

How Do We Build for Success?

Implementation & Sustainability Checklist

Complete one form for each Evidence-Based Program (EBP) you are implementing. Check “Yes” box for each step addressed. To ensure optimal implementation and lay the foundation for sustainability, remember **TEAMS CPR**: **T**rainin**G** (**T**), **E**valuation (**E**), **A**lignment (**A**), **M**onitoring (**M**), **S**ystems Supports (**S**) **C**ommunications (**C**), **P**olicy (**P**), **R**esources (**R**). See <http://sshs.promoteprevent.org/ebpframework> for additional resources.

PREPARATION		Yes?
A	EBP’s outcomes match with our identified needs	
A	EBP complements and coordinates with our existing programs	
A	EBP has been shown to be effective with our target population(s) <i>(or, if it has previously not been used, EBP developer has supplied information on possible use with this population)</i>	
A	Language and cultural issues have been taken into consideration	
A	EBP can be linked to academic outcomes and/or can be mapped onto state standards	
R	Materials have been purchased	
C,M	Partners are aware of which programs/activities they are responsible for implementing	
R	Capable implementers have been selected	
T	Staff training has been arranged to fit school calendar and/or professional development schedule	
T	Staff have received appropriate training	
C	Steps have been taken to obtain buy-in from:	
	• Teachers	
	• Administrators	
	• Parents	
	• Students	
• Others (as applicable)		
A	(For school-based interventions) Implementation has been coordinated with school schedule	
IMPLEMENTATION		Yes?
M	Ongoing implementation team meets regularly to troubleshoot and identify staff training needs	
S,M	Time for coaching, mentoring, and giving feedback to implementers is built into the schedule	
E	Plan is in place for collecting implementation data <i>(i.e., process measures)</i> and measures of fidelity	
C	Plan is in place for informing decision-makers about issues and outcomes	
S	Implementation includes strategies that will support future sustainability (e.g., training of trainers, systems change, policy changes to support EBP)	
T	Ongoing training is provided, including booster sessions and training for new staff	

R	Implementation materials are inventoried and maintained	
E, M	Implementation data are being collected	
E,C	Principals and/or program directors receive process data on implementation	
E	Delivery of EBP is evaluated in terms of compliance (key components) and competence	
E, C	Project leadership has created an evaluation feedback loop that keeps decision-makers aware of EBP outcomes	
E	Changes are made to implementation strategies, scheduling, staffing, etc. based on data	
E, M	Adaptations are only considered after implementing with fidelity, so that adaptation occurs with maximum program familiarity	
A	Before considering adaptations, implementers make sure that they have an in-depth understanding of the EBP's logic model, so that changes do not undermine EBP effectiveness	
E	Adaptations are documented for evaluation purposes	
SUSTAINABILITY		Yes?
E, R	Project leadership begins to consider a cost/benefit analysis of the EBP	
P	Project leadership considers policy or infrastructure changes needed to support sustained implementation of the EBP or the primary function of the EBP	
T, M	Project leadership designs training and supervision models to develop local program leadership	
S, C	Project leadership prepares a core group of mentors to serve as coaches, spokespersons, role models, troubleshooters, and co-innovators	
S, A	Partners are creating infrastructure within their own settings to begin taking responsibility for program activities	
E	Project leadership considers focus groups or surveys of constituents to identify whether the EBP is having the intended impact	
S, P	Project leadership considers what systems change might need to occur to sustain the EBP	
R	Project leadership explores how to leverage existing funding streams or pursue new funding streams to sustain the EBP	
P	Policy changes are made to support sustained implementation	
S,C	Project leadership builds support for the EBP within the community and among youth, parents, agencies, and/or businesses	
P, A	Partnership actively develops strategies for institutionalizing program activities that have been successfully implemented	
T, M	Project leadership conducts and/or supports training and supervision to develop local program leadership	
A, S	Project leadership uses process and outcome data to support systems change addressing initiative goals	
A	EBP has been linked with academic outcomes, and/or has been mapped onto state standards and current academic programs	
A, P,R	Partners work within their own settings to shape vision, allocate resources, and implement policies to support and further develop Initiative goals and activities	
A, P,R	Partners have succeeded in incorporating EBP activities into their agencies' priorities and plans, so that activities are sustained	