CIP Collaborative for Implementation Practice

Drivers Best Practices Checklist

Introduction

The Implementation Drivers Checklist provides an opportunity for implementing sites to self-assess the infrastructure they have available to support a program or practice as well as guidance for sites who want to improve the way they implement specific programs or practices.[1] Implementation drivers are visible components of infrastructure that ensure the development of skilled staff and a strong organization and system.[2]
Using the Drivers Checklist, implementation sites can:

- Identify strengths and opportunities for improvement in their current infrastructure; and
- Select implementation best practices to strengthen staff competency and organizational practices.

The Drivers Checklist can be used for any program or practice a site is preparing to implement or is currently implementing.

How to Use

For Implementing Sites:

PRIOR TO USE
1. Identify what program or practice you are preparing to implement or are implementing currently.
2. Identify team members who will complete the self-assessment with you.

DURING USE
1. Complete the Implementation Drivers Checklist through discussion with your team.
2. Identify which best practices are currently happening and which are not. Identify best practices you can use to improve your infrastructure.

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[1] This tool is based on the work of the National Implementation Research Network and the Implementation Drivers framework. For more information on implementation drivers, see the Drivers Ed lessons and Module 2: Implementation Drivers on the NIRN Active Implementation Hub: https://implementation.fpg.unc.edu/modules-and-lessons
[2] Metz, A., & Bartley, L. (2012). Active implementation frameworks for program success: How to use implementation science to improve outcomes for children. Zero to Three Journal, 34, 11-18.

For Implementation Support Practitioners:

PRIOR TO USE
1. Determine what program or practice the site is preparing to implement or is implementing currently.
2. Determine when the Drivers Checklist will be shared with the implementing site as guidance and used for planning purposes. Make copies of the tool or share with the implementing site electronically.
3. Determine whether you are able to provide support to the implementing site to address gaps in implementation infrastructure. Be honest with the implementing site about what you can and cannot support.

DURING USE
1. Introduce the purpose of the Implementation Drivers Checklist and how the tool will support the site's implementation activities.
2. Guide the team in a discussion to determine which best practices are currently happening and which are not.
3. Guide the team in discussion to determine which best practices the implementation site can use to improve their infrastructure.
4. Identify TA strategies, tools, and resources to help you support the implementing site's effort.

All aspects of infrastructure for the program or practice must be developed specifically to address the strengths and needs of the focus population in order to ensure successful implementation that advances improved and equitable outcomes for all individuals and families. Considerations for infrastructure that advances improved and equitable outcomes include:

- The focus population and community partners should be engaged in the selection of programs and practices to be implemented and in the development of infrastructure to support implementation of the program or practice.
- Relevant staff should be provided with training on diversity, equity and inclusion (DEI), and how to apply these concepts in their work.
- All data (programmatic, fidelity, outcome, etc.) should be disaggregated by race/ethnicity where appropriate, as well as by sub-population characteristics (e.g., gender, socioeconomic status, geography).

Organization policies, procedures and processes should be assessed to determine their impact on race equity and inclusion. Examples of for organizational self-assessments include the Race Matters Self-Assessment and Tool for Organizational Self-Assessment Related to Racial Equity.

Implementation Drivers Best Practices Checklist

Administration Summary

Date	
Location	
Facilitator	
Participants	
Program/Practice Name	
Brief Description of the Program or Practice	
Administration Notes	

COMPETENCY DRIVERS

Selection

How are staff selected to implement the program or practice?

- ☐ Job descriptions are in place that include the skills and competencies needed to implement the program or practice.
- ☐ Interviewers understand the skills and abilities needed for the position (e.g., interview team includes staff with experience in the relevant position or program/practice.
- ☐ Interview protocols are in place that relate to and address the skills and abilities needed for the position.
- ☐ Interview processes are regularly reviewed (e.g., process reviewed after each hiring).

Notes

Training

How does training build staff competency to implement the program or practice?

- ☐ Skill-based training is secured for relevant staff . Training integrates opportunities for practice and feedback, and is comprehensive, including practice-specific and complementary skills (e.g., culturally responsive practice).
- ☐ Training is delivered by trainers who have deep content knowledge and who are effective.
- ☐ Training data are used to develop competency and improve training of staff (e.g., inform subsequent coaching).

Notes

Coaching

How does coaching build staff competency to implement the program or practice?

- ☐ There is coaching available to help staff develop their skills to implement the program or practice.
- ☐ A coaching service delivery plan guides coaching (e.g., training data are used to focus coaching on priority needs).
- ☐ Coaching effectiveness is regularly assessed and used for improvement (e.g., through regular feedback from staff).
- ☐ Supports are in place for coaches to ensure their skill development and competency.

Notes

Fidelity

How can a fidelity assessment be used to understand if the program or practice is being implemented as intended?

- ☐ Consistent fidelity measure is available for the program or practice (e.g., from program developer or purveyor).
- ☐ Protocol for fidelity assessment defines the process and supports consistency. Protocol for fidelity is used to periodically assess if the practice is being done as intended.
- ☐ Fidelity assessment data are used to improve outcomes and implementation supports (e.g., regular data review and reflection to inform improvement efforts).

Notes

ORGANIZATION DRIVERS

Data-Informed Decision-Making

How are data used to make decisions?

- [ ] Agency staff have access to relevant disaggregated data for making decisions about the program or practice (e.g., staff have access to implementation, fidelity and outcome data).
- [ ] Data for the program or practice are useful and usable.
- [ ] Agency staff have a process for using data for decision-making about the program or practice (e.g., relevant data are consistently disaggregated and integrated into meeting agendas).

Notes

Facilitative Administration

How do leaders and managers put supports in place to make the work of staff more effective and less burdensome? Leadership…

- [ ] Sets aside resources to support staff competency development (e.g., resources for training and coaching).
- [ ] Develops and/or refines internal policies or procedures (e.g., coverage for staff attending or training sessions, communication policies).
- [ ] Makes changes in organization roles, functions, and structures.
- [ ] Engages in regular communication with all staff.
- [ ] Visibly promotes the importance of effectively implementing the program or practice.
- [ ] Identifies and problem-solves challenges to implementation.
- [ ] Recognizes and appreciates staff contributions.

Notes

Systems Intervention

How do leaders and managers engage stakeholders (funders, organization's board or governing entity, participants of the practice or program, and community partners) to identify and address challenges? Leadership…

- ☐ Engages stakeholders, including individual and families who experience the program or practice, and staff in developing a shared understanding of the need for and value of the program or practice (e.g., through stakeholder engagement meetings).

- ☐ Creates opportunities for stakeholders and staff to come together and learn from each other and design solutions for implementation together (e.g., through regular progress review meetings informed by fidelity and data).

- ☐ Regularly communicates with stakeholders regarding the program or practice.

Notes