

## Stages of Implementation Analysis

Date: \_\_\_\_\_

Site: \_\_\_\_\_

EBP or Evidence-Informed Innovation: \_\_\_\_\_

Implementation Team Members Completing this Analysis: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This tool provides the team with the opportunity to plan for and/or assess the use of stage-based activities to improve the success of implementation efforts for EBPs or evidence-informed innovations. The tool can be used to assess current stage activities (e.g. “We are in the midst of Exploration”) or past efforts related to a stage (e.g. “We just completed most of Installation? How did we do? What did we miss?). For activities scored as “Not Yet Initiated” the planning team may wish to:

- a) Examine the importance of the activity in relationship to achieving success
- b) Identify barriers to completion of the activity
- c) Ensure that an action plan is developed (sub-activities, accountable person(s) identified, timeline, evidence of completion) and monitored

### Scoring Key:

A ‘strength of stage score’ can be computed for each stage to help guide action planning.

Each element identified as **In Place = 2 Points**

Each element identified as **Partially In Place = 1 Points**

Each element identified as **Not In Place = 0 Points**

### Documentation:

For each element that is identified as fully “In Place” please articulate evidence or data sources that demonstrates that that element is tangible, observable or measureable.

Stage-Related Activities for <b>Exploration</b>	In Place	Initiated or Partially In Place	Not Yet Initiated	Evidence for fully "In Place" Components
1. Form Implementation "Team" or Re-Purpose/Expand a Current Group				
2. Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups				
3. Analyze Data to determine need and prevalence of need				
4. Select Targeted Areas to address Need (e.g. student, teacher, family outcomes)				
5. Review and identify programs, practices, interventions that match target area and address need				
6. Review and discuss "eligible" programs and practices (i.e. use the Hexagon tool or a Delphi Process) in relation to:				
a) Need				
b) Fit				
c) Resources – Sustainability				
d) Strength of Evidence				
e) Readiness for Replication				
f) Capacity to Implement				
7. Select programs/practices for continued exploration based on assessment results from above				
8. Develop methods to promote exploration and assess "buy-in" for range of impacted stakeholders				
9. Analyze information and results of exploration activities				
10. Groups makes recommendation to appropriate level (e.g., site leadership level team, best practices groups, local partners, alliance, funders State leadership)				
<b>Total</b>				
<b>Average % in Each Category - Strength of Exploration Score:</b>				
<b>Overall Score: (MAX: 32)</b>				
<p><b>ACTION PLANNING:</b> What should we do to further strengthen our Exploration Process? Are there Exploration Activities we need to revisit? And what are the "next right steps"?</p> <p style="text-align: right;">Continue on back page as necessary.</p>				

Stage-Related Activities for <u>Installation</u>	In Place	Initiated or Partially In Place	Not Yet Initiated	Evidence for fully "In Place" Components
1. Make structural and functional changes needed (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed)				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
2. Make structural and functional changes needed to initiate the new program, practice, framework				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
3. Development of selection protocols for "first implementers"				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
4. Selection of "first implementers"				
a) Agency administrators				
b) Teachers/Staff				
c) Other:				
5. Identification of Training Resources, logistics				
6. Training of first cohort of implementers				
a) Teachers				
b) Agency administrators				
c) Trainers:				
d) Coaches:				
e) Other:				
7. Develop coaching and support plans for Teachers				
8. Evaluate "readiness" and sustainability of data systems at consumer level (e.g. student, teacher, family, community)				
9. Evaluate "readiness" and sustainability of fidelity data system				
10. Analyze and problem-solve around the sustainability of training, coaching, data systems				
11. Establish communication links to report barriers and facilitators during next stage (e.g. Initial Implementation)				

<b>Total</b>				
<b>Average % in Each Category - Strength of Installation Score:</b>				
<b>Overall Score: (MAX: 46)</b>				

**ACTION PLANNING:** What might we do to further strengthen our Installation Process? Are there Installation Activities we need to revisit? And what are the “next right steps” to engage in or revisit Installation Activities?

Continue on back page as necessary.



Stage-Related Activities for <u>Initial Implementation</u>	In Place	Initiated or Partially In Place	Not Yet Initiated	Evidence for fully "In Place" Components
1. Communication plan(s) developed to inform stakeholders of "launch dates", activities, and convey support				
2. Communication protocols developed for identifying barriers and adaptive challenges and problem-solving at each "level" (e.g. weekly implementation team meetings to identify issues, create plans, review results of past problem-solving efforts, forward issues to next "level" as appropriate)				
3. Leadership develops support plan to promote ongoing efforts				
4. Written coaching plan developed at relevant levels (e.g. unit/site; Teacher; agency,)				
5. Coaching system in place (see Best Practices for Coaching Systems)				
6. Data systems in place for measuring and reporting outcomes				
7. Data systems in place for measuring and reporting fidelity				
8. Document that reviews initial implementation challenges				
9. Revision recommended for Implementation Drivers based on review of challenges and with sustainability considerations				
a) Recruitment and Selection				
b) Training and Booster Training				
c) Coaching processes and data				
d) Outcome data measures and reporting process				
e) Fidelity measures and reporting processes				
f) Agency Administrative policies and practices				
g) Other Levels of Administrative policies and practices				
10. If appropriate, plan for next cohort of "implementers"				
<b>Total</b>				
<b>Average % in Each Category - Strength of Initial Implementation</b>				
<b>Overall Score: (MAX: 32)</b>				
<p><b>ACTION PLANNING:</b> What might we do to further strengthen our Installation Process? Are there Installation Activities we need to revisit? And what are the "next right steps" to engage in or revisit Installation Activities?</p>				

Stage-Related Activities for <u>Full Implementation</u>	In Place	Initiated or Partially In Place	Not Yet Initiated	Evidence for fully "In Place" Components
1. Monitoring and support systems are in place for each Implementation Driver:				
a) Recruitment and Selection				
b) Training and Booster Training				
c) Coaching processes and data				
d) Outcome data measures and reporting process				
e) Fidelity measures and reporting processes				
2. Feedback process from Teachers to Agency administrators is in place and functional (e.g. Teacher participation on Leadership and Implementation Teams, changes to facilitate best practices)				
3. Feedback process from Agencies (e.g. care settings, clinics, communities) to next levels of administration in place and functional				
4. Feedback process to State or Intermediary Organization support is in place and functional. (e.g. system in place for Agencies to feed information and feedback to appropriate State and/or IO entities)				
5. Agency Leadership and Implementation Teams use data to make decisions (e.g. clinical outcomes, behavior, and fidelity)				
6. Improvement processes are employed to address issues through the use of data, development of plans, monitoring of plan execution and assessment of results (PDSA cycles)				
<b>Total</b>				
<b>Average % in Each Category - Strength of Initial Implementation</b>				
<b>Overall Score: (MAX: 20)</b>				
<p><b>ACTION PLANNING:</b> What might we do to further strengthen and maintain Full Implementation? Are there Activities we need to revisit? And what are the "next right steps" to engage in or revisit Full Implementation Activities?</p>				