers to an intervention designed to bring about specific outcomes for specific purposes or populations. An example would be a program based on scientific principles designed to prevent drug abuse by children.

Implementation refers to putting the program — and the scientific principles — to work in a real setting, such as a school or community to bring benefits to a particular target audience.

Dissemination of programs refers to the targeted distribution of information and program materials to a specific public health or clinical practice audience. The intent is to spread knowledge about the programs and encourage their use.

Increasingly, the approach to prevention and treatment includes the use of evidence-based programs and practices. **Evidence-based** signifies that the approach is based in theory and has undergone scientific evaluation. This contrasts with approaches based on tradition, convention, belief, or anecdotal evidence. The shift to evidence-based programs seeks to enhance the potential for positive results. Today, many foundations, government agencies, and state legislatures encourage or require the use of evidence-based programs in service delivery plans. Evidence-based programs are designed by program developers such as researchers at universities, practitioners in the field, and businesses engaged in promoting and distributing social services programs.

Many evidence-based programs contain a defined set of **core components**, which are the essential parts of a program. Some sample core components might be:
- There are five lessons of 30 minutes each that cover five specific themes.
- Sessions are conducted with a group of four to six elementary school students.
- The intervention is delivered in the home during home visits.
- The intervention is delivered in a specific sequence of stages.

In the above example, if you decide to change the length or frequency of the lessons, or you use the program with a group of 12 middle school students, or you conduct the program in a classroom instead of at home, or you change the order in which the core components are introduced to the target population, you have changed the core components, and you are no longer implementing the program with fidelity. As a result, you cannot expect the same outcomes the developer predicted.

So, the term **fidelity** refers to including all the core components of a program during implementation to help ensure successful outcomes. The term **adaptation** refers to the process of changing a program to meet specific needs. If you adapt a program for any reason, you must maintain the core components to ensure success. Adaptation will be discussed in more detail later.

Selecting a program for implementation in your setting involves careful planning, community and organizational involvement, and a comprehensive assessment of resources. Once this process is completed, you are ready to determine program fit. **Program fit** can be described as the (potential) match between your community's needs, resources, and capacity to implement a program—with the requirements of the program.

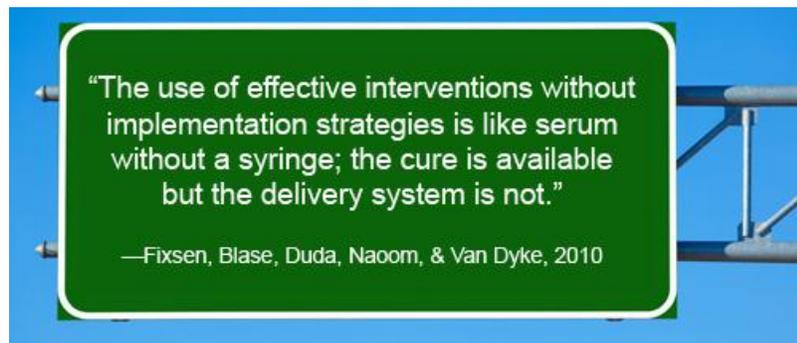A critical piece of implementing any program or practice is the ability to measure the effect of the program on the population you are serving. In an **outcome evaluation**, it is important to use outcome measures: How is the system performing? What is the impact or result on what you are trying to change? In a **process evaluation**, use process measures: Are the parts/steps in the system performing as planned?

The Five Stages of Implementation

Successfully implementing a program that fits your organization's needs is a process - not a single event - that occurs in multiple stages of planning, purposeful action, and evaluating.

It is not enough to simply select a proven evidence-based program and assume success will automatically follow. Good implementation strategies are essential.

The National Implementation Research Network (NIRN)[1] reviewed more than 2,000 articles on the implementation of programs and identified five main stages of successful implementation (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005), which are all interrelated:

"The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not."

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Program Sustainability

Since the stages are connected, issues addressed (or not addressed) in one stage can affect another stage. Moreover, changes in your organization or community may require you to revisit a stage and address activities again to maintain the program.

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[1] National Implementation Research Network (NIRN) – http://nirn.fpg.unc.edu

Exploration: Getting Started

The goal of the Exploration Stage is to select the right evidence-based program. Your organization will strive to identify the best program fit, which is the match between needs and resources and the characteristics of the program (this is discussed in greater detail later). Four main activities are involved in this stage:

- **Identify your community's needs** to determine the type of program that will be most appropriate.
- **Assess your organizational capacity** including financial resources, organizational commitment, and community buy-in to determine your ability to implement a program with fidelity.
- **Search program registries** to select a program that matches your community needs, your organization's available resources, and available programs.
- **Understand program fidelity and program adaptation.**

Focusing on these activities to identify a good program fit is part of ensuring successful implementation.

Identifying Community Needs

Much has been written about the importance of the community needs assessment. Identifying your target population and understanding its needs, challenges, and assets is critical to your success in choosing an appropriate program. Articulating the outcomes you want to achieve (such as reducing underage alcohol use or improving parental bonding) will provide the framework for exploring the range of evidence-based programs and practices and selecting the best fit for your organization.

See Community Needs Assessment Resources and Tools[2] for more information on community needs assessments.

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[2] See Appendix A

Assessing Organizational Capacity

Financial and Personnel Costs

Programs cost money. You will likely need program-specific materials to implement the program (manuals, materials, etc.). However, implementing a new program may also require additional funds to hire new staff or purchase needed equipment or space. Contact the developer to discuss the program you are considering. The developer can clarify basic information such as costs, time needed, what to expect, etc. You also need to clearly identify your financial and staff and community resources. Do you have space available? Do you have the funding you need to fully implement the program? How much will the program itself cost? The program developer often indicates in the program materials how much it will cost for staff training, materials, additional equipment, technical assistance support, and all other costs directly associated with the program. Ask the program developer about these implementation costs and the cost of service delivery (how a program bills for the services it provides), if appropriate.

There may also be other less obvious costs to consider related to infrastructure. For example, if the program indicates the need for staff with specific skills (such as someone with a master's degree in social work), you will need to consider the skills of your current staff members and determine if you need to hire someone new or train a current staff person. If the program requires that all staff members have access to a computer program or an Internet connection, additional funds may be required to make such resources available. It is also important to pay attention to caseload standards as many evidence-based programs require a specific caseload that may be dramatically different from usual care. The overall size and scope of the chosen program will influence the potential associated costs of implementing it.

- Questions To Ask: Financial and Personnel Resources[3]
- See Organizational Capacity Resources and Tools[4] for more information on organizational capacity.

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[3] See Appendix C
[4] See Appendix A

Commitment and Buy-In

Your organization's staff at all levels will need to be committed to the implementation process for the long term. It may take one to four years to implement a program and achieve positive outcomes, and the process will continue throughout the life of the program. Discussions — and commitments — are extremely important.

It is also important to understand that achieving buy-in is not a one-time event. Those in positions of leadership, who often make program decisions, and also the practitioners, support staff, and human resources staff will need to stay committed to facilitating delivery of the program and eliminating barriers to success.

- Questions To Ask: Commitment and Buy-In[5]
- See Organizational Capacity Resources and Tools[6] for more information on organizational capacity.

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[5] See Appendix C
[6] See Appendix A

Searching Program Registries to Select the Right Program

Once you have a clear idea of your program needs and your organizational resources, you may search registries of programs to select a program that matches your needs. It is important to read and understand the criteria used to rate or classify programs as these will differ by source. Registries and other resources may also be specific to certain topics or service areas such as education, mental health, juvenile justice, etc.

The Center for Substance Abuse Prevention (CSAP) provides a checklist of questions (CSAP, 2009) you may ask to see how well your potential selection might fit your needs:

- [Questions To Ask: Center for Substance Abuse Prevention (CSAP)'s Checklist for Program Fit](#)[7]
- See [Program Registries Resources and Tools](#)[8] for more information on program registries.

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[7] See Appendix C
[8] See Appendix A

Understanding Program Fidelity and Adaptation

Two especially important concepts introduced earlier in the section on implementation language are program fidelity and program adaptation. It is common for an organization to decide to "adapt" a program at the time of selection (that is, change it to fit its needs) rather than plan to implement the program with fidelity (that is, as it was designed by the program developer). Typically, organizations want to change either (1) the program's content or (2) the mode of delivery.

You may choose to adapt a program for a variety of reasons, such as

- Differences in the target population: for example, your organization may be looking for a program suitable for a Latino population and find a good program that is not specifically targeted to Latinos; you might consider adjusting the program to serve that community
- Issues with complexity or ease of use: for example, a teacher may want to deliver a certain classroom-based program, but class time is not long enough
- Potential barriers to implementation such as time, money, resources, or accessing the target population
- Lack of perceived efficacy, relevance, or acceptance of the program
- Lack of understanding of what makes the program work

Please be cautioned that your adaptations may have implications that will affect the program's results. Many believe adapting a program is the easier route for achieving desired outcomes, but the opposite is often true. Adapting an intervention so that it meets the needs of a certain target population requires a thorough understanding of the program theory and the components mentioned earlier.

Adapting a component of a program without understanding the underlying rationale may result in undesired or unintended program outcomes. Once adaptations have been made (without input from the program developer), you cannot expect to see the outcomes produced by the original.

Adapting a program may also require additional resources (personnel, time, and funds) to monitor the adaptation and evaluate the outcomes. Program adaptations may be necessary, but they will require additional planning and evaluation above and beyond implementation with fidelity.

See Fidelity and Adaptation Resources and Tools[9] for more information on fidelity and adaptation.

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[9] See Appendix A

Installation: Launching Your Program

Once a program has been selected and materials purchased, the process of installing a program begins. Installation refers to making the structural and instrumental changes necessary to implement the program within an organization.

Establishing an Implementation Team within your organization will be critical at this stage. The **Implementation Team** is a core set of individuals charged with providing guidance through full implementation of the program. This team helps ensure engagement of the stakeholders, creates readiness for implementation, ensures fidelity to the program, monitors outcomes, aligns systems, and removes barriers to implementation. An organization can choose to develop the Implementation Team during the Exploration Stage; however, the participants may change as you move into the Installation Stage.

The following are typical tasks to be conducted during this stage:

- Establish space in the organization for the program, including both physical space and process space.
- Develop easily accessible data systems to collect and measure the effects of the program and the process.
- Install and debug any needed equipment (e.g., software).
- Interview current staff to ensure a match with needed qualifications.
- Recruit, select, and hire additional staff as needed.
- Train staff to use the program and any new systems or equipment needed to implement the program.

Best Practices

The following are best practices for the Installation Stage:

- **Establish an Implementation Team.**
  - A strong understanding of the program to be implemented
  - Knowledge of how to successfully implement the program with fidelity
  - An ability to become more effective and efficient over time through experience
- **Identify and engage an individual or group of individuals to "champion" or promote your chosen program.**
  - Look for people within the organization and the community who are influential, respected, and committed to the program. These people must have the ability to identify problems that arise and to propose solutions to support and ensure the success of the program. These individuals should be active participants in the implementation process and involved with or be members of the Implementation Team.
- **Budget for startup costs.**

- o Since installation occurs prior to the provision of the new service, funds will be expended that are not reimbursable or covered through other funding mechanisms.
- **Recognize and address issues regarding readiness.**
  - o Individuals do not adapt to change in the same way or along the same time line. Preparing for change and recognizing change occurs in stages leads to a supportive climate for implementation.

Potential Challenges

The following are potential challenges during the Installation Stage:

- The organization will be spending money before new services are being provided.
- The "status quo" or "business as usual" attitudes and behaviors will be challenged and can cause discomfort and disruption.
- A deeper understanding of the challenges of implementing the new program may surface as practitioners, staff, and leadership individuals are asked to change behaviors and processes.

The new program may cause disequilibrium in the system. For example, many agencies and partners will be affected as new services are provided, particularly with respect to referral procedures.

Initial Implementation: Expect the Unexpected

During the initial implementation stage, individuals begin to put into practice all that has been planned for during exploration and installation. Practitioners and staff will be changing their behavior, using new skills for the first time, and incorporating new practices into their everyday routine.

This stage is often awkward because people are now expected to perform new skills and engage in new processes, which may lead them to perform in an uncoordinated or hesitant fashion. Practicing and implementing new skills with fidelity will take time.

Best Practices

The following are best practices for the Initial Implementation Stage:

1. **Manage the Change Process.** One role for the Implementation Team will be to guide and manage the change process and help mitigate fear and resistance. As the team works to remove barriers, it can address issues that surface and help maintain the momentum of the initiative. The Implementation Team can help to set realistic goals and expectations regarding implementation progress, time lines, and the collection and use of the right data at the right time.
2. **Accept Abundant Coaching.** Ongoing consistent coaching for line staff and practitioners is critical to implementation success. A coach can be trained by the program developer or have extensive experience implementing the program in a similar organizational environment. A coach can provide immediate feedback and support to practitioners and staff. Coaching minimizes resistance, increases positive perceptions of the program and implementation, and enhances skills development. Coaching also helps manage expectations and normalize the implementation. Coaches may be employed by the organization to support staff and assist with monitoring outcomes with ongoing technical assistance.

Potential Challenges

The following are potential challenges during the Initial Implementation Stage:

- **Resistance to change:** Putting new and unfamiliar skills and processes to use can be uncomfortable.
- **Inertia:** Program implementation may get stalled on bumps and snags along the way, causing the initiative to lose momentum.
- **Program adaptations:** Discomfort and uncertainty can lead to changes to core intervention components.
- **Unrealistic expectations:** Organizational leaders and funders may have unrealistic expectations regarding implementation progress or consumer outcomes during this stage.

Full Implementation: The Program is in Place

Full implementation occurs when the program is integrated into the service, organization, and system settings. The processes and procedures to provide the selected program are now in place. For example, staffing is complete, caseloads are full, services are being more skillfully provided by staff, and funding streams are in place. It now becomes important to maintain and improve the program through excellent monitoring and purposeful improvement to avoid entering program drift (that is, edging toward a lack of fidelity). Your program or service is ready to be evaluated, with a focus on assessing program fidelity. Fidelity measures, which can be provided by the program developer, are commonly used at this point to determine if the program is being delivered as intended.

After a program has been implemented with fidelity, program modifications may be considered to help produce better outcomes. For example, if fidelity is high but outcomes are not as expected, this may require program adaptation, an adjustment to the program to fit the specific needs of the organization or its recipients.

All adaptations should be carried out carefully and systematically with the help of the program developer and with attention to both process and outcome evaluations. Process evaluation determines if the program has been implemented as intended; for example, if you accomplished what you intended. Outcome evaluation refers to reviewing the results to determine if the program is working for the intended population and how this is measured. Outcome evaluation refers to reviewing the results to determine if the program is working for the intended population and how this is measured.

Best Practices

The following are best practices for the Full Implementation Stage:

1. Maintain and improve service, linkages, support, and infrastructure.
2. Maintain integrated, fully functioning core program components. If adaptations must be made, engage the program developer in the adaptation process.
3. Monitor and evaluate fidelity to ensure the program is being skillfully delivered, using fidelity measures and indicators developed specifically for this purpose.

Potential Challenges

The following are potential challenges during the Full Implementation Stage:

- Lack of training or failure to receive the full dosage of training intended
- Lack of required materials
- Use of some but not all of the required lessons and delivery strategies
- Failure to offer the program in the required sequence of stages

- Failure to plan for and manage staff turnover
- Lack of adequate referrals
- Lack of time to implement the entire program
- Miscellaneous difficulties or inconveniences, such as technology or equipment failures
- Day-to-day crises
- Failure to maintain the buy-in and support of staff, administrators, or others

Organizational issues may also contribute to this failure, such as:

- Lack of funding
- Inadequate infrastructure
- Lack of data-driven decisionmaking or autonomous decisionmaking, where frontline staff are not communicating decisions to leadership or management
- Lack of administrative support

Program Sustainability: Maintaining Your Program's Success

Sustainability is only possible when full implementation has been achieved. Sustaining change can be difficult. Your program is not frozen in time and must adapt continually to changes in the community, funding streams, and organizational priorities. Organizational culture, leadership, and staff need to be nurtured and maintained. The involvement of high-level administrators in a continuous feedback loop with the Implementation Team, providers, and recipients is critical. At this stage, an organization should institutionalize a quality assurance mechanism to evaluate use of data. This will facilitate assessing the effectiveness and quality of the program.

Most importantly, sustainability can and should be planned for early in the implementation process and examined at each stage.

"The bridge from science to service must be built, repaired, maintained, and improved." - NIRN Brief, January 2009

Best Practices

The following are best practices for the Program Sustainability Stage:

1. Ensure continued funding for the program and the supporting infrastructure is built into organization's budget.
2. Ensure fidelity to core program components.
3. Develop and implement plans for quality improvement, including regular review of process and outcome measures and using results to improve the program.
4. Evaluate data systems that support decisionmaking regarding the implementation of your program's outcomes.
5. Develop new community partnerships while maintaining existing relationships.
6. Share positive results with staff, community and others to maintain buy-in and support.

Celebrate success with program recipients, staff, and community.

Potential Challenges

The following are potential challenges during the Program Sustainability Stage:

- Obstacles and challenges to ongoing success can be many and varied. The best approach is to continue to monitor results and be alert to changes that might affect your program.
- Changes that might occur include:
  - Funding levels or sources of funding
  - Staff turnover
  - Organizational priorities
  - Organizational leadership

Contact Us

Thank you for completing our learning module on implementation. We wish you success in selecting and implementing the right program for your community. If you have feedback, comments, or further questions, please Contact Us[10].

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[10] Contact Us page of the NREPP website - http://nrepp.samhsa.gov/ContactUs.aspx

Appendix A – Resources

Community Needs Assessment

Tools

- CDC Evaluation Working Group: Framework for Program Evaluation
  http://www.cdc.gov/eval/framework/index.htm
- Child Welfare Information Builder: Evaluation Toolkit and Logic Model Builder
  http://www.childwelfare.gov/preventing/developing/toolkit/
- Community Toolbox: Implementing Best Process for Community Change and Improvement
  http://ctb.ku.edu/en/promisingapproach/
- FRIENDS National Resource Center for Community-Based Child Abuse Prevention: Evaluation Toolkit
  http://www.friendsnrc.org/evaluation-toolkit
- RE-AIM: Reach, Effectiveness, Adoption, Implementation and Maintenance Framework
  http://www.re-aim.org/
- W.K. Kellogg Foundation: Evaluation Handbook
  http://www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx
- W.K. Kellogg Foundation: Logic Model Development Guide
  http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx

Further Reading

- Aarons, G. A., Wells, R. S., Zagursky, K., Fettes, D. L., & Palinkas, L. A. (2009). *Implementing evidence-based practice in community mental health agencies: A multiple stakeholder analysis*. American Journal of Public Health 99(11):2087-95.
- *Understanding Evaluation: The way to better Prevention Programs*
  http://ed.gov/PDFDocs/handbook.pdf (PDF, 207KB)

Organizational Capacity

Tools

- NREPP's Questions to Ask Program Developers
  http://www.nrepp.samhsa.gov/pdfs/questions_to_ask_developers.pdf (PDF, 54KB)
- FRIENDS National Resource Center for Community-Based Child Abuse Prevention: Integrating Evidence-Based Practices into CBCAP Programs: A Tool for Critical Discussions--Appendix D-Implementation Plan Worksheet
  http://friendsnrc.org/direct-download-menuitem/doc_download/46-introduction-and-getting-started (PDF, 156KB)

http://friendsnrc.org/direct-download-menuitem/doc_download/47-appendices (PDF, 99KB)

Further Reading

- Chinman, M., Imm, P., & Wandersman, A. (2004). *Getting to Outcomes* ™ *2004: Promoting accountability through methods and tools for planning, implementation, and evaluation*. No. TR-TR101. Santa Monica, CA: RAND Corporation. Available at http://www.rand.org/publications/TR/TR101/ .
- Hall, G. E., Dirksen, D. J., & George, A. A. (2006). *Measuring implementation in schools: Levels of use.* Southwest Educational Development Laboratory*.*
- Wiseman, S., Chinman, M., Ebener, P., Hunter, S., Imm, P., & Wandersman, A. (2007). *Getting to outcomes: 10 steps for achieving results-based accountability*. No. TR-TR101/2. Santa Monica, CA: RAND Corporation. Available at http://www.rand.org/pubs/technical_reports/TR101.2/.

Fidelity and Adaptation

Tools

- California Healthy Kids Resource Center: Fidelity Guidelines and Checklists for Research-Validated Programs http://www.californiahealthykids.org/c/@sDGcv3s0nPHWQ/Pages/fidelity.html
- FRIENDS National Resource Center for Community-Based Child Abuse Prevention: Integrating Evidence-Based Practices into CBCAP Programs: A Tool for Critical Discussions http://www.friendsnrc.org/cbcap-priority-areas/evidence-base-practice-in-cbcap/integratingevidence-based-practice-resources
- The Chadwick Center for Children and Families: - Adaptation Guidelines for Serving Latino Children and Families Affected by Trauma http://www.chadwickcenter.org/WALS/wals.htm
- The Hogg Foundation for Mental Health at the University of Texas at Austin - http://www.hogg.utexas.edu/programs_cai_bib.html#poc_ca

Program Registries

Tools

- Blueprints for Violence Prevention: Center for the Study and Prevention of Violence
  - Model Programs: http://www.colorado.edu/cspv/blueprints/modelprograms.html
  - Promising Programs: http://www.colorado.edu/cspv/blueprints/promisingprograms.html
- California Evidence Based Clearinghouse for Child Welfare http://www.cebc4cw.org

- California Healthy Kids Resource Center
  http://www.californiahealthykids.org/rvalidated
- Campbell Collaboration (C2)
  http://www.campbellcollaboration.org/
- Center for the Study of Social Policy: Exemplary Early Childhood Programs
  http://www.strengtheningfamilies.net/index.php/program_tools/change/category/learning_from_exemplary_programs/
- Coalition for Evidence-Based Policy, Social Programs that Work
  http://evidencebasedprograms.org/wordpress/
- Cochrane Collaboration
  http://www.cochrane.org/
- National Association of County and City Health Officials: The Model Practice Database
  http://www.naccho.org/topics/modelpractices/database/index.cfm
- National Registry of Evidence Based Programs and Practices (NREPP)
  http://www.nrepp.samhsa.gov
- Office of Juvenile Justice and Delinquency: Model Programs Guide
  http://www.dsgonline.com/mpg_non_flash/search.htm
- Promising Practices Network: Programs that Work
  http://www.promisingpractices.net/programs.asp
- Public Health Agency of Canada: The Canadian Best Practices Portal
  http://cbpp-pcpe.phac-aspc.gc.ca/intervention/list
- Sociometrics: Effective Programs
  http://www.socio.com/effectiveprograms.php

Additional Resources

- CASEL, Safe and Sound: An Education Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs
  http://www.edutopia.org/safe-and-sound-education-leaders-guide-evidence-based-social-and-emotional-learning-sel-p
- Child Trends: Research to Improve Children's Lives
  http://www.childtrends.org/_portalcat.cfm?LID=C6CEDAFE-34FF-4DFD-9CD745899CE5D128
- Children's Services Council, Palm Beach County. Evidence-Based Programs
  http://www.evidencebasedassociates.com/reports/research_review.pdf (PDF, 360KB)
- Department of Education's Expert Panel on Safe, Disciplined and Drug-Free Schools Programs
  http://www.ed.gov/admins/lead/safety/exemplary01/index.html
- Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre), University of London
  http://eppi.ioe.ac.uk/cms/
- FRIENDS: National Resource Center for Community-Based Child Abuse Prevention (CBCAP): Integrating Evidence-Based Resources
  http://friendsnrc.org/cbcap-priority-areas/evidence-base-practice-in-cbcap/integrating-evidence-based-practice-resources

- Guide to Community Preventive Services (U.S. Centers for Disease Control and Prevention)
  http://www.thecommunityguide.org/index.html
- NASMHPD Research Institute (NRI): Center for Mental Health Quality and Accountability: Synthesis of Reviews of Children's Evidence-Based Practices. Prepared by Jacqueline Yannacci, M.P.P., and Jeanne C. Rivard, Ph.D., June 2005.
  http://ebp.networkofcare.org/uploads/Synthesis_of_Reviews_of_the_Research_on_Evidence_Based_and_Promising_Practices_9592994.pdf (PDF, 1.6MB)
- Pew Partnership for Civic Change: Solutions for America (The Guide for Civic Problem Solving)
  http://www.solutionsforamerica.org/

Appendix B - References

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- California Department of Education, California Department of Public Health: California Healthy Kids Resource Center. (2010). *Fidelity guidelines and checklists for research-validated programs*. Available at http://www.californiahealthykids.org/fidelity.
- CSAP (Center for Substance Abuse Prevention). (2009). *Identifying and selecting evidence-based interventions*. HHS Pub. No. (SMA) 09-4205. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.
- Domitrovich, C. E., & Greenberg, M. T. (2000). The study of implementation: Current findings from effective programs that prevent mental disorders in school-aged children. *Journal of Educational and Psychological Consultation*, 11(2), 193–221.
- Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. B. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research*, 18(2), 237–256.
- Elliott, D. S., & Mihalic, S. (2004). Issues in disseminating and replicating effective prevention programs. *Prevention Science*, 5(1), 47–53.
- Fixsen, D. L., Blase K. A., Duda, M. A., Naoom, S. F., Van Dyke, M. (2010). Implementation of evidence-based treatments for children and adolescents: Research findings and their implications for the future. In J. R. Wiez and A. E. Kazdin (Eds.), *Evidence-based psychotherapies for children and adolescents*. New York: Guidford Press.
- Fixsen, D. L., Naoom, S. F., Blase, K. B, & Wallace, F. (2007). Implementation: The missing link between research and practice. *APSAC Advisor*, 19 (1 & 2), pp. 4–11.
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    - Available at http://nirn.fpg.unc.edu/
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Glossary

http://nrepp.samhsa.gov/AboutGlossary.aspx

Appendix C – Supplemental Documents

Questions to Ask:

- [Financial and Personnel Resources](#)
- [Commitment and Buy-In](#)
- [CSAP's Checklist for Program Fit](#)

Questions to Ask: Financial and Personnel Resources

Recruitment/Hiring
- If you need to hire new staff, how much will it cost to recruit and fund additional staff?

- Will you need to increase from part-time to full-time staff?

Staff Training
- How much will it cost to train staff on the new evidence-based program?

- How much will it cost to train staff on the necessary skills to support the new evidence-based program?

Equipment and Maintenance
- What additional equipment will you need to purchase such as computers, cell phones, furniture, telecommunication equipment, or other resources?

- What technical support will be required to maintain any new equipment?

- How much will it cost to maintain the equipment?

Facilities
- What are the space requirements to implement the new program?

- Will you need to increase your office and meeting space to accommodate new staff or program recipients?

- Do you have the funds available to acquire any new space required?

Sustainability
- What are the long-term costs associated with maintaining the program?

- What are the long-term costs associated with maintaining the organizational infrastructure required for implementation?

Questions to Ask: Commitment and Buy-In

Leadership

- What is the leadership's plan to ensure and sustain community commitment and buy-in?

- What barriers are anticipated that might influence program implementation and how will these barriers be addressed, both inside and outside the organization?

- How will leadership address possible resistance to systems change both inside and outside the organization?

Staff/Providers

- How will all staff be engaged to work to create a hospitable environment for a new program?

- How will staff be trained and supported to ensure and sustain commitment and buy-in.

Support Staff

- How will current recruitment and hiring policies be changed or addressed if found to inhibit or delay of program implementation?

- How will the new program affect billing for new services and what systems will be required to accommodate these changes?

- Is the **program** appropriate for the population identified in the community needs assessment and community logic model? Has the program been implemented successfully with the same or a similar population? Are the population differences likely to compromise the results?

- Is the program delivered in a **setting** similar to the one planned by your community? In what ways is the context different? Are the differences likely to compromise the program's effectiveness?

- Is the program **culturally appropriate**? Did members of the culturally identified group participate in developing it? Were program materials adapted to the culturally identified group?

- Are program **materials** (e.g., manuals, procedures) available to guide implementation? Are training and technical assistance available to support implementation? Are monitoring or evaluation tools available to help track implementation quality?

- Is the program **culturally feasible**, given the values of the community?

- Is the program **politically feasible**, given the local power structure and priorities of the implementing organization? Does the program match the mission, vision, and culture of the implementing organization?

- Is the program **administratively feasible**, given the policies and procedures of the implementing organization?

- Is the program **technically feasible**, given staff capabilities, time commitments, and program resources?

- Is the program **financially feasible**, given the estimated costs of implementation (including costs for purchase of implementation materials and specialized training or technical assistance)?

Thoughtful consideration and discussion of the above questions will be helpful in identifying the right program.

SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)

www.nrepp.samhsa.gov