DRIVERS BEST PRACTICES
ASSESSMENT

Version 2.7

SISEP
State Implementation and Scaling-up of Evidence-based Practices

NIRN NATIONAL IMPLEMENTATION RESEARCH NETWORK

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

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We ask that you let us know how you use these items so we can use your experience and data to improve and expand the survey. Please email us at ***nirn@unc.edu***

About NIRN

> The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.
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Introduction & Purpose

The purpose of the *Drivers Best Practices Assessment (DBPA)* is to assist organizations in assessing their current supports and resources for quality use of selected programs or practices. Specifically, organizations can use it to:

- Identify strengths and opportunities for improvement in their current supports and resources;
- Select implementation best practices to strengthen staff competency and organizational practices; and
- Provide an implementation team with a structured process to develop an action plan and data to monitor progress.

Focus of the Assessment

The *Drivers Best Practices Assessment* is administered for a specific practice or program, rather than for the organization in general. The essential functions of the program or practice should be known and clearly defined. It is important to choose one practice or program and answer the questions with that selected practice or program in mind.

Administration Process & Key Roles

The administration of this tool is conducted by the Facilitator who introduces the Drivers Best Practices Assessment. The Facilitator introduces the assessment's purpose, provides an overview of the administration process and scoring, introduces concepts or big ideas measured, reads each item aloud and provides necessary clarification, and engages the team in the discussion and voting process. Information about key roles is provided in the table below:

Facilitator

An individual who has been trained in the administration process, has experience with the organization, and has a relationship with the respondent.
The facilitator is responsible for:

- Leading discussion and adhering to the administration process; and
- Contextualizing items for respondents or providing examples of the organization's work.

The facilitator does not vote.

Note Taker

Key responsibility includes recording scores and ideas shared for action planning and any questions and issues that are raised during administration. The Note Taker does not vote.

Participants

Participants include implementation team members and other staff who have roles in implementation of the selected practice or program, are involved in different support activities or are in a leadership role for the organization and responsible for overseeing aspects of the implementation infrastructure. Participants vote on each item, discuss difference in scores, and achieve modified consensus.

Observer

Observers are invited with permission of the implementation team to learn about the process or the activities in the organization. Observers do not vote.

Scoring

The identified participants complete the Drivers Best Practices Assessment by discussing each item and coming to consensus on the final score for each item. The respondents score each item on a three-point scale (i.e., in place (2 points), partially in place (1 point), not in place (0 points), respectively) using a simultaneous and public voting process. This type of voting facilitates participation of all respondents and neutralizes any potential power influences. When asked to vote (e.g., "Ready, set, vote"), participants simultaneously hold up either two fingers to vote "Fully in Place," one finger to vote "Partially in Place," or a closed hand to vote "Not Yet." Alternately, teams can use numbered cards to vote. If the team is unable to arrive at consensus, additional data sources documented in the *Scoring Rubric* can be used to prompt thinking and help achieve modified consensus. Modified consensus means that voters in the minority can live with and support the majority decision on an item. If modified consensus cannot be reached, the Facilitator guides the team to identify a later time for further discussion. The majority vote is recorded.

Preparation for the Administration

The following should be in place prior to administering the *Drivers Best Practices Assessment*.

- Facilitator should have knowledge of the concepts measured in the assessment and experience supporting organizations using implementation best practices;
- Implementation Team has agreed to administration and commitment of time (approximately one hour for preparation, two hours for completing the assessment, and one hour for action planning); and
- Materials have been assembled in preparation for administration, including:
  - » Blank copies (paper or electronic) of the DBPA rubric accessible to all respondents;
  - » Data sources (e.g., policies, procedures) to inform the assessment; and
  - » If relevant, previously completed administrations including reports.

Research Basis and Outcomes from Completion

The basis of the *Drivers Best Practices Assessment* is derived from implementation science research and the Active Implementation Framework of the Implementation Drivers (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Metz, Bartley, Ball, Wilson, Naoom, & Redmond, 2014). Implementation Drivers are core components or building blocks of the infrastructure needed to support practice, organizational, and systems change. The Drivers emerged from a synthesis of commonalities among successfully implemented programs and practices (Fixsen et al., 2005). See Appendix A for information regarding validation of the measure.

The Implementation Drivers include:

- **Competency**– Strategies to develop, improve, and sustain practitioners' ability to implement a program or practice as intended in order to achieve desired outcomes. Competency Drivers include: Fidelity, Selection, Training, and Coaching.
- **Organization**– Strategies for analyzing, communicating, guiding, and responding to data in ways that result in continuous improvement of supports for staff to use the selected program or practice. Organization Drivers include: Decision-Support Data System, Facilitative Administration, and Systems Intervention.

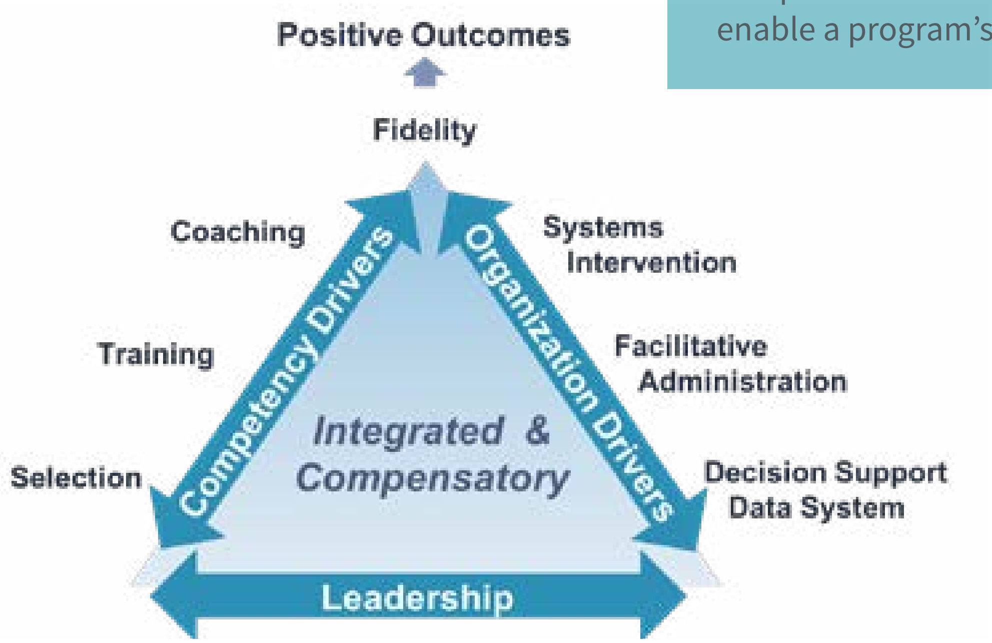
SCALES & SUBSCALES	ITEM #
Competency	Average of items
• Selection	1, 2, 3, 4, 5
• Training	6, 7, 8
• Coaching	9, 10, 11, 12
• Fidelity	13, 14, 15, 16
Organization	Average of items
• Decision-Support Data System	17, 18, 19, 20
• Facilitative Administration	21, 22, 23, 24, 25, 26, 27
• Systems Intervention	28, 29, 30
Total	Average of all items

Next Steps After Administration

The *Drivers Best Practices Assessment* was created to guide organizations as they develop the infrastructure to support use of selected programs or practices. As such, it is recommended that teams engage in the following activities after they complete each administration:

- Review and use the (a) Total score, (b) Scale Scores, and (c) Item Scores to identify areas of strength and need;
- Identify priorities to address within a plan;
- Develop and create an Action Plan (Appendix B) that defines immediate and short-term actions focusing on improving the infrastructure activities to support use of the selected program or practice.
- If this is a repeated administration, review and update existing plan to continue support for the selected program or practice.

Implementation Drivers are the key components of functional supports that enable a program's success.



For more information on the Implementation Drivers derived by the National Implementation Research Network, visit http://nirn.fpg.unc.edu and the Active Implementation Hub at http://implementation.fpg.unc.edu.

DRIVERS BEST PRACTICES ASSESSMENT:

Fidelity Checklist

PROTOCOL STEPS **+** : Yes **-** : No **/** : Unsure or not applicable

☐ 1. SKILLED FACILITATOR
An individual with knowledge of implementation drivers and skill in administering the assessment is identified to facilitate.

☐ 2. RESPONDENTS INVITED
Facilitator invites participants, including Implementation Team members, who have a role in developing, monitoring, and improving implementation supports.

☐ 3. PROGRAM/PRACTICE IDENTIFIED
A well-defined program or practice is identified for the assessment.

☐ 4. MATERIALS PREPARED IN ADVANCE
Facilitator ensures that language in the assessment has been contextualized for the agency, copies (paper or electronic) are available for each participant, a note taker has been identified, and a room is set up with a laptop, projector, internet connection, and conference phone (video if possible) for any participants joining remotely.

☐ 5. OVERVIEW
Facilitator provides a review of the assessment, its purpose, and instructions for scoring the items.

☐ 6. CONSENT
Facilitator obtains informed consent from participants to collect and use their response to understand implementation status and inform action planning.

☐ 7. DOCUMENTATION
Facilitator documents date of the assessment, names and roles of participants, and the intervention being assessed.

☐ 8. ADMINISTRATION & INTRODUCTION
The Facilitator introduces the Implementation Drivers one at a time and provides an overview of the best practices of each Driver. Facilitator then asks the team to describe their current practices, asks the team which agency in the system has responsibility for the driver, and then directs the team to complete the items through discussion and consensus.

☐ 9. CONSENSUS
The team is given time to review, discuss, and come to consensus on the score for each item through a voting process. Facilitator answers questions, contextualizes, and provides clarification as needed for the respondents. The facilitator also seeks equity of voice from all participants to ensure a complete assessment of the context is understood.

☐ **10. RECORDING**
The team documents each scoring decision electronically or on the scoring form used to record scores.

☐ **11. NOTE-TAKING**
For items where there is further clarity or information needed, the Facilitator notes the question in the "Notes" section. A note taker captures the team discussion of each Implementation Driver in the relevant section.

☐ **12. DATA SUMMARY**
After the last question has been asked and answered, the Facilitator or Note Taker generates the reports and distributes graphs of total scores.

☐ **13. REVIEW**
While viewing the graphs, Facilitator prompts the team in a discussion of the results to identify strengths and opportunities. If a repeated administration, Facilitator highlights all of the subscales that moved in a positive direction and celebrates progress. Facilitator initiates a discussion of updates on achievements, progress, and major milestones or barriers that have occurred since previous administration.

☐ **14. PLANNING**
If there is time to review the results and action plan, Facilitator engages the team in a prioritization process for identifying key areas for planning and needed actions. If there is not sufficient time for review of results and action planning, the Facilitator ensures that a date and time are set for the Review and Action Planning

☐ **15. CONCLUSION**
Facilitator thanks the team for their openness and for sharing in the discussion.

NOTES

DRIVERS BEST PRACTICES ASSESSMENT:

Scoring Form

Use the *Scoring Form* below to capture the respondent team's final score for each item. If the respondent team is unable to arrive at consensus, additional data sources for each item are documented in the *Scoring Rubric*.

Facilitator(s):

Today's Date:

Individuals Participating in the Assessment:

Practice/Program Being Assessed Today:

Relevant Staff for Practice/Program:

Which staff are involved in use of the practice/program?

Which of those staff are considered in this assessment?

Note a rating for each item below: 2- IN PLACE 1- PARTIALLY IN PLACE 0- NOT IN PLACE

SELECTION

1. There is someone accountable for the recruitment and selection of relevant staff for the program or practice. ☐
2. Job descriptions are in place for relevant staff that carry out the program or practice. ☐
3. Individuals accountable for selection understand the skills and abilities needed for relevant staff. ☐

DRIVERS BEST PRACTICES ASSESSMENT:

Scoring Form

Note a rating for each item below: 2- IN PLACE 1- PARTIALLY IN PLACE 0- NOT IN PLACE

4. Selection protocols are in place to assess competencies for relevant staff that carry out the program or practice. ☐
5. Selection processes are regularly reviewed. ☐

TRAINING

6. There is someone accountable for the training of relevant staff for the program or practice. ☐
7. Agency staff provide or secure skill-based training for relevant staff on the program or practice. ☐
8. Agency staff use training data for improvement. ☐

COACHING

9. There is someone accountable for coaching of relevant staff for the program or practice. ☐
10. Coaching is provided to improve the competency of relevant staff for the program or practice. ☐
11. Agency staff use a coaching service delivery plan. ☐
12. Agency staff regularly assess coaching effectiveness. ☐

FIDELITY

13. There is someone accountable for the fidelity assessments of relevant staff for the program or practice. ☐
14. The agency uses a fidelity assessment for the program or practice. ☐
15. Agency staff follow a protocol for fidelity assessments. ☐
16. Agency staff use fidelity data to improve program or practice outcomes and implementation supports. ☐

DECISION-SUPPORT DATA SYSTEM

17. There is someone accountable for the decision-support data system. ☐
18. Agency staff have access to relevant data for making decisions for program improvement. ☐

DRIVERS BEST PRACTICES ASSESSMENT:

Scoring Form

Note a rating for each item below: 2- IN PLACE 1- PARTIALLY IN PLACE 0- NOT IN PLACE

19. Data are useful and usable. ☐

20. Agency staff have a process for using data for decision-making. ☐

FACILITATIVE ADMINISTRATION

21. Leadership sets aside resources to support the development of staff competency to deliver the program or practice. ☐

22. Leadership develops and/or refines internal policies or procedures that support the program or practice. ☐

23. Leadership makes changes in organization roles, functions, and structures as needed to accommodate the program or practice. ☐

24. Leadership engages in regular communication with all staff and service users regarding the program or practice. ☐

25. Leadership visibly promotes the importance of effectively implementing the program or practice. ☐

26. Leadership problem-solves challenges to implement the program or practice effectively. ☐

27. Leadership recognizes and appreciates staff contributions to implement the program or practice effectively. ☐

SYSTEMS INTERVENTION

28. Leadership engages stakeholders and staff in developing a shared understanding of the need for the program or practice. ☐

29. Leadership creates opportunities for stakeholders and staff to learn and design solutions together to support the program or practice. ☐

30. Leadership regularly communicates with stakeholders regarding the program or practice. ☐

Scoring Rubric

SELECTION

The Selection Driver refers to use of a purposeful process for selection of staff with the required skills, abilities, and other program/practice-specific prerequisite characteristics.

Tell me about your selection process(es). Record responses:

What agency is primarily responsible for this driver? Record responses:

1. There is someone accountable for the recruitment and selection of relevant staff for the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
A specific person is responsible for coordinating the quality and timeliness of recruitment and selection processes for relevant staff supporting the program or practice. This person is able to execute the responsibilities related to his/her role in the selection process.	A specific person is responsible for coordinating the quality and timeliness of recruitment and selection processes for relevant staff supporting the program or practice.	There is not a specific person responsible for coordinating the quality and timeliness of recruitment and selection processes for relevant staff supporting the program or practice.	Job description of person accountable for recruitment and selection

2. Job descriptions are in place for relevant staff that carry out the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Job descriptions are: • clear about expectations for the position; • aligned with the competencies required for the program to be used competently.	Job descriptions are clear about expectations for the position.	Job descriptions are not clear about expectations for the position or aligned with the competencies.	Job descriptions

3. Individuals accountable for selection understand the skills and abilities needed for relevant staff. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Individuals accountable for selection: • know the knowledge, skills, and abilities related to the staff position; • accurately assess applicant knowledge, skills, and abilities.	Individuals accountable for selection: • know the knowledge, skills, and abilities related to the staff position.	Individuals accountable for selection have little or no knowledge of the knowledge, skills, and abilities related to the staff position.	Job descriptions Selection protocol

4. Selection protocols are in place to assess competencies for relevant staff that carry out the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Selection protocol includes all of the following: • an assessment of core skills needed for position; • specific procedures (e.g., scenario, role play) for assessing individual's ability to perform key skills; • specific procedures for assessing ability to receive and use feedback provided during the interview; • a documented process for review of adherence to the interview protocol; • record of the ratings of individuals' responses.	Selection protocol includes all of the following: • an assessment of core skills needed for position; • a documented process for review of adherence to the interview protocol; • record of the ratings of individuals' responses.	Generic selection protocol (e.g., similar protocol for any position) exists.	Selection protocol (including procedures used during the selection process) Data showing the results of core skills assessments

5. Selection processes are regularly reviewed. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Selection processes are annually reviewed and revised as needed to improve the selection process. The annual review examines at least three of the following: • interview results (e.g., protocol adherence, applicant responses); • training data; • turnover data; • fidelity data; • exit interview results.	Selection processes are annually reviewed and revised as needed to improve the selection process. The annual review examines at least one of the following: • interview results (e.g., protocol adherence, applicant responses); • training data; • turnover data; • fidelity data; • exit interview results.	Selection processes are not reviewed and revised.	Selection process documentation Data on selection outcomes

Scoring Rubric

TRAINING

The Training Driver refers to use of purposeful, skill-based, and adult-learning informed processes designed to support relevant staff in acquiring the skills and information needed to support the program/practice. Training of relevant staff at the agency provides knowledge related to the theory and underlying values of the program/practice, opportunities to practice new skills to meet fidelity criteria, and feedback in a safe and supportive training environment.

Tell me about your training process(es). Record responses:

What agency is primarily responsible for this driver? Record responses:

6. There is someone accountable for the training of relevant staff for the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
A specific person is responsible for coordinating quality and timeliness of training for relevant staff supporting the program or practice. This person is able to execute the responsibilities related to his/her role in training.	A specific person is responsible for coordinating quality and timeliness of training for relevant staff supporting the program or practice.	There is not a specific person responsible for coordinating quality and timeliness of training for relevant staff supporting the program or practice.	Job description of person accountable for training

7. Agency staff provide or secure skill-based training for relevant staff on the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Training is: • required and provided before staff begin to use the program or practice; • provided by trainers who have deep content knowledge and who are effective trainers; • skill-based and includes opportunities for practice and feedback in a safe environment; • comprehensive, including practice-specific and complementary skills (e.g., equity, diversity, and inclusion).	Training is: • required and provided before staff begin to use the program or practice; • provided by trainers who have deep content knowledge and effective presentation delivery skills.	Training is not: • required and/or is not provided before staff begin to use the new program or practice; • provided by trainers who have deep content knowledge and effective presentation delivery skills.	Professional learning schedule Training outlines or agendas Training evaluations Presenter qualifications Agendas for training presenters

8. Agency staff use training data for improvement. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Training assessment data are: • collected and used to improve future training activities; and • provided to supervisors and coaches in a timely manner to improve staff competency and other implementation drivers.	Training assessment data are: • collected and used to improve future training activities.	Training assessment data are not collected.	Training outcome data Evidence that data are used for improvements

Scoring Rubric

COACHING

The Coaching Driver refers to the purposeful process of supporting staff to generalize newly learned skills for the program/practice, to be used competently by the practitioner in real-world settings and interactions.

Tell me about your coaching process(es). Record responses:

Which agency is primarily responsible for this driver? Record responses:

9. There is someone accountable for coaching of relevant staff for the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
A specific person is responsible for coordinating the quality and timeliness of coaching relevant staff supporting the program or practice. This person is able to execute the responsibilities related to his/her role in the coaching process.	A specific person is responsible for coordinating the quality and timeliness of coaching relevant staff supporting the program or practice.	There is not a specific person responsible for coordinating the quality and timeliness of coaching relevant staff supporting the program or practice.	Job description of person accountable for coaching

10. Coaching is provided to improve the competency of relevant staff for the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Coaching is provided at least monthly to relevant staff. Coaches' feedback to staff is based on direct observation and at least one other data source such as: • group or individual reflections; • product or document review; • fidelity data; • interviews with key stakeholders.	Coaching is provided at least monthly to relevant staff. Coaches' feedback to staff is based on one of the following: • group or individual reflections; • product or document review; • fidelity data; • interviews with key stakeholders.	Relevant staff do not receive coaching at least monthly.	Coaching schedules Samples of coaching feedback

11. Agency staff use a coaching service delivery plan. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
A written plan outlines coaching provided to relevant staff, including three of the following: • skill sets for being a coach; • frequency of coaching; • coaching methods; • feedback methods and timeframe; • communication protocols for coach and supervisor. Adherence to the plan is reviewed regularly.	A written plan outlines the coaching supports provided to relevant staff, including at least one of the following: • skill sets for being a coach; • frequency of coaching; • coaching methods; • feedback methods and timeframe; • communication protocols for coach and supervisor.	A written coaching service delivery plan does not exist.	Sample of coaching service delivery plans Content and concept lists used by coaches

12. Agency staff regularly assess coaching effectiveness. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Agency staff assess coaching effectiveness quarterly through the use of two or more data sources: • practitioner fidelity; • coach fidelity; • staff satisfaction with coaching surveys. Coaching effectiveness data are used to improve coaching and other implementation drivers.	Agency staff assess coaching at least annually through the use of at least one data source: • practitioner fidelity; • coach fidelity; • staff satisfaction with coaching surveys.	Coaching effectiveness is not assessed.	Coaching fidelity: • observations of coaches conducting coaching activities • coaching logs • coaching notes Satisfaction surveys from those being coached Evidence the data are used to inform improvements in coaching methods

Scoring Rubric

FIDELITY

The Fidelity Driver refers to the purposeful process of using fidelity assessments to evaluate the extent to which a program/practice is implemented as intended.

Tell me about your fidelity process(es), including how often fidelity data are reviewed. Record responses:

Which agency is primarily responsible for this driver? Record responses:

13. There is someone accountable for fidelity assessments of relevant staff for the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
A specific person is responsible for coordinating fidelity assessments of relevant staff for the program or practice. This person is able to execute the responsibilities related to his/her role.	A specific person is responsible for coordinating fidelity assessments of relevant staff for the program or practice.	There is not a specific person responsible for coordinating fidelity assessments of relevant staff for the program or practice.	Job description of person accountable for fidelity assessments

14. The agency uses a fidelity assessment for the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
The agency consistently uses a fidelity assessment for the program or practice.	The agency inconsistently uses a fidelity assessment for the program or practice.	The agency does not use a fidelity assessment.	Fidelity assessment may include multiple measures to address context, content, and competency Technical manual Research documents

15. Agency staff follow a protocol for fidelity assessments. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Agency staff follow a written protocol that includes all of the following: • orientation process for relevant staff; • process for how fidelity data are used; • communication protocol for sharing fidelity data.	Agency staff follow a written protocol that includes some but not all of the following: • orientation process for relevant staff; • process for how fidelity data are used; • communication protocol for sharing fidelity data.	Agency staff do not follow a written protocol for fidelity assessments.	Fidelity assessment protocol Documentation of fidelity assessments

16. Agency staff use fidelity data to improve program or practice outcomes and implementation supports. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Agency staff review fidelity assessment data regularly and use assessment data to improve implementation drivers.	Agency staff review fidelity assessment regularly but data are are used inconsistently to improve implementation drivers.	Agency staff do not review or use fidelity assessment data.	Documentation of action plans for improvement of selection, training, or coaching processes Documentation of feedback to coaches and/or trainers Documentation of feedback provided to practitioners

Scoring Rubric

DECISION-SUPPORT DATA SYSTEM

The Decision-Support Data System refers to the development and use of data systems to support decision making and improvement activities, including the collection and use of programmatic data, fidelity data, and outcome data.

Tell me about your decision-support data system process(es). Record responses:

Which agency is primarily responsible for this driver? Record responses:

17. There is someone accountable for the decision-support data system. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
A specific person is responsible for coordinating a data system that is used to support decision-making for the program or practice and its implementation. This person is able to execute the responsibilities related to his/her role in overseeing the decision-support data system.	A specific person is responsible for coordinating a data system used to support decision-making for the program or practice and its implementation.	There is no person responsible for coordinating a data system used to support decision-making for the program or practice and its implementation.	Job description of person accountable for decision-support data system

18. Agency staff have access to relevant data for making decisions for program improvement. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Relevant staff have access to and can analyze all of the following data for program improvement: • fidelity data; • outcome data; • programmatic data, including feedback from practitioners and program beneficiaries; • financial data.	Relevant staff have access to and can analyze some but not all of the following data for program improvement: • fidelity data; • outcome data; • programmatic data, including feedback from practitioners and program beneficiaries; • financial data.	Relevant staff do not have access to any of the following data for program improvement: • fidelity data; • outcome data; • programmatic data, including feedback from practitioners and program beneficiaries; • financial data.	Sample data reports

19. Data are useful and usable. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Data collected meet all of the following criteria to be useful and usable: • collected in a standardized way by trained staff; • provide relevant information that can support improvement processes; • available when relevant staff are making decisions; • an important component of practice routines.	Data collected meet some but not all of the following criteria to be useful and usable: • collected in a standardized way by trained staff; • provide relevant information that can support improvement processes; • available when relevant staff are making decisions; • an important component of practice routines.	Data collected do not meet any of the following criteria to be useful and usable: • collected in a standardized way by trained staff; • provide relevant information that can support improvement processes; • available when relevant staff are making descisions; • an important component of practice routines.	Sample data team meeting notes

20. Agency staff have a process for using data for decision-making. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Agency staff have a process for using data for decision-making that includes all of the following: • data are disaggregated, analyzed, and summarized at least quarterly; • data summaries are communicated clearly in written reports to relevant staff; • action plans are developed and monitored regularly to improve implementation supports and outcomes; • data summaries and action plans are shared with key stakeholders.	Agency staff have a process for using data for decision-making that includes some but not all of the following: • data are disaggregated, analyzed, and summarized at least quarterly; • data summaries are communicated clearly in written reports to relevant staff; • action plans are developed and monitored regularly to improve implementation supports and outcomes; • data summaries and action plans are shared with key stakeholders.	Agency staff do not have a process for using data for decision-making.	Documentation of processes used by agency to review data and make decisions Sample data reports Sample action plans

Scoring Rubric

FACILITATIVE ADMINISTRATION

Facilitative Administration refers to an agency's leaders, managers, and implementation teams developing and using strategies that facilitate and support use of the program/practice, and that make the work of practitioners easier. For the purpose of this assessment, leadership is inclusive of your executive leaders, managers, and team members who are responsible for the program or practice.

Tell me about your agency's/site's organizational structure (e.g., leadership, management, teams). For the purpose of this assessment, leadership is inclusive of your executive leaders, management, and team members who are responsible for the program or practice.

Record responses:

21. Leadership sets aside resources to support the development of staff competency to deliver the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership sets aside resources to support staff competency development: • selection • training • ongoing coaching, and • monitoring fidelity	Leadership sets aside some but not all resources to support staff competency development: • selection • training • ongoing coaching, and • monitoring fidelity	Leadership does not set aside resources at all or does so in general (i.e., not for the specific program/practice).	Budget

22. Leadership develops and/or refines internal policies or procedures that support the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership consistently develops and/or refines policies and procedures to make it possible to do the work of the program or practice.	Leadership develops and/or refines policies and procedures inconsistently.	Leadership does not develop and/or refine policies and procedures to make it possible to do the work of the program or practice.	Budget Training Resources

23. Leadership makes changes in organization roles, functions, and structures as needed to accommodate the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership consistently makes changes to organization roles, functions, and structures.	Leadership inconsistently makes changes to organization roles, functions, and structures.	Leadership does not make changes to organization roles, functions, and structures.	Organizational chart Position descriptions

24. Leadership engages in regular communication with all staff and service users regarding the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership communicates with all staff and service users and receives and responds to feedback from all staff and service users.	Leadership communicates to all staff and service users.	Leadership does not communicate regularly with staff and service users.	Communication plan Example communications

25. Leadership visibly promotes the importance of effectively implementing the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership speaks about and can answer questions regarding what it takes to effectively implement the program or practice.	Leadership speaks about the importance of implementing the program or practice but struggles to answer questions about what it will take to do so effectively.	Leadership struggles to speak about and answer questions regarding what it takes to effectively implement the program or practice.	Communication plan Example communications

26. Leadership problem solves challenges to implement the program or practice effectively. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership consistently problem-solves challenges using data to effectively implement the program or practice.	Leadership inconsistently problem-solves challenges using data to effectively implement the program or practice.	Leadership does not problem-solve challenges using data to effectively implement the program or practice.	Meeting minutes Observations

27. Leadership recognizes and appreciates staff contributions to implement the program or practice effectively. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership consistently recognizes and appreciates staff contributions to effectively implement the program or practice.	Leadership inconsistently recognizes and appreciates staff contributions to effectively implement the program or practice.	Leadership does not recognize and appreciate staff contributions to effectively implement the program or practice.	Meeting minutes Observations

Scoring Rubric

SYSTEMS INTERVENTION

Systems Intervention refers to how agency leaders, managers, and implementation teams work with diverse and representative external partners. These partners include funders, organization's board or governing entity, beneficiaries of the practice or program, and community partners. Leadership works with these partners to ensure availability of resources required to align and deliver the practice.

Tell me about your systems intervention process(es). For the purpose of the assessment, stakeholders are external groups who are necessary for the successful use of the program or practice. Record responses:

28. Leadership engages stakeholders and staff in developing a shared understanding of the need for the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership works together with all of following stakeholder groups and agency staff to develop a shared understanding of the need for a program or practice. • Funders and/or Board • Beneficiaries of the practice or program (e.g., clients) • Community Partners	Leadership works together with at least one of following stakeholder groups and agency staff to develop a shared understanding of the need for a program or practice. • Funders and/or Board • Beneficiaries of the practice or program (e.g., clients) • Community Partners	Leadership does not work with stakeholder groups and agency staff to develop a shared understanding of the need for a program or practice.	Meeting minutes Communications

29. Leadership creates opportunities for stakeholders and staff to learn and design solutions together to support the program or practice. ☐

2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership creates opportunities consistently to learn and design solutions together to support the program or practice.	Leadership creates opportunities inconsistently to learn and design solutions together to support the program or practice.	Leadership does not create opportunities to learn and design solutions together to support the program or practice.	Meeting minutes Agendas Communications

30. Leadership regularly communicates with stakeholders regarding the program or practice.			☐
2- IN PLACE	1- PARTIALLY IN PLACE	0- NOT IN PLACE	DATA SOURCE
Leadership • provides information to stakeholders regarding the program or practice; • receives information from stakeholders regarding the program or practice; • requests and responds to feedback from all stakeholders regarding the program or practice.	Leadership provides information to stakeholders regarding the program or practice.	Leadership does not engage in communication with stakeholders regarding the program or practice.	Communications Meeting minutes Observations

References

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Appendix A

Validation

Ogden et al. (2012) at the Atferdssenteret - Norsk senter for studier av problematferd og innovativ praksis - Universitet i Oslo (The Norwegian Center for Child Behavioral Development, University of Oslo) validated a previous version of the Drivers Best Practices items. Ogden et al. collected data to establish the reliability and validity of the Implementation Driver items. The researchers interviewed 218 practitioners, supervisors, and managers associated with two well-established evidence-based programs in Norway. The Cronbach alphas obtained in their study were: selection, 0.89; training, 0.91; coaching, 0.79; fidelity, 0.89; decision-support data systems, 0.84; facilitative administration, 0.82; systems intervention, 0.82; and leadership, 0.88.

Metz et al. (2014) assessed Implementation Drivers in a county social service system before, during, and after implementation capacity was developed. Low scores on the Drivers assessment at baseline were associated with low levels of fidelity use of the innovation. As implementation capacity was developed, the scores on the Drivers assessment increased (nearly doubled). Higher scores on the Drivers assessment were related to much higher fidelity use of the innovation.

Appendix B

Drivers Best Practices Assessment Action Plan Template

Contributors to Action Plan:

Date of Action Plan:

Focus of DBPA:

Based on your review of the DBPA results, identify at least 2-3 priorities to address within an action plan. Create an Action Plan using the template below that defines immediate and short-term actions focusing on improving the infrastructure activities to support use of the selected program or practice.

AREA	ACTIONS NEEDED	BY WHO	BY WHEN