**Organizational Support Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Administrative Support** | **Yes** | **No** | **Comment** | **Recommendation** |
| Administration values evidence-based program(s) as an important part of the agency’s service delivery.  |  |  |  | - EBP is highlighted in agency’s publications and services- Administration has expressed commitment to EBP and/or initiative- Administration supports sustainability planning |
| Administration supports establishing an implementation team  |  |  |  | Team members include manager with authority to make decisions for the agency, project staff, and 1 or 2 community partners. |
| Administration supports community outreach and collaboration to implement EBPs. |  |  |  | - Utilization of agency’s community connections and contacts to facilitate EBP implementation |
| **Management Support** | **Yes** | **No** | **Comment** | **Recommendation** |
| Strives to hire qualified project staff |  |  |  | - Clear job descriptions that identify needed competencies and experiences- Educator position is minimum of .5 FTE- Adequate number of staff (*For example, has it been considered that large group implementation requires two or more educators?)* |
| Supports and participates in Implementation Team |  |  |  | - Team composition (higher level management, health educator supervisor, EBP educators, 1-2 community stakeholders)- Team meets regularly- Functions: * Develop an implementation plan
* Monitor EBP implementation
* Evaluation
* Quality improvement
* Sustainability plan
 |
| Provides adequate fiscal support  |  |  |  | Fiscal support for- Mandatory EBP-related training- Curricula/manuals for each implementer- EBP material (evaluation tools, tablets)- Computer/internet access for each staff member- Adequate office/meeting space |
| Establishes and promotes data-driven decision making  |  |  |  | Performance management system in place:- Goals and performance standards - Review and improvement process (including timetable)- Results are shared with administration |
| Engages as community advocate/champion for EBP implementation |  |  |  | - Promotion of EBPs in community- Collaboration with community partners to establish EBP implementation in community- Evaluation results are shared with community stakeholders- Effective response to community controversy- Advocacy for system policy changes (e.g. establishing sexuality education in schools) |
| **Supervisor Functions** | **Yes** | **No** | **Comment** |  |
| Orients new educators to project |  |  |  | - Process for orienting new educators * Introducing ACT for Youth resources
* Registering for required online implementation training course

- Opportunity for job shadowing- Opportunities for in-house practice sessions |
| Provides regular supervision to EBP educators |  |  |  | - Regular staff meetings- Regular one-on-one supervision available- Protocol in place for observing each educator at least twice a year  |
| Provides adequate professional development opportunities |  |  |  | - Individual professional development goals for each educator- Educators attend mandatory trainings- Educators have opportunities to attend recommended trainings |
| Monitors EBP implementation with fidelity |  |  |  | - Review of implementation and data entry with all educators- Monitoring of adaptations- Development of a master list of adaptations- Educators have adequate planning and reflection time for delivery of each program session (minimum 1 hour) - Process established for data analysis and quality improvement  |
| Recruits community host sites for EBP implementation  |  |  |  | - Presentations promoting EBPs at public forums/meetings- Education of community partners/host sites about EBPs- Assessment of implementation conditions (e.g., regular schedule, adequate time allowed, etc.) |
| Addresses implementation challenges at community sites |  |  |  | - Negotiation of adequate implementation conditions at host sites- Conflict management |
| **Organizational Climate** | **Yes** | **No** | **Comment** |  |
| Agency staff sees evidence-based programming as aligning with agency’s mission and goals  |  |  |  | - Mission focuses on health promotion- Goals are progressive and measurable |
| Agency staff has a positive attitude in regard to evidence-based programming |  |  |  | - Staff is educated about evidence-based programming- Staff express support for evidence-based programming |
| Staff feels that their work is valued |  |  |  | - Administration recognizes staff for their work- Staff express pride in their work- Staff stays with agency (one year or more) |
| There are open lines of communication between administration, management, and staff |  |  |  | - Administration and management seek staff input- Staff has access to management and/or administration to express ideas and concerns- Agency promotes regular department and/or full agency staff meetings |