



EBP Implementation



Dymnicki, A., Wandersman, A., Grigorescu, V., & Huang, L. (2014). Willing, able, ready: Basics and policy implications of readiness as a key component for implementation of evidence-based interventions. *ASPE Issue Brief (September 2014)*, 1-16.

WHAT IS THIS RESOURCE?

This brief discusses organizational readiness for evidence-based practices to improve outcomes for children and youth. It provides an overview of the three core components of readiness identified in the literature: a) motivation, b) general capacity, and c) intervention-specific capacity. This brief highlights the basics for readiness using the $R = MC^2$ heuristic (Readiness = Motivation x General Capacity and Intervention-Specific Capacity).

WHAT ARE THE CRITICAL FINDINGS?

Core Components of Readiness

MOTIVATION

<i>Relative Advantage</i>	Perceived as being better than what it is being compared against?
<i>Compatibility</i>	Perceived as being consistent with existing values, cultural norms, experiences, and the needs of potential users?
<i>Doability</i>	Perceived as relatively easy to understand and use?
<i>Trialability</i>	Tested in a pilot fashion before going to scale?
<i>Observability</i>	Outcomes that result from the intervention are visible to others?
<i>Priority</i>	Regarded as more important than other interventions?

GENERAL CAPACITY

<i>Culture</i>	Expectations about how things are done in an organization/how it functions
<i>Climate</i>	How employees collectively perceive, appraise & feel about current working environment
<i>Organizational Innovativeness</i>	General receptiveness toward change/organizational learning environment
<i>Resource Utilization</i>	How discretionary/uncommitted resources are devoted to interventions
<i>Leadership</i>	Whether power authorities articulate and support organizational activities
<i>Structure</i>	Processes that influence how well an organization functions on day-to-day basis
<i>Staff Capacity</i>	General skills, education, and expertise that staff possess

INTERVENTION-SPECIFIC CAPACITY

<i>Knowledge, Skills & Abilities</i>	Knowledge, skills, and abilities needed for an intervention, such as an understanding of the EBI's theory of change or skills being taught in curricula
<i>Program Champion</i>	Key stakeholder(s) who support an intervention through connections, knowledge, expertise, and social influence
<i>Implementation Climate Supports</i>	Extent to which the intervention is supported; presence of strong, convincing, informed, and demonstrable management support
<i>Interorganizational Relationships</i>	Relationships between (a) providers and the training and technical assistance (TTA) support system and (b) between different provider organizations that are used to facilitate implementation

WHAT ARE THE IMPLICATIONS FOR OUR WORK?



Policymakers may include questions and criteria about readiness in funding announcements and grantee selection.



Community-based organizations should assess readiness before implementing EBIs to better understand technical assistance needs, as well as throughout a program's life cycle to foster continuous program improvement.