DRIVERS BEST PRACTICES ASSESSMENT
June 2020

NIRN | **NATIONAL IMPLEMENTATION RESEARCH NETWORK**
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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

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.

Equity Considerations

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 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 use of the new program or practice. Diversity focuses on all the ways in which people differ and encompasses all the different characteristics that make one individual or group different from another. Equity is a condition that would be achieved if one's identity (race, gender, etc.) no longer was a statistical predictor of one's outcomes. Inclusion is authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.[1]
- 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. The following assessments are available for

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[1] Race Equity Tools Glossary. https://www.racialequitytools.org/glossary#

organizational self-assessment and findings from one of these assessments can be used in concert with the Drivers Best Practices Assessment to improve infrastructure and advance improved and equitable outcomes:

- o [Race Matters Self-Assessment](), developed by JustPartners and The Annie E. Casey Foundation, raises organizational awareness and starts focused conversations on race equity. The assessment contributes to the development of equity action plans and tracks organizational change.
- o [Tool for Organizational Self-Assessment Related to Racial Equity](), developed by the Eliminating Disparities in Child & Youth Success Collaborative, helps organizations gather baseline data to self-identify areas for change or improvement. The assessment also spurs dialogue that leads to greater understanding and commitment to address issues of racial equity; facilitates the sharing of information, resources, mutual support, and improvement tool; and builds shared accountability across organizations.

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 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 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 Guide* can be used to prompt thinking and help achieve modified consensus. Modified consensus means that voters in the numerical minority can live with and support the numerical majority decision on an item. Occasionally, modified consensus cannot be reached. In these situations, the Facilitator omits scoring for that item and adjusts the subscale score for that driver accordingly. This conversation should be captured in the notes and be made a discussion point for action planning.

Preparation for the Assessment

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 DPBA 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, Blasé, 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 practitioner's 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
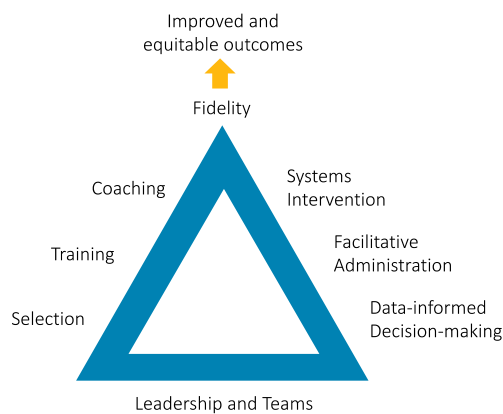
ways that result in continuous improvement of supports for staff to use the selected program or practice. Organization Drivers include: Data-Informed Decision-Making, Facilitative Administration, and Systems Intervention.

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
• Data-Informed Decision-Making	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 utilize the summary report with (a) Total score, (b) Sub-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 to use of the selected program or practice; and
- 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	Step Completed?		
	Y=Yes; N=No **N/A= unsure or** **not applicable**		
1. **Skilled Facilitator:** An individual with knowledge of implementation drivers and skill in administering the assessment is identified to facilitate.	Y	N	N/A
2. **Respondents Invited**: Facilitator invites participants, including Implementation Team members, who have a role in developing, monitoring, and improving implementation supports.	Y	N	N/A
3. **Program/Practice Identified:** A well-defined program or practice is identified for the assessment.	Y	N	N/A
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 and ensures that a room is set up with a laptop, projector, internet connection, a note taker has been identified, and conference phone (video if possible) for any participants joining remotely	Y	N	N/A
5. **Overview**: Facilitator provides a review of the assessment, its purpose, and instructions for scoring the items	Y	N	N/A
6. **Consent**: Facilitator obtains informed consent from participants to collect and use their responses 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.	Y	N	N/A
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 and asks the team which agency in the system has responsibility for the driver and then directs teams to complete the items through discussion and consensus	Y	N	N/A
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.	Y	N	N/A
10. **Recording**: The note taker documents each scoring decision electronically or on the scoring form used to record scores.	Y	N	N/A
11. **Note-taking**: For items where further clarity or information is 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.	Y	N	N/A
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.	Y	N	N/A
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 initiates a discussion of updates on achievements, progress, changes and major milestones or barriers that have occurred since previous administration	Y	N	N/A
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	Y	N	N/A
15. **Conclusion**: Facilitator thanks the team for their openness and for sharing in the discussion	Y	N	N/A

Notes:

Scoring Form

Today's Date: **Facilitator (s):**

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?

Directions: 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 Guide*.

Selection			
1. There is someone accountable for the recruitment and selection of relevant staff for the program or practice.	2	1	0
2. Job descriptions are in place for relevant staff that carry out the program or practice.	2	1	0
3. Individuals accountable for selection understand the skills and abilities needed for relevant staff.	2	1	0
4. Selection protocols are in place to assess competencies for relevant staff that carry out the program or practice.	2	1	0
5. Selection processes are regularly reviewed.	2	1	0

Training			
6. There is someone accountable for the training of relevant staff for the program or practice.	2	1	0
7. Agency staff provide or secure skill-based training for relevant staff on the program or practice.	2	1	0
8. Agency staff use training data for improvement.	2	1	0

Coaching			
9. There is someone accountable for coaching of relevant staff for the program or practice.	2	1	0
10. Coaching is provided to improve the competency of relevant staff for the program or practice.	2	1	0
11. Agency staff use a coaching service delivery plan.	2	1	0
12. Agency staff regularly assess coaching effectiveness.	2	1	0

Implementation Drivers: Assessing Best Practices

Fidelity			
13. There is someone accountable for fidelity assessments of relevant staff for the program or practice.	2	1	0
14. The agency uses a fidelity assessment for the program or practice.	2	1	0
15. Agency staff follow a protocol for fidelity assessments.	2	1	0
16. Agency staff use fidelity data to improve program and practice outcomes and implementation supports.	2	1	0

Data-Informed Decision-Making			
17. There is someone accountable for data-informed decision-making system.	2	1	0
18. Agency staff have access to relevant data for making decisions for program improvement.	2	1	0
19. Data are useful and usable.	2	1	0
20. Agency staff have a process for using data for decision-making.	2	1	0

Facilitative Administration			
21. Leadership sets aside resources to support the development of staff competency to deliver the program or practice.	2	1	0
22. Leadership develops and/or refines internal policies or procedures that support the program or practice.	2	1	0
23. Leadership makes changes in organization roles, functions, and structures as needed to accommodate the program or practice.	2	1	0
24. Leadership engages in regular communication with all staff and service users regarding the program or practice.	2	1	0
25. Leadership visibly promotes the importance of effectively implementing the program or practice.	2	1	0
26. Leadership problem solves challenges to implement the program or practice effectively.	2	1	0
27. Leadership recognizes and appreciates staff contributions to implement the program or practice effectively.	2	1	0

Systems Intervention			
28. Leadership engages stakeholders and staff in developing a shared understanding of the need for the program or practice.	2	1	0
29. Leadership creates opportunities for stakeholders and staff to learn and design solutions together to support the program or practice.	2	1	0
30. Leadership regularly communicates with stakeholders regarding the program or practice.	2	1	0

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 or group is primarily responsible for this driver? *Record responses:*				
Drivers Item	**In place (2 points)**	**Partially in place (1 point)**	**Not in place (0 points)**	**Data Source**
1. There is someone accountable for the recruitment and selection of relevant staff for the program or practice.[2]	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.	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

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[2] It is recommended that staff who are responsible for selection have received training in DEI and have an understanding of how implicit bias may impact hiring.

3. Individuals accountable for selection understand the skills and abilities needed for relevant staff.	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 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.	
4. Selection protocols are in place to assess competencies for relevant staff that carry out the program or practice.	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 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.	Selection processes are annually reviewed and revised as needed to improve the selection process. The annual review disaggregates and examines at least three of the following data sources: • 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 disaggregates and examines at least one of the following data sources: • 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

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 or group is primarily responsible for this driver? *Record responses:*				
Drivers Item	**In place (2 points)**	**Partially in place (1 point)**	**Not in place (0 points)**	**Data Source**
6. There is someone accountable for the training of relevant staff for the program or practice.	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.	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. diversity, equity 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.	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

Coaching
The Coaching Driver refers to the purposeful process of supporting staff to generalize newly learned skills for the program/practice and use them competently 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:*

Drivers Item	In place (2 points)	Partially in place (1 point)	Not in place (0 points)	Data Source
9. There is someone accountable for coaching of relevant staff for the program or practice.	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 fully 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. This person is not able to fully execute the responsibilities related to his/her role in the coaching process.	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.	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: • interviews with key stakeholders; • group or individual reflections; • product or document review; • fidelity data.	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.	A written plan outlines coaching provided to relevant staff, including at least 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.	Agency staff assess coaching effectiveness quarterly through the use of staff satisfaction with coaching survey and at least one of the following data sources: • practitioner fidelity; or, • coach fidelity. 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

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 or group is primarily responsible for this driver? *Record responses:*				
Drivers Item	**In place (2 points)**	**Partially in place (1 point)**	**Not in place (0 points)**	**Data Source**
13. There is someone accountable for fidelity assessments of relevant staff for the program or practice.	A specific person is responsible for coordinating fidelity assessments processes 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 processes of relevant staff for the program or practice.	There is not a specific person responsible for coordinating fidelity assessments processes 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.	The agency consistently uses a fidelity assessment for 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.	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.	Performance assessment (fidelity) protocol Documentation of staff performance (fidelity) assessments
16. Agency staff use fidelity data to improve program and practice outcomes and implementation supports.	Agency staff review fidelity assessment data regularly and use assessment data to improve implementation drivers.	Agency staff review fidelity assessment regularly but data 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

Data-Informed Decision-Making

Data-informed decision-making refers to the development and use of systems to support decision making and improvement activities, including the collection, disaggregation and use of programmatic data, fidelity data, and outcome data. Data should be disaggregated by race/ethnicity where appropriate, as well as by sub-population characteristics (e.g., gender, socioeconomic status, geography).

Tell me about your data-informed decision-making process(es). *Record responses:*

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

Drivers Item	In place (2 points)	Partially in place (1 point)	Not in place (0 points)	Data Source
17. There is someone accountable for data-informed decision-making systems.	A specific person is responsible for data-informed decision-making systems for the program or practice and its implementation. This person is able to execute the responsibilities related to his/her role in overseeing the work.	A specific person is responsible for data-informed decision-making systems for the program or practice and its implementation.	There is no person responsible for data-informed decision-making for the program or practice and its implementation.	Job description of person accountable for data-informed decision-making
18. Agency staff have access to relevant data for making decisions for program improvement.	Relevant staff have access to and can disaggregate and analyze all of the following data for program improvement: • fidelity data; • outcome data; • programmatic data, including feedback from practitioners and program participants; • financial data.	Relevant staff have access to and can disaggregate and analyze some but not all of the following data for program improvement: • fidelity data; • outcome data; • programmatic data, including feedback from practitioners and program participants; • 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 participants; • financial data.	Sample data reports

19. Data are useful and usable.	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; • relevant information that can support improvement processes; • available in time for relevant staff to use for decision-making; • an important component of practice routines.	Sample data team meeting notes
20. Agency staff have a process for using data for decision-making.	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

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. This includes the allocation of resources, visible promotion of the practice, recognition of staff contributions, and problem-solving using data. The use of a race equity impact assessment is recommended to assess potential impacts of policies, procedures and processes.[3]

Tell me about your agency's/site's organizational structure (e.g., executive 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.

Drivers Item	In place (2 points)	Partially in place (1 point)	Not in place (0 points)	Data Source
21. Leadership sets aside resources to support the development of staff competency to deliver the program or practice.	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.	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.	
23. Leadership makes changes in organization roles, functions, and structures as needed to accommodate the program or practice.	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.	

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[3] Suggested race equity impact assessments can be found on pages 4 and 5 of the introduction.

24. Leadership engages in regular communication with all staff and service users regarding the program or practice.	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.	
25. Leadership visibly promotes the importance of effectively implementing the program or practice.	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.	
26. Leadership problem solves challenges to implement the program or practice effectively.	Leadership consistently problem solves challenges using data to effectively implement the program or practice.	Leadership inconsistently problem solves using data challenges to effectively implement the program or practice.	Leadership does not problem solve challenges using data to effectively implement the program or practice.	
27. Leadership recognizes and appreciates staff contributions to implement the program or practice effectively.	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.	

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, participants 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.

Drivers Item	In place (2 points)	Partially in place (1 point)	Not in place (0 points)	Data Source
28. Leadership engages stakeholders and staff in developing a shared understanding of the need for the program or practice.	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 members • Practice/program participants • 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 members • Practice/program participants • 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.	
29. Leadership creates opportunities for stakeholders and staff to learn and design solutions together to support the program or practice.	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.	
30. Leadership regularly communicates with stakeholders regarding the program or practice.	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.	

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 (now referred to as data-informed decision making), 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

Focus of DBPA: **Date of Action Plan:**

Contributors to Action Plan:

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 template below that defines immediate and short-term actions focusing on improving the infrastructure activities to support to use of the selected program or practice.

Area:	Actions Needed:	By Who:	By When: