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IMPLEMENTATION BENCHMARKS FOR EVIDENCE BASED INTERVENTIONS

- Identify and select EBIs that:
    - Match identified needs and expected outcomes
    - Compliment and coordinate with existing programs
    - Address the desired level of population (universal, selected, and indicated)
    - Support and develop connections with law enforcement, mental health, and criminal justice, within the educational system
    - If considering an EBI that has not been used/tested with your specific population, you should 1)contact the developer to find out if they have information on its use with your population, and 2) examine the EBI's logic model to determine if there is anything indicating efficacy for your population
    - Can be linked with academic outcomes
    - Require an appropriate share of resources
    - Are user friendly: developer's training schedule and ongoing TA are adequate; other sites that can serve as a peer support/resource group
- Develop fit between schools and EBIs
    - Readiness of schools to implement EBIs is determined, perhaps through an assessment or RFP process
    - Part of school assessment describes the school(s) through the universal/selected/indicated triangle; where universal level is less than 80% of student population, concentrate resources on selected and indicated programs
    - Create buy-in of teachers, administrators, school board
    - EBI content is mapped onto state standards and current academic programs
    - EBI overlap with other prevention providers in the schools is identified; work to replace one-time visitors with EBI curricula
- Nuts and bolts issues are anticipated and resolved
    - time unit of EBI and school schedules are coordinated
    - concrete resources (intranet access, EBI materials, AV needs) needed for EBI delivery are adequate and located where they are needed
    - ongoing implementation team is able to meet regularly to trouble shoot, review evaluation data, plan for new training
    - Training for staff fits within professional development schedule
    - Time for coaching/mentoring/performance feedback for implementers is built into their schedules
- Build relationship with developer
    - EBI materials are purchased
    - Ongoing contact with developer is established
    - Developer provides feedback on best practices for hiring and training staff
    - Signed MOU of ongoing support
- Build infrastructure for implementation and sustainability of the EBI

- o Create a team planning environment to support peer mentoring and use of data to improve implementation
- o Design training and supervision models to be self sustaining after grant funding ends: train staff to train others; build in annual training; use coaching/mentoring to support staff in continuing to implement;
- o Use cross training with partners to develop collaboration
- o Build in evaluation to provide feedback to practitioners: obtain self-reports of staff effectiveness and respond to feedback; schedule observations of staff implementation of EBI and provide corrective and constructive criticism
- o Prepare core group of mentors to serve as spokesperson, role model, coach, troubleshooter, co-innovator
- o Identify and make policy changes needed to support sustained implementation
- o Create evaluation feedback loop that keep decision makers aware of EBI outcomes
- o Match staff strengths and qualifications to their role (e.g. practitioner, trainer, coach/consultant, evaluator, and administrator)
- o Match staff cultural and linguistic competence (especially language considerations) to the diversity needs of the population
- o Build support for the EBI with community, youth, parents, agencies, and businesses
- Implement EBI with as high a level of fidelity as possible
  - o Consider adaptations only after implementing with fidelity, so that adaptation occurs with maximum program familiarity
  - o When adapting, develop an in-depth understanding of the EBI's logic model so that changes do not undermine effectiveness
  - o The goal of adaptation should be to improve the program, not change how it works
- Evaluate the fidelity of the EBI
  - o Start with tools from the developer and adapt for your needs
  - o Collect implementer self report 100% of the time, and observations 25%
  - o Use observers who are peers of the implementers
  - o Use observation either for fidelity, or for feedback to implementers
  - o Measure context – things that must be in place for EBI to operate (e.g., staffing qualifications and numbers, practitioner/student ratio, supervisor/practitioner ratio, location of service provision, prior completion of training)
  - o Measure compliance – extent that practitioner focuses on the needed and components of the EBI (delivers key components, and avoids extraneous components)
  - o Measure competence – the skill of implementer in delivering core components (including participant engagement)
- Evaluate effectiveness of the EBI
  - o Measure expected outcomes
  - o Correlate outcomes with fidelity measures

- o Consider focus groups or surveys of constituents to identify whether EBI is having the intended impact
- o Measure aspects of implementation that could further strengthen program outcomes
- Continuous quality improvement
  - o Feed back fidelity data to practitioners to improve implementation
  - o Make adaptations in response to evaluation results
  - o Review outcome data to make a "cost"/benefit analysis of the EBI