Predictive measures of school capacity to implement tobacco programs: Four-year follow-up

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Context

- School programs can lower smoking prevalence by 25 to 60 percent.
- But, low or failed implementation is a common problem.
- Question: How to maximize likelihood of successful implementation?
Texas Tobacco Pilot Study

- HNETS responsibilities include longitudinal tracking of school programs in the Texas Tobacco Prevention Initiative in East Texas by Texas Department of State Health Services (TDSHS):
  - Implementation status
  - Capacity to implement and sustain
Four-year follow-up

- Use baseline capacity measures and follow-up implementation status results to:
  - determine which factors are predictors of implementation status
  - identify options for maximizing likelihood of implementation success
TDSHS intervention

- Each participating school received an allocation of approximately $2000 for materials, supplies and small equipment, in-service release time, and training and travel to professional tobacco-related meetings.
Participants

- Three data bases were merged to develop the study sample. Baseline school capacity questionnaires (SY00 - SY02) were given as new schools started the program. Implementation Status Questionnaires were given to all schools in SY04.

- 55 schools met these criteria.
### Measures

- **School infrastructure and capacity questionnaire** (*Bridge-It*)
- **School Health Education Profile Tobacco Module (SHEP-TM) adapted to survey implementation status**


**Centers for Disease Control and Prevention, Surveillance for characteristics of health programs among secondary schools – School Health Education Profiles, US Department of Health and Human Services, 2000*
Bayesian model to assess school capacity and forecast likelihood of campus success

• Expert Panel
  ➢ Social psychology
  ➢ Organizational change
  ➢ Public health education
  ➢ Diffusion research
  ➢ School change
Factors predictive of implementation success

- Facilitation Process
- Resources
- School-based Leadership
- Implementer Characteristics
- External Environment
- External Leadership
- Compatibility
- Innovation Characteristics
Implementation measurement

- SHEP-TM surveys for Principals and Health Coordinators were categorized under one of the CDC School Guidelines components.

- Through analysis of literature, criteria were developed to determine which survey responses best measured implementation status.

- Criteria were validated through a review panel.

- Using multi-attribute evaluation methods, an Implementation Status Score was calculated both overall and for each of the School Guidelines components.
CDC Guidelines for School Health Tobacco Programs

• Develop and enforce a school tobacco policy.
• Provide instruction about negative physiologic and social consequences of tobacco use, social influences on tobacco use, peer norms regarding tobacco use, and refusal skills.
• Provide tobacco-use prevention education in K-12.
• Provide program-specific training for teachers.
CDC Guidelines for School Health Tobacco Programs (continued)

• Involve parents or families in support of school-based programs to prevent tobacco use.

• Support cessation efforts among students and all school staff who use tobacco.

• Assess the tobacco-use prevention program at regular intervals.
Implementation status: Average scores at follow-up

<table>
<thead>
<tr>
<th>Implementation status (score range 0 – 100)</th>
<th>(n=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.88 ± 12.46</td>
<td></td>
</tr>
</tbody>
</table>

| High implementation schools (cut-point >67) | 71%    |
Correlation of capacity scores at baseline with implementation status measured at 4-year follow-up

<table>
<thead>
<tr>
<th></th>
<th>Correlation coefficient</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall capacity score at baseline</td>
<td>.417</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>• Facilitation process score</td>
<td>.362</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>• Resource score</td>
<td>.296</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>• School-based leadership score</td>
<td>.405</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>• District advocate score</td>
<td>.385</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>• Implementers score</td>
<td>.232</td>
<td>N.S.</td>
</tr>
<tr>
<td>• External environment score</td>
<td>.329</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>• Compatibility score</td>
<td>.155</td>
<td>N.S.</td>
</tr>
<tr>
<td>• Innovation characteristics score</td>
<td>.100</td>
<td>N.S.</td>
</tr>
</tbody>
</table>
Predictors of implementation status

Facilitation Process* Resources* Leadership* District advocate* Implementers External environ* Compatibility Innovation CAPACITY*
Lesson learned: #1

- Implementation status is more positive when the school has strong Facilitation Processes in place at start-up ($r = .386, p < .01$). Yet, few schools had adequate facilitation processes in place.

- Option for maximizing success: Provide guidance and resources to support campus-level planning; on-going training, monitoring, and coaching; and two-way program communications.
Lesson learned: #2

- Leadership for the campus-level program was especially useful in predicting Implementation Status ($r = .405$, $p < .01$)

- Options for maximizing success: Engage the school principal; help schools to establish strong program teams; and obtain active support of a district-level program “champion.”
Lesson learned: #3

• Multi-attribute assessment of the situation at baseline or start-up is more useful than a narrow focus on the expected benefits of the program and/or capabilities and commitment of the implementers (Capacity $r = .417$, $p < .01$). A comprehensive approach to capacity building is the most effective approach.

• Options for maximizing success: Integrate Bridge-It or comparable tools into the dissemination and evaluation of school programs.
• Build capacity-building training and technical assistance into on-going support tools.
Website Addresses and Contact Information

http://www.dshs.state.tx.us/tobacco/
http://uh.edu/hnets/

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pmgingiss@uh.edu, mboerm@mail.uh.edu
713/743-9954
Goals for the Website: *Positioning for Success*

- Assist schools in planning for implementation success
- Help school coordinators identify school strengths and needs in order to plan for provision of training and technical assistance
- Provide a tool for real-time report generation by schools and administrators
- Facilitate program design and funding decisions by developers and funders.
Features of the Website

- Internet - Areas Served
  - Campus
  - Administrators
    - TDSHS
    - PHR
    - ESC
    - School Districts

- Passwords Assigned
Features of Campus Edition

- Real-time feedback to campuses
- Capacity to review reports
- Print-outs of reports
- Comparisons with other TX schools
- Strategies for Success-Planning Guides
- References/resources
# Administrative Edition

- **Variety of reports available**
  - Summary with a "Select Scope" feature
  - Select year
  - Track and compare changes by year
  - Individual Campus Profiles

- **Drill-down capability**
  - State
  - PHR
  - ESC
  - Campus
Administrative Edition

- Other Features
  - Real-time updates
  - Records of participation status
  - Report printouts
  - Strategies for Success
  - References/resources
Welcome

Many who are initially excited about the adoption of a promising new program, often become very disappointed to later find that the program is not successfully used. The consequence is that students are not sufficiently exposed to lessons to have adequate opportunities to achieve desired outcomes. Thus, enthusiasm for continued use for the program diminishes, funds spent on start-up training and materials are not effectively used, and continuation is in jeopardy. Of importance, research has shown that advance planning for implementation can position schools for successful use of innovative programs. Because school-based tobacco control programs are complex and often involve those in classroom and school-wide settings, as well as family and community, the need to plan for implementation becomes especially important.

The following implementation planning tools were adapted to the needs of Texas Department of State Health Services in order to:

- evaluate actual tobacco control practices and programs used within Texas schools, and
- gather information about school capacity and infrastructures in order to plan for resource allocations and training to maximize use of effective tobacco programs.

To accomplish these goals, a decision support system previously developed and tested (see Background) was adapted to the Texas program in order to assist individual campuses and administrators to plan for implementation. The system provides real-time guidance and access to customized reports to authorized users to position themselves for successful use of new health programs.

To find out more about this system and to participate, please  

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This site is partially funded by Contract #7460121992 from the Texas Department of State Health Services (TDSHS) to University of Houston Health Network for Evaluation and Training Systems (HNETS).

Last Updated: February 2005  hnet@uh.edu
Overview

The Implementation Planning Tools consist of the following:

- A survey
- A report based on survey responses to identify the strengths and barriers to implementation success at a campus
- Recommendations for future planning of health initiatives

CAMPUS PERSONNEL

- The survey consists of approximately 50 questions designed to provide guidance to a school when assessing situations at that campus influencing the success of health programs.
- The answers will then be used to generate a Campus Profile for use in planning for successful program implementation.
- Next, ideas and recommendations for future planning will be provided. These tools will position the campus for successful use of health programs.

Authorized campus personnel may login and complete the questionnaire for their campus.

COORDINATORS

TDSHS-Authorized administrators (School District, ESC, TDSHS) may login and view reports for individual campuses or summaries of campuses within their jurisdiction.
Administrative Reports: Customized Summaries

Choose report options by selecting a report type, report scope and report year.

Report Type
- Summary by Factor Scores
- Summary of Individual Items
- Comparison of Factor Scores
  Responses within a PHR or ESC to State
- Comparison of Factor Score Changes
  Responses within State, PHR or ESC over time

Report Scope
- Statewide
- PHR
- ESC

Report Parameters
- Report Year
  - 2000

Data are currently available from:

<table>
<thead>
<tr>
<th># Campuses School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 2000</td>
</tr>
<tr>
<td>110 2002</td>
</tr>
<tr>
<td>4 2004</td>
</tr>
<tr>
<td>11 2005</td>
</tr>
</tbody>
</table>

This site is partially funded by Contract #12160/13392 from the Texas Department of State Health Services (TDHS) to University of Houston-Health Network for Evaluation and Training Systems (HNETS). Last Updated: February 2005
# Summary Across Schools by Factor Scores

**Statewide In School Year 2000**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Low N = 92</th>
<th>Med N = 62</th>
<th>High N = 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation Process</td>
<td>91.30</td>
<td>6.62</td>
<td>2.17</td>
</tr>
<tr>
<td>Resources</td>
<td>75</td>
<td>23.91</td>
<td>1.08</td>
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<tr>
<td>Leadership</td>
<td>27.17</td>
<td>66.48</td>
<td>4.36</td>
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<tr>
<td>Implementer Characteristics</td>
<td>69.70</td>
<td>27.17</td>
<td>14.13</td>
</tr>
<tr>
<td>External Environment</td>
<td>73.91</td>
<td>19.87</td>
<td>15.22</td>
</tr>
<tr>
<td>Compatibility</td>
<td>41.90</td>
<td>18.48</td>
<td>40.22</td>
</tr>
<tr>
<td>Innovation Characteristics</td>
<td>48.91</td>
<td>36.87</td>
<td>15.22</td>
</tr>
</tbody>
</table>

## Press each factor for Factor Definitions and Strategies for Success

Some improvements in all factors with medium or low scores is necessary for major improvements in overall likelihood of successful implementation. However, small steps across all areas can make a big difference.

Factors are scored high, medium or low by comparing the count of items with scale values of 4 or 5 against entire numbers of items set by an expert panel especially for each factor.

For example, the Resources factor, which has six items, would be scored as follows:

- **High** if all 6 items have a score $\geq 4$
- **Medium** if 4-5 items have a score $\geq 3$
- **Low** if 0-3 items with a score $\geq 2$

For more information on scoring, see [background](#).
Administration: Strategies for Success

Reports from the school surveys can help maximize chances for implementation success. Factors with high scores identify current strengths. Factors with medium or low scores point you to areas where adjustments may be needed to overcome barriers.

Strategies suggested on this page are grouped within factors to address each element in the sequence presented in the school survey. Factors are listed in descending order of their "power" for boosting implementation success.

Action plans do not have to include every strategy suggested here. You may want to begin by selecting factors that currently have a high percentage of low or medium scores but have relatively higher "power" to boost likelihood of success—i.e., begin by making sure schools have access to training, guidance, and other support they need to put Facilitation Processes in place. Next, work your way down the list to make a plan for helping schools build on current strengths and overcome detected barriers. Small steps initiated in the right places can lead to large increases in capacity for success.

Select the factors to review their definitions and explore strategies recommended for success at the campus level.

- Facilitation Process
- Resources
- Leadership
- Implementers
- External Environment
- Compatibility
- Innovation Characteristics

Links to references that can help you build capacity for success in implementing health and education programs are available by pressing References.

Good work and good luck with your program!
FACILITATION PROCESS
A program with good facilitation processes has solid planning, responsive training and coaching for staff, ongoing monitoring for problems, and good communication among all concerned.

Planning
Develop and circulate for review-and-comment a two- or three-year written plan that identifies expected levels of participation and desired outcomes for students, students' families, school personnel, and the wider community. Without a multi-year written plan, it is very difficult for a program to survive the ravages of even normal rates of changing priorities and personnel turnover in today's school systems.

Training
Establish a schedule and locate resources for initial training and follow-up or booster sessions for all persons directly involved in implementing the program. Depending on demands of the program relative to current knowledge, competencies, and motivation of implementers, in-service and booster sessions might be one hour, a half day, a full day or week-long events.

Technical Assistance and Coaching
Organize ongoing program-related peer coaching. Teams of two or three people often compose the core. Participants may visit each other’s work setting, gather data about amounts and qualities of program implementation, and provide feedback. Multiple follow-up conferences can be very beneficial. To support your peer coaches, establish a 'hot line' or other communication channels with program funders and other resource people outside your school for trouble shooting and problem solving.

Monitoring and Feedback
Ensure timely detection and resolution of problems by establishing a plan and methodology for monitoring program implementation and providing feedback about successes as well as problems. Peer coaching can be a practical strategy for accomplishing these ends. Another option is small group discussions or problem solving sessions at regular intervals. Allocating resources to a formal evaluation of program implementation and outcomes is yet another option.

Communicating
Make use of multiple channels of two-way communication to connect school administrators at the campus and district levels, campus program implementers, funders and other representatives of the resource system beyond the school walls. Communications also should provide opportunities for obtaining and responding to feedback from students and other program beneficiaries. Options include informal but regularly scheduled telephone conversations or email exchange about the program, peer coaching, small group discussions, technical assistance 'hot lines,' newsletters, regular updating of bulletin boards, conferences and scheduled or called meetings to review progress.
RESOURCES

To position for success, programs need adequate amounts and configurations of materials and supplies, staffing, funding, time, and facilities.

Materials and Supplies
Assign a team member or recruit parents or other volunteers from the community to manage the inventory and/or lending library of materials and supplies that are needed for effective implementation. Maintaining regular two-way communication with a program "champion" at district level and/or with a program funder or vendor also can help to ensure that implementers have ready access to the materials and supplies they need.

Personnel
Having a written plan that identifies expected levels of participation of school employees and volunteers desired outcomes and helps to ensure adequate staffing for program implementation. Other approaches include organizing a peer coaching system, establishing program "user" groups that periodically review and discuss staffing issues, and recruiting parents or other volunteers from the community to help write grants and seek other funding. Funding or in-kind donations provided by state and regional partners, external funders and local community contributions can be gathered to provide additional training to current staff. This can provide additional options for ensuring the right mix of the right numbers of personnel with the right skill mix are available to achieve and sustain implementation success.

Funding
An important step toward securing adequate funding for start-up and sustainability of the program is the development of a two- or three-year written plan. If a program "champion" at district, regional or state level can be identified, that individual can be a valuable source of information and assistance regarding funding options. Parents and other volunteers from the community can help recruit contributions of money, equipment, and facilities.

Daily Time for the Program
Ensure that program implementers and school administrators are well informed about time required to plan, prepare for, and carry out essential program components. At start-up, it may be necessary to request release time, recruit parents or other community members to volunteer to assist with time consuming tasks, and/or negotiate among team members for the sharing of program responsibilities. Working with implementers to set personalized implementation goals that are challenging but realistic can help to establish priorities for time management.

Time for a Fair Trial
Provide accurate and persuasive information to the school principal and to the program implementers about a realistic time period necessary to begin to see your program's beneficial effects. In most cases, it takes two or three years to get a new program up and running with sufficient scope and intensity to produce expected positive outcomes. Invite the principal to participate in implementation planning. Raise awareness of the specific ways in which the program helps the school to meet current and anticipated state or district guidelines or mandates.

Facilities
If a program "champion" has been identified at the district or regional level, work with that individual to negotiate for space and additional resources needed for effective program implementation. Recruit parents or other volunteers to help with fundraising for acquiring or modifying facilities as needed.
LEADERSHIP
New programs are more likely to succeed if they have the support of the school principal, are planned and managed by a strong program team, and have access to an active program ‘champion’ at the district level.

Active Involvement of the School Principal
Provide accurate and persuasive information to the principal about how essential it is that he or she be an active member of the program team. Make use of two-way communications with program funders and other representatives of the resource system beyond the school walls to obtain timely information about ways in which the program helps the school to meet existing or anticipated state or district guidelines or mandates. Encourage the principal to serve as the school’s representative at program-related meetings at district or region.

Designation of a Team Leader
Ask the principal to assign personnel for program leadership. Provide adequate time for the leader and the team members to develop a workable implementation plan; organize required training for implementers; and establish systems for monitoring and feedback, technical assistance and coaching, and multiple channels for two-way communication among all persons involved in program implementation.

Principal and Team Leader Collaboration
Give careful attention to building and maintaining positive, productive working relationships between the team leader and the school principal. Establish a feedback loop for providing the principal evidence of program successes and other documentation s/he needs to be a successful program advocate. Organize small group discussions or problem solving sessions to strengthen group capabilities if the working relationship between the principal and the team leader is less than optimal.

Priority Given to the Program
Strive to place the program high on the list of priorities at the school by providing credible evidence of ways in which it is compatible with identified needs, culture, and structure of the school. Provide information about ease or simplicity of program implementation, and supply evaluation data or other evidence of its beneficial effects. Publicize program endorsement by school and district administrators, parents and respected local or national opinion leaders.

Support at District Level
Recruit the active support of a program ‘champion’ at the district, regional, or state level to assist in overcoming bureaucratic hurdles, mitigating constraints on available resources, and reducing resistance that may arise because of program complexities or turmoil in the environment external to the school.
IMPLEMENTERS

Capabilities and commitment of the individuals involved in implementing the program are key determinants of success.

Professional Preparation

Take steps to ensure that training, technical assistance, and coaching provided to support effective program implementation are recognized as a contribution to professional development and continuing education for program personnel. Set aside a portion of program funds for training or work with the school principal and leaders at the district level to give program implementers access to additional training and experiences that expand their capabilities for innovation. Make provision for repetitions of start-up training at regular intervals to accommodate implementer turnover.

Commitment to Program Goals

Encourage implementers "buy in" by providing opportunities to review and provide feedback about the implementation plan. Organize small group or on-line discussions about expected benefits, ease or simplicity of the program, and its compatibility with needs, culture, and structure of the school.

Skills

Provide multi-session training with follow-up or booster sessions for all persons involved in implementing the program. Peer coaching, periodic meetings to review progress and discuss implementation problems, and technical assistance hot line or other communication channels with program funders and other resource people outside the school are options for helping implementers develop needed skills. As new implementer positions become available, inclusion of preferred entry-level skills and program interest as hiring criteria can further position the program for success.

Willingness to Try the New Program

Success and knowledge of progress are powerful motivators of human behavior. Maximize chances for implementers to succeed by circulating a written plan that identifies expected levels of participation and projected timelines; presenting documentation of program efficacy; conducting adequate training; routinely monitoring and providing feedback about successes as well as problems; and helping implementers set personalized implementation goals that are challenging but realistic. Awards ceremonies and program-based souvenirs can be added as performance incentives.

Compatibility with Job Expectations and Roles

Publicize information about ways in which the program is compatible with the needs, culture, and structure of the school. Share information about how the program helps the school to meet existing or anticipated state or district guidelines or mandates. Arrange the implementation schedule to allow for a "trial period." Establish a reward system for program participants and to recognize contributions in annual reviews. At the end of the trial period provide opportunities for participatory decision-making about program continuation.

Compatibility with Professional Identity

Structure program-related training so that it is recognized as a contribution to professional development and continuing education for program personnel. Make use of two-way communication with program funders and with program champions at district and regional levels to obtain information to share at your school about program successes at other schools.

 Perception of Program Benefits

Provide evaluation data or other evidence of the program's beneficial effects. Establish ongoing monitoring and feedback about progress and positive outcomes.
EXTERNAL ENVIRONMENT
Lack of turmoil in the external environment, support from parents, the absence of overt opposition to the program, consistency with district or state requirements or mandates, and the absence of bureaucratic barriers can help a new program sail smoothly toward implementation success.

Tumour
A formal, widely endorsed, two- or three-year implementation plan combined with adequate amounts of training and strategies for motivating implementer ‘buy-in’ can help a new program weather stormy conditions in the economic or social environment outside the school. Negotiating letters of agreement and legal contracts with program funders, implementers, and community supporters can provide buffering from external turmoil.

Support from Parents and the Community
Making use of multiple two-way communication channels that allow parents and community members to give and receive feedback about program needs and progress is an important strategy for marshaling and retaining external support. Invite parents and other community volunteers to participate on the program’s leadership team; request their help in program fundraising; and/or involve them as managers of the inventory of materials and supplies that are needed to achieve effective program implementation.

Opposition
Recruit the active assistance of a respected leader at district, regional, or state level to work with the school team to anticipate and counter opposition to the program. Conducting periodic meetings for progress review and trouble shooting, recruiting parents or other members of the community to volunteer to assist the program through difficult transitions, and arranging the implementation schedule to provide a ‘trial period’ that culminates in participatory decision making regarding program continuation are other options for positive response to opposition.

District and State Requirements and Mandates
Build awareness of centrality of the program to district, state and national priorities and requirements. If the program does not have obvious connections to these requirements or mandates, strive to communicate the program’s benefits, the amount of support it has from parents, and/or its compatibility with needs, culture, and structure of the school.

Bureaucratic Hurdles
Having the principal actively engaged, working with an active program ‘champion’ at district, regional or state level, and/or having a strong school team with well-developed facilitation processes are keys to overcoming bureaucratic hurdles.
COMPATIBILITY

Programs whose purposes and demands are compatible with priorities, structure, needs, and culture of the school are more likely to achieve implementation success.

Priorities
If the program is not obviously compatible with current priorities, provide compelling information about ease or simplicity of program implementation, requirements to meet district or state mandates, and evidence through evaluation results or the program's beneficial effects. Make use of multiple two-way communication channels with school team members, parent groups, program funders and other representatives of the resource system beyond the school walls to obtain and publicize endorsements and support for the program by respected leaders in the local community and/or at state and national levels.

Structure
Having 'buy-in' from school administrators and implementers and making careful arrangements for ongoing training, technical assistance and coaching, and regular monitoring and feedback are important strategies for achieving success when the program's demands are not obviously compatible with organizational structure of the school. Work with campus leaders and implementers to set specific, challenging implementation goals that are achievable within the constraints of the current organizational structure and/or work with program funders and district level administrators to negotiate needed changes in structure.

Student Needs
To implement a program that is less than highly compatible with student needs, it is important to work with the school team to review and publicize the ways in which the program helps the school to meet district or state requirements or mandates and/or document that it has powerful support from parents or other important members of the community. Make use of two-way channels of communication with program funders and others in the resource system to adopt the program or locate complementary or alternative programs that are more obviously compatible with student needs.

School Culture
Recruit parents and other members of the community to participate in implementation planning and leadership so that the program can be adapted in ways that make it more compatible with school culture. Request guidance and assistance from program funders and/or a district level champion who have information about how other schools have adapted programs to become more compatible with the school culture.

History with Innovation
If the school does not yet have a strong record of success in implementing new programs, request assistance from program funders and/or a program champion at district level to locate and build two-way communication with one or more schools where the program has achieved high levels of implementation success. Having written two- or three-year implementation plans, getting the active involvement of the school principal on the program leadership team, and making careful arrangements for ongoing training, technical assistance and coaching, and regular monitoring and feedback can help overcome lack of prior experience in achieving implementation success.
INNOVATION CHARACTERISTICS
Simple, obviously beneficial, and easy to use programs have greater likelihood of implementation success.

Complexity
Having a written two- or three-year implementation plan that identifies key program components, expected levels of participation, desired outcomes, timelines, and scheduled dates for performance review and adjustment can help to ensure success for complex programs. Maintaining positive working relationships among those on the school team, establishing a technical assistance ‘hot line’ with the program funder or vendor, and organizing small group discussions to periodically review progress and recommend adjustments are other strategies for achieving success of a complex program.

Benefit
If the program produces benefits that are ‘a quantum leap’ better than what was being done before, it is easier to develop administrator and implementer ‘buy in.’ When promised benefits are more subtle or difficult to detect short-term, it is important to emphasize the ways in which the new program helps the school meet district or state mandates and/or has powerful support from parents or other key leaders in the community. Make use of two-way channels of communication with program funders and others in the resource system to locate complementary or alternative programs that can leverage the program’s positive effects.

Ease of Use
Programs that are not extremely easy to implement can achieve success if careful arrangements are made for providing adequate training, on-going coaching and technical assistance, and regular monitoring and feedback. Encourage acceptance of the program by on-going emphasis of student needs and expected benefits. Arrange the implementation schedule to provide a ‘trial period.’ Provide recognition of incremental successes by implementers during the trial period. Provide opportunities for users to engage in participatory decision making throughout all phases of the implementation and maintenance processes.

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