**Organizational Support Checklist**

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| **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 |