



# **Checklist: Building and Sustaining an EBP Organization**



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## Checklist Instructions

1. Read each question carefully and put an X on a number 1 through 5 under the column labeled 'Rating' for the answer that best describes you. The numbers correspond to the following rating guide:
  - 5 = describes my agency completely
  - 4 = more or less describes my agency
  - 3 = neutral; both describes my agency and does not
  - 2 = more or less does not describe my agency
  - 1 = absolutely does not describe my agency
  
2. After you complete the survey on your agency, have a member(s) of your agency complete the same survey, using a blank scoring sheet.
  
3. Compare the scores and on your tracking sheet put an O on the score that your colleagues gave the agency so you can compare the results.
  
4. Indicate an action step you might consider in the column on the right, if applicable.
  
5. When you are done, your individual sheet should look like this:

	<b>Rating</b>	<b>Action Step</b>
Staff have been adequately trained in evidence-based practices	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Arrange for three day training course



<b>Section One: Cultural Alignment and Readiness</b>		
<b>5</b> = describes my agency completely <b>4</b> = more or less describes my agency <b>3</b> = neutral; both describes my agency and does not <b>2</b> = more or less does not describe my agency <b>1</b> = absolutely does not describe my agency	<b>Rating</b>	<b>Action Step</b>
1. Staff is committed to EBP and believe it is the direction the agency should be headed	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Morale is high and a lot of positive energy toward EBP change exists	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Communication flows freely and readily up and down the chain of command	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Staff attitudes and beliefs are consistent with the evidence on what they need to do to influence offender behavioral change	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. The organization has a professional culture, where learning is valued, new ideas embraced, and where everyone accepts their individual responsibility to make the organization better	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Line supervisors are clearly on board with EBP and feel confident that they can lead and coach their staff	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. The EBP change initiative is “good timing” for the organization in that it is not overwhelmed with other priorities or distracted by concerns that diminish their commitment	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. An extensive preparation stage (perhaps a year) was put in place including training, listening sessions, review of what others had done, and a clear delineation of how the agency will look and behave differently under EBP	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. The EBP message was clearly and consistently communicated and put in realistic and positive terms	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. An implementation team involving a vertical slice of the agency was put in place	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Add numbers up and put in the total.	<b>Total</b>	
Divide total by ten. This is your average for this section.	<b>Average</b>	

<b>Section Two: Assessments</b>		
<b>5</b> = describes my agency completely <b>4</b> = more or less describes my agency <b>3</b> = neutral; both describes my agency and does not <b>2</b> = more or less does not describe my agency <b>1</b> = absolutely does not describe my agency	<b>Rating</b>	<b>Action Step</b>
1. An actuarial and brief screening tool is used to determine whether a full risk/need assessment is needed	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. An actuarial based risk/need tool is routinely used which identifies risk level and the presence of the eight (or big six) criminogenic needs	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. The risk/need assessment was validated and normed on the local population	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. The risk/need assessment is user friendly to the staff administering it	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. It is easy to identify the criminogenic needs once the assessment is completed	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Specialized actuarial based assessment tools are in place, especially for offenders convicted of sexual and domestic violence crimes	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. The assessment information is routinely used to sort the offender by risk and apply differential supervision accordingly	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. The assessment information is routinely used to create case plans which target the criminogenic needs	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. The assessment information is used to drive case policy (e.g., pre-sentence/pre-adjudication, discharge, and violation recommendations)	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Inter-rater reliability procedures and booster sessions are administered frequently	1    2    3    4    5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Add numbers up and put in the total.	<b>Total</b>	
Divide total by ten. This is your average for this section.	<b>Average</b>	

<b>Section Three: Effective Staff-Offender Interactions</b>		
<b>5</b> = describes my agency completely <b>4</b> = more or less describes my agency <b>3</b> = neutral; both describes my agency and does not <b>2</b> = more or less does not describe my agency <b>1</b> = absolutely does not describe my agency	<b>Rating</b>	<b>Action Step</b>
1. Staff routinely focus on the most significant criminogenic needs as identified by the assessment tool	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Multiple criminogenic needs are addressed (at least the top three) and special emphasis is placed on the Top Four	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Staff routinely redirect anti-social sentiment and affirm pro-social sentiment	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Staff routinely teach concrete problem solving skills	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Staff routinely use practice sessions with the offenders to enhance skill building	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Staff use incentives effectively (frequent use, 4:1 ratio, rewards)	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Staff use sanctions and disapproval effectively (focus on certainty and swiftness over the severity)	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. Staff routinely use motivational interviewing and stages of change techniques	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Staff demonstrate effective relationship skills (warm, empathetic, positive, enthusiastic)	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Staff ensure that the dosage and intensity of the intervention matches the risk level and keeps track of such	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Add numbers up and put in the total.	<b>Total</b>	
Divide total by ten. This is your average for this section.	<b>Average</b>	

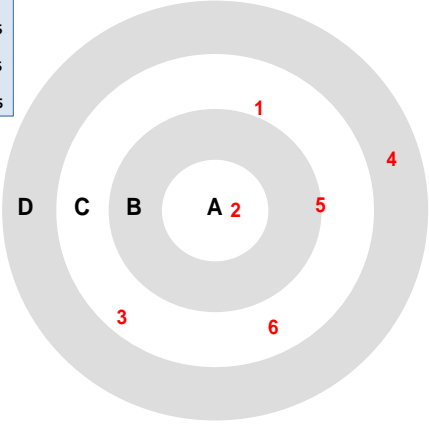
<b>Section Four: Continuum of Programming</b>		
<b>5</b> = describes my agency completely <b>4</b> = more or less describes my agency <b>3</b> = neutral; both describes my agency and does not <b>2</b> = more or less does not describe my agency <b>1</b> = absolutely does not describe my agency	<b>Rating</b>	<b>Action Step</b>
1. The agency uses structured, manualized cognitive behavioral groups (CBT) routinely for medium and/or high risk offenders	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. A wide continuum of services are available to meet the unique needs (responsivity) of offenders	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Gender specific programming is available	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Culturally specific programming is available	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Offenders are separated from each other by risk (higher from lower risk)	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Each program has a specific, primary criminogenic need and risk level that they address	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Pre-contemplative primers (motivational enhancement) programs or processes are used to ensure that the offender is motivated upon admission to the referred program	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. Case plans are used and the plan objectives are linked to a specific criminogenic need and the intervention selected to address that need	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. For those offenders who do not or cannot enter a CBT or for those that need reinforcement the staff uses tools and homework assignments (e.g., journals, Carey Guides, thinking reports)	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Programs use a strength based approach	1   2   3   4   5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Add numbers up and put in the total.	<b>Total</b>	
Divide total by ten. This is your average for this section.	<b>Average</b>	

<b>Section Five: Quality Assurance/Performance Data</b>		
<b>5</b> = describes my agency completely <b>4</b> = more or less describes my agency <b>3</b> = neutral; both describes my agency and does not <b>2</b> = more or less does not describe my agency <b>1</b> = absolutely does not describe my agency	<b>Rating</b>	<b>Action Step</b>
1. The agency has a CQI plan in place (Continuous Quality Improvement) and a structure (e.g., a coordinator or committee) that includes identification of which areas need continuous improvement and the process to determine level of quality	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Case audits are conducted on a regular basis	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Direct observation (or tape review) is conducted at least annually for all direct service staff	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Exit surveys are conducted	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Pre- and post- offender behavior and/or attitude/belief scales are in place for all major programs that address anti-social attitudes	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. The agency has high standards of excellence whereby staff operate as a high functioning team and assist each other in improving services	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Quality improvement is a shared value; not just driven by supervisors/management	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. Key data is routinely collected and is accessible by all to determine progress in meeting goals	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Performance measures are identified in the key areas and is provided to all in user friendly form to help guide service improvement	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. The agency routinely evaluates programs to determine the degree to which they are meeting their objectives	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Add numbers up and put in the total.	<b>Total</b>	
Divide total by ten. This is your average for this section.	<b>Average</b>	

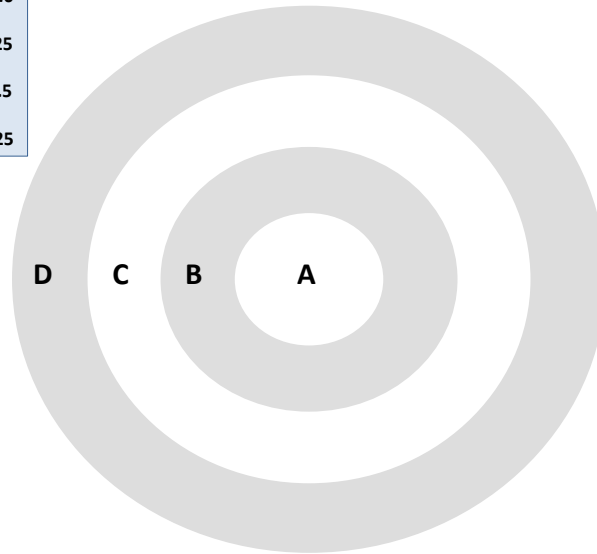
<b>Section Six: Organizational Supports</b>		
<b>5</b> = describes my agency completely <b>4</b> = more or less describes my agency <b>3</b> = neutral; both describes my agency and does not <b>2</b> = more or less does not describe my agency <b>1</b> = absolutely does not describe my agency	<b>Rating</b>	<b>Action Step</b>
1. The organization supports EBP through simple processes such as checklists and does not over-complicate procedures	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. The way staff does business is reliant on EBP guided structural supports in order for them to get their job done (e.g., the use of required fields on automated case plans)	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. The agency has numerous artifacts and visual reminders that its objective is risk reduction (e.g., posters, names of positions/units)	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Policies are consistent with the research regarding how to best affect behavioral change	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Personnel is recruited with the types of EBP competencies it seeks (e.g., seek applicants from certain fields that have behavioral change emphasis such as counseling and jail programs)	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Agency training is directly linked to the required EBP competencies	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Promotions, rewards, and performance evaluations are linked to EBP related performance (e.g., addressing criminogenic needs) instead of pure process (e.g., meeting contact standards)	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. The agency supports the use of pilots and other “experimentation” in order to learn; does not punish failure when the effort falls short	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. The agency collaborates with other justice system players so as to align the risk reduction goals and processes	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. The agency collaborates with service providers through EBP contract agreements and joint training sessions	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Add numbers up and put in the total.	<b>Total</b>	
Divide total by ten. This is your average for this section.	<b>Average</b>	

## Prioritizing Action Planning

1. Fill in the bulls-eye target by placing the lowest and highest scores from the six sections. Scores between 4.25 and 5.0 go into the inner circle. This represents an area where you have “hit the mark,” indicating that your agency is well suited to perform that functional area well. Scores between 3.5 and 4.25 go in the next circle, then 2.25 to 3.5, and the outer ring is 2.25 or lower.

Six Components of Sustaining EBP Change	Example
1-cultural alignment and readiness 2-using assessments properly 3-effective staff-offender interactions 4-continuum of programming 5-quality assurance/performance data 6-organizational supports	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin-bottom: 10px;">             A. 4.25-5.0              B. 3.5-4.25              C. 2.25-3.5              D. 1.0-2.25           </div> 

- A. 4.25-5.0
- B. 3.5-4.25
- C. 2.25-3.5
- D. 1.0-2.25



2. Based on this diagram, identify the top three things you will want to do in order to make further progress on building and sustaining an EBP agency. Keep in mind that the lowest scores (i.e., items that need improvement) does not necessarily need to be addressed first. For example, if the cultural alignment and readiness is highly problematic for your agency but you scored less well in the effective staff-offender interactions area, you may need to first address cultural alignment. That is, lower scores (items that need improvement) in the effective staff-offender interactions may be a symptom of other issues such as improper preparation, communication, or misalignment of staff attitudes/values as it relates to EBP behavioral change.

<b>Action Planning Worksheet</b>		
<b>Areas in Need of Work</b>	<b>Action Steps I Will Take</b>	<b>Notes</b>