

DBH FY24 CBHPEI RFP

SPF—Fidelity Checklist

This document is the Fidelity Checklists for measuring each Coalition’s fidelity to the Strategic Prevention Framework (SPF) planning process. All coalitions that have experience applying the SPF process will be able to refer to the working document that has been part of the coalition monitoring process already and update it. Please be sure to review the full fidelity checklist including all steps and update the title to reflect the latest version. Note there have not been any significant changes to this template from the previous version used.

For new coalitions, be aware that the SPF process is not linear and each step requires regular review as you proceed through the SPF process. Steps listed later in the checklist such as evaluation and sustainability should be discussed as early as possible to allow integrating important considerations into your implementation. Although the first phase of this checklist will target much of the coalition building and assessment process, most tasks will be on-going throughout the life of the coalition. For this reason, the fidelity checklist has been organized in phases rather than by following the five “Steps” of the process. There is therefore no absolute way to complete the SPF. How a coalition proceeds will depend upon the current resources and direction in the community. Each phase of the process will add detail and depth but will require a careful review of previous phases to update your progress review to inform decisions for future direction towards subsequent tasks.

The fundamental goal for this SPF process is to increase coalition ownership to each step and to the coalition process. This fidelity checklist is a guide to help the coalition systematically engage and track the many elements of the planning process that help to identify, implement and evaluate a successfully executed strategic plan. This process is not effective if it is reserved to a single coalition leader or evaluator. Although it is often advantageous for these individuals to prepare a starting draft or document for the coalition, it is necessary that key coalition partners review the entire fidelity checklist first to gain an understanding of the full process and plan a process that will work for your coalition.

The tracking documents below is a blank inventory to assist new coalitions in initially engaging your coalition and community, towards maximum success and sustainability within the funding period of the project and beyond. This tool should also aid in identifying future or current needed training, technical assistance, resources and support. If a step is not clear or confidently addressed, it may mean further training would be beneficial.

Step 1 (Assessment) – Fidelity Checklist

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Phase 1- Community Coalition	Fidelity	
	Key Strengths	Key Challenges / Lessons Learned
<p>Coalition building authentically engages the community, equips coalition members for prevention and achieves outcomes through collaboration: Is their buy-in and ownership? Does the coalition increase community capacity for prevention work? Is the coalition committed to population-level change? Is the coalition committed to sustaining change?</p> <p>Confirmation of buy-in includes review and harnessed resources, coalition regular review and understanding of strategies</p> <p>Step 1a. <u>Management</u>: A workgroup or individuals have been identified, including their roles and responsibilities in the following <u>six core assessment areas</u>: 1) priority issue 2) Consequences of priority issue, 3) Target population / geographic differences, 4) Prevention Resources, 5) Intermediate Variable & Contributing factors, 6) Community readiness</p> <p><input type="checkbox"/> Obtaining, collecting, and entering data <input type="checkbox"/> Analyzing data <input type="checkbox"/> Reporting data</p>		
<p>Coalition Step 1b. <u>Requisite skills</u>: The individuals or workgroup identified to collect data have the capacity and skills to do a data assessment (collect, store, compile, and analyze community-level data).</p> <p><input type="checkbox"/> Knowledge of local data sources <input type="checkbox"/> Ability to access community-level data OR Ability to collect community-level data (surveys, interviews) when access isn't possible <input type="checkbox"/> Ability to summarize or analyze community-level data obtained (create tables, graphs, conduct basic statistics) <input type="checkbox"/> Handling, storing and reporting sensitive or identifying data <input type="checkbox"/> At least one person has received training in a community readiness tool</p>		
<p><u>Coalition Step 1c. Develop</u> a working structure</p> <p><input type="checkbox"/> The coalition documents infrastructure efforts in meeting notes, mission and vision statements, MOAs, policies, work plans, organization charts, or other tools. <input type="checkbox"/> Capacity building efforts are connected to resource gaps or redundancies identified in the community assessment framework and the strategic plan. <input type="checkbox"/> The coalition's collaboration with other organizations is reflected in written agreements and/or the project budget. <input type="checkbox"/> The coalition provides ways to involve multiple sectors in decision-making and Strategic Prevention Framework activities. <input type="checkbox"/> The coalition engages all members to the level of their interest and availability.</p>		

<p><input type="checkbox"/> The coalition establishes principles and values that lead to diverse community involvement and leadership; and documents the process.</p>		
<p>Coalition Step 1e. Nurture coalition capacity</p> <p><input type="checkbox"/> The coalition engages broad community participation from all community sectors.</p> <p><input type="checkbox"/> The coalition documents its efforts to encourage participation of members that represent the cultural, linguistic and ethnic composition of the community.</p> <p><input type="checkbox"/> The coalition builds and maintains its efforts around local environments and issues.</p> <p><input type="checkbox"/> The coalition has sufficient man-power to carry out activities of the Strategic Prevention Framework at all five steps.</p> <p><input type="checkbox"/> Coalition members are clear about their roles and responsibilities, and consistently follow through with them.</p> <p><input type="checkbox"/> The coalition offers/coordinates skill building and training opportunities directly related to the SPF, prevention efforts, or coalition development.</p> <p><input type="checkbox"/> The coalition agrees on a plan to nurture current and emerging leaders.</p> <p><input type="checkbox"/> The prevention outcomes are sustainable if grant funding ends.</p>		
<p>Coalition Step 1f. Identify, coordinate and manage coalition resources (inputs) that will be harnessed for implementing strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coalition directs and oversees the implementation of the strategic plan <input type="checkbox"/> Coalition addresses organizational challenges such as access and availability of resources to the community, managing sub-contracts and services, facilities and other operations <input type="checkbox"/> Manages agency and fiscal resources including budgeting needs and challenges <input type="checkbox"/> Manages human resources including coalition and community members' roles and responsibilities needed to carry out implementation activities 		
<p>Coalition Step 1g. Build capacity for effective implementation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coalition members are trained and educated on the fundamentals of each strategy being implemented. This includes core components and activities required to maintain fidelity and evidence supporting the specific program or practice <input type="checkbox"/> Community understands and is knowledgeable about the 		

<p>Coalition’s implementation of strategies, and the intended outcome(s). Community input and perceptions are regularly monitored to show support and understanding for the Coalition’s strategies and implementation process.</p>		
<p>Phase 2 Community Assessment</p>		
<p>Assessment Step 2a. <u>Data acquisition</u>: Community-level data across the following six core areas have been obtained and are present in the data assessment report.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Priority issue <input type="checkbox"/> Consequences of priority issue <input type="checkbox"/> Target population / geographic differences <input type="checkbox"/> Prevention resources <input type="checkbox"/> Intermediate variables <input type="checkbox"/> Community readiness 		
<p>Assessment Step 2b. <u>Data quality</u>: Quality community-level data was obtained across the six core areas 1) priority issue 2) Consequences of priority issue, 3) Target population / geographic differences, 4) Prevention Resources, 5) Intermediate/Contributing factors, 6) Community readiness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trend data was included when applicable <input type="checkbox"/> Data was comparable to national or state data when applicable <input type="checkbox"/> Data collected was collected from all selected communities <input type="checkbox"/> Multiple data sources were collected when possible 		
<p>Assessment Step 2c. <u>Patterns and geographic/target population differences</u> in the priority issue, consequences, and intermediate variables were examined.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relationship strength between intermediate variables and priority issue was examined <input type="checkbox"/> Relationship strength between the priority issue and consequences were examined <input type="checkbox"/> Differences in the priority issue by demographic variables were examined <input type="checkbox"/> Differences in the priority issue by village, region, or other geographic variable were examined 		

<p>Assessment Step 2d. <u>Community assessment results</u>: Community assessment results provide helpful direction for identifying prevention priorities. Plan specifications should be clearly linked to assessment results.</p> <p><input type="checkbox"/> The Community Assessment is the basis for developing the overall priority of the coalition, as described in the strategic plan</p> <p><input type="checkbox"/> The strategic plan describes how the coalition used community assessment data to select a focus population</p> <p><input type="checkbox"/> The coalition uses synthesized data, including readiness, intermediate variables, and resource information, to develop strategies that truly represent the needs of the focus population</p> <p><input type="checkbox"/> The logic model reflects the data and planning that the coalition conducted in Steps 1 and 2</p>		
<p>Phase 3: Strategic Planning and Logic Model</p>		
<p>Strategy involves developing a logical order of steps that lead from individual actions to community level prevention outcomes and achievement of the coalition’s vision for a healthier community. Did you use data from the assessment, including resources and readiness, to identify strategies? Is there a vision with long-term priorities and opportunities? Does the plan link intermediate variables to prevention strategies and daily activities? Does the plan include the collection and tracking local-level data gathered during prevention activities and on-going assessment?</p> <p>Strategy Step 3a. <u>Prioritization of the target geographic area and/or target population</u> should be based on the data assessment results rather than opinions, hunches, or anecdotal evidence.</p> <p><input type="checkbox"/> The target geographic area selected is supported by data</p> <p><input type="checkbox"/> The target population selected is supported by data</p> <p><input type="checkbox"/> Data does not indicate stronger support for other geographic areas/target populations</p>		
<p>Strategy Step 3b. <u>Community readiness</u> to address the target issue(s) was assessed, and data were used to help specify community prevention needs and resources.</p> <p><input type="checkbox"/> The Tri-Ethnic Center’s Community Readiness Assessment instrument and process was used to collect community readiness data</p> <p><input type="checkbox"/> Community readiness data was used along with other</p>		

<p>assessment data to help specify prevention needs and resources</p>		
<p>Strategy Step 3c. <u>Vision</u>: A statement describing the overall vision for prevention efforts in the community will help guide the community activities and will serve as an anchor for assessments. The statement should be clear and comprehensive in scope. The vision statement reflects the overall guiding principle that will direct the coalition.</p> <p><input type="checkbox"/> The strategic plan includes a coalition-developed vision statement for prevention efforts at the community level</p> <p>Product: Vision Statement</p>		
<p>Strategy Step 3d. <u>Selection of strategies</u>: Prevention activities are more likely to achieve visible results when they specifically target community prevention needs and have shown to be effective in similar circumstances.</p> <p><input type="checkbox"/> Strategies align with the problem identified in the community assessment and have research to show effectiveness in similar communities and focus populations with the desired results</p> <p><input type="checkbox"/> Evidence-based strategies are practical, relevant, and meaningful to the community and focus population served, with adaptations to meet community needs implemented as necessary</p> <p><input type="checkbox"/> If evidence-based strategies are not used, the strategic plan clearly describes how strategies are uniquely suited for the community and include a plan to document their effectiveness</p> <p><input type="checkbox"/> Environmental strategy(ies) is likely to effect population-level change by influencing policies, systems and/or environments within the community</p> <p><input type="checkbox"/> Environmental strategy(ies) originates from the community assessment and matches the capacity, readiness, and unique conditions of the community</p>		
<p>Strategy Step 3e. <u>Cultural responsiveness</u>: Strategies that appropriately address specific cultural differences are likely to be more effective. The description of planned activities should clearly indicate how culturally appropriate strategies will be implemented. Also, the description of selection, implementation and cultural adaptation of the strategies should demonstrate evidence of discussion and actions taken to make strategies culturally responsive. Remember that culture is broader than</p>		

<p>race and ethnicity.</p> <p><input type="checkbox"/> The strategic plan describes how community input was incorporated into the strategic planning process</p> <p><input type="checkbox"/> Work and action plans reflect input and outreach by diverse populations, cultures, ethnicities, gender, and age groups</p> <p><input type="checkbox"/> The strategic plan describes how the community was involved in selection of strategies and how the coalition intends to nurture community buy-in, support and involvement</p>		
<p>Strategy Step 3f. <u>Incorporating sustainability</u>: Improvement in prevention service delivery will occur if organizational capacity and process are continually sustained.</p> <p><input type="checkbox"/> The strategic plan includes discussion of sustainability that articulates specific, doable action steps for each strategy</p> <p><input type="checkbox"/> The coalition establishes a structured method of regular communication among coalition members involved in implementing the strategies</p> <p><input type="checkbox"/> The plan identifies a diverse list of resources for continued efforts beyond state funding cycle</p>		
<p>Strategy Step 3g. Regularly review strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence-based strategies are reviewed regularly (i.e., core components and activities that support evidence of effectiveness) to ensure fidelity is maintained and preserved <input type="checkbox"/> Participant-level prevention strategies are reviewed for how much, how often, how long, where interventions occur, characteristics of participants served (e.g., race, age, gender, culture), methods of delivery, and other issues as identified <p>Policy, Systems and Environment (PSE) prevention strategies are reviewed for existing and proposed policy changes, increased stakeholder engagement and involvement, and impacts to systems, settings and populations served</p>		

<p>Strategy Step 3h. Adapt interventions to fit the local context, or develop unique interventions to fit local conditions and identified focus population.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptations are made to make the strategy more ethical, practical or culturally responsive to the community <input type="checkbox"/> Adaptations do not compromise the core components and activities that maintain the fidelity of the strategy being implemented <input type="checkbox"/> Once implemented, adaptations are reviewed in order to determine if they were successful within the context of the intervention and, if not, why and what needs to be changed for the intervention or activity to be successful 		
<p>Phase 4 Evaluation</p>		
<p>Evaluation asks which strategies are working or not working. Is the evaluation process participatory with the coalition, the community, and the target group? Is evaluation used to refine strategies to increase effectiveness or cultural responsiveness, as well as to concretely illustrate progress toward goals? Is the outlined evaluation process used to engage in a dialogue about how best to address the community’s identified behavioral health priority area? Is the evaluation process used to make modifications to the project including the logic model? Used to systematically report progress to the coalition and to the community?</p> <p>Evaluation Step 4a. <u>Intermediate variables selected are clearly linked to the consequence and priority issue</u> in the data assessment results.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data was used to specify the target intermediate variables <input type="checkbox"/> Data does not indicate that intermediate variables provide stronger support for other target issues 		
<p>Evaluation Step 4b. <u>Prioritization of intermediate variables</u> is based on the data assessment results, as well as resources and readiness information.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The intermediate variables prioritized and selected are supported by data <input type="checkbox"/> Data does not indicate stronger support for other intermediate variables 		

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<p>Evaluation Step 4c. <u>Monitoring and evaluation</u>: By carefully identifying and measuring the variables that will change as a result of evidence-based strategy implementation, communities are more likely to demonstrate direct impact.</p> <p><input type="checkbox"/> Indicators identified are measurable and can be used to monitor community-level outcomes</p> <p><input type="checkbox"/> Indicators that are expected to change are clearly defined in the strategic plan</p> <p><input type="checkbox"/> The plan specifies intended tools and procedures for <i>monitoring</i> progress toward community-level outcomes</p> <p><input type="checkbox"/> The plan specifies the tools for <i>evaluating</i> the outcomes of implemented strategies and plans for revisions based on progress made, obstacles, and change in environment</p> <p><input type="checkbox"/> There is a clear defined plan of disseminating evaluation results to coalition members and the community</p>		
<p>Evaluation Step 4d. <u>Establishing an evaluation team</u>: A team of coalition members and, if applicable, evaluators increase the impact that participatory evaluation processes can have on a project. Evaluation can become a capacity building process, where different groups in the project discover and build on their assets and skills.</p> <p><input type="checkbox"/> Development of an evaluation team made up of coalition members, members of the focus population, evaluator(s) (if applicable), and other key stakeholders in the community</p> <p><input type="checkbox"/> Engages coalition in discussion around specific obstacles to using information from the evaluation results within the coalition (e.g., concern about the time and effort involved, dysfunctional communication and information-sharing systems, un-empowered members) so as to heighten understanding, support, and ownership of the evaluation process</p> <p><input type="checkbox"/> Use of a participatory process where each team member takes responsibility for certain aspects of the process and contributes his/her perspective</p>		
<p>Evaluation Step 4e. <u>Collecting evaluation data</u>: To what extent are data collection procedures developed? Developing written data collection procedures provides guidance, expectations, and a basis for evaluation accountability.</p> <p><input type="checkbox"/> Timeline of data collection established</p> <p><input type="checkbox"/> Responsible parties identified/assigned</p> <p><input type="checkbox"/> Primary data collection instruments identified and/or developed</p> <p><input type="checkbox"/> Secondary data sources identified, including a discussion around how well this data meets the needs of the project</p> <p><input type="checkbox"/> Discussion around any missing data and plans to collect such data or proxy measures</p> <p><input type="checkbox"/> Plans include consideration of how each piece of data will be</p>		

<p>used, how it will fit with other data, and how it will help answer evaluation questions</p>		
<p>Evaluation Step 4f. <u>Analyzing and interpreting evaluation data</u>: After designing an evaluation and collecting pertinent data, the information must be described, analyzed, interpreted, and a judgment made about the meaning of the findings in the context of the project.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quantitative¹ analysis is used to draw conclusions about the focus population and the impact the project has had on the population <input type="checkbox"/> Analyzes the data so that the qualitative² findings are clear, credible, and address the relevant and priority evaluation questions and issues <input type="checkbox"/> Coalition discusses findings, including whether they make sense, potential biases, explanations for surprises, and how they will determine future actions taken to improve the project <input type="checkbox"/> Results are interpreted with respect to the cultural perspectives of the focus population 		
<p>Evaluation Step 4g. <u>Building evaluation capacity</u>: To what extent is evaluation capacity developed? Internal evaluation capacity is essential to improving the use of evaluation results and institutionalizing evaluation as an essential component of prevention efforts and their sustainability.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluator hired and involved (if applicable) <input type="checkbox"/> Plans are developed to build internal evaluation capacity within the coalition <input type="checkbox"/> Availability of resources for evaluation tasks is taken into consideration during evaluation planning (e.g., costs of various data collection methods, time required for data collection and analysis) 		
<p>Evaluation Step 4h. <u>Establishing evaluation procedures</u>: To what extent are plans developed for implementing local evaluation procedures? Developing written plans for carrying out the evaluation provides clarity in understanding, guidance on next steps, and the ability to later review and edit procedures that may not be working well within the project.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation procedures are agreed upon by evaluation team <input type="checkbox"/> Evaluation procedures are agreed upon by the community to ensure equitable involvement of community members, thereby sharing decision making and ownership of the evaluation process <input type="checkbox"/> Plans to carry out the evaluation are detailed (e.g., timeline, 		

¹ Quantitative analysis: a process involving calculating basic descriptive statistics, such as frequency distributions, measures of central tendency, and measures of distribution, and/or more sophisticated statistics

² Qualitative analysis: a process for identifying themes and patterns in the data and then coding or categorizing these themes in an effort to understand and describe the phenomenon being evaluated

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<p>responsible parties, tasks)</p> <p><input type="checkbox"/> Any revisions to evaluation procedures or data collection plans are based on information gained through the evaluation process (i.e., What is working? What is not working? What data are still missing?)</p> <p><input type="checkbox"/> Revisit the initial assessment to determine any changes in community conditions or if the evaluation plan is missing key elements identified in the assessment</p>		
<p>Evaluation Step 4i. <u>Communicating and reporting evaluation processes and findings</u>: To what extent are plans developed to communicate feedback from the evaluation team to the larger coalition and community? Communicating evaluation findings might take on different forms for different stakeholders. The critical point is to involve everyone who will need this information in discussions about how best to communicate the progress of the evaluation.</p> <p><input type="checkbox"/> Dashboard development and maintenance</p> <p><input type="checkbox"/> Timeline established for feedback with procedures, responsible parties, and topics identified</p> <p><input type="checkbox"/> Plans developed for communicating evaluation process, including incremental progress, to larger coalition and other stakeholders in order to ensure a shared meaning and understanding of the process</p> <p><input type="checkbox"/> Use of a variety of techniques in evaluation reporting (e.g., visual displays, oral presentations, summary statements, etc.)</p>		
<p>Evaluation Step 4j. <u>Utilizing the process and results of evaluation</u>: To what extent does the coalition intend to use feedback to inform future prevention strategies? Determining the use of evaluation feedback on strategy development and implementation provides guidance and establishes expectations for project improvement and decision making.</p> <p><input type="checkbox"/> Detailed method identified for using feedback, including timeline, parties involved, topics, and purpose of topics</p> <p><input type="checkbox"/> Priority uses of evaluation results are identified prior to beginning evaluation procedures</p> <p><input type="checkbox"/> Tracking which strategies and activities are supporting or hindering outcomes and overall effectiveness so as to make improvements to the project</p> <p><input type="checkbox"/> Any modifications to logic model are data-driven and informed by contextual factors (e.g., political climate, other similar projects in the community, new or newly enforced policies/laws/regulations, etc.)</p>		

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<p>Phase 5 Resources and Sustainability: Integrate this process with the Sustainability and Outcomes review.</p>		
<p>Resources Step 5a. <u>Gaps in prevention resources and infrastructure</u> are identified to address the target issue in the target geographic area and/or population.</p> <p><input type="checkbox"/> A systematic process was used to identify resources and infrastructure in addressing the target issue</p> <p><input type="checkbox"/> The gaps identified are supported by the data</p>		
<p>Resources Step 5b. <u>Infrastructure needs</u>: To be effective, prevention activities should be implemented by skilled community practitioners with sufficient resources. Therefore, the plan should describe the assessment of community-level capacity and infrastructure needs, and should include a description of planned activities to address identified capacity and infrastructure needs.</p> <p><input type="checkbox"/> The community capacity and infrastructure are assessed</p> <p><input type="checkbox"/> The strategic plan includes strategies to address identified capacity and infrastructure needs</p> <p><input type="checkbox"/> Community capacity and infrastructure indicators are measurable</p>		