

EBITE RESOURCE GUIDE

Assessing Resource Needs for an Evidence-Based Intervention

Purpose

The purpose of this guide is to help educators evaluate whether their school or district has the resources necessary to implement a specific evidence-based intervention. The guide includes a checklist that can be used to consider intervention requirements and available resources. Ideally, the checklist is used in the process of comparing and selecting interventions after the improvement team has used data to identify needs and specify SMART goals. A separate resource guide (*Evaluating Readiness and Capacity for the Cycle of Continuous Improvement*) focuses on determining if a school or district has the capacity to carry out the cycle of continuous improvement. Although there is some overlap in readiness/capacity and resource issues, the former focuses on existing conditions and structures for the *general* continuous improvement process, while the latter pertains to resources needed for a *specific* evidence-based intervention.

How to Use this Guide

Use the guide to get an overview of the different types of resources evidence-based interventions may require. Complete the checklist to see where there are resource gaps in your school or district. When the resource evaluation reveals major shortfalls in resources, improvement teams may need to seek additional resources from relevant sources or choose a different intervention.

The checklist presented below is based on items from page 86 of an educator resource from WestEd, [WestEd Resource and Capacity](#) (Hale et al., 2017) and from pages 15-17 of the [Hexagon Tool](#) (Metz & Louison, 2018). Questions on the checklist can be used by an improvement team to evaluate resource needs for one evidence-based intervention or to compare interventions before selecting one to implement.

Resource Need Checklist

Name of Intervention:

EXPECTED RESOURCE REQUIREMENTS AND COSTS	Cost or Requirement	Yes, we have this resource
Finances		
How much will it cost to purchase intervention materials for your school or district?		
Is there required staff training and how much does it cost? Is the training on-site or off-site? Include travel costs if appropriate.		
How much would additional equipment (e.g., technology, hardware, software) or staff cost?		
What are the ongoing annual costs for the intervention (for example, per student fees, coaching costs, new materials)?		
Staff		
Who will serve on the improvement team? Will the intervention be supervised by a new team or will an existing team take on the new intervention tasks?		
Who will deliver the intervention? Will their current responsibilities be reduced to allow time for the additional tasks? Will they receive another type of compensation?		
Are individuals outside of the school involved in the intervention (e.g., parents, community members)? How will they be recruited and supported?		
Space		
Does the intervention require space outside the classroom? Is there existing space that can be made available?		
Time		
How much time for staff training does the intervention require?		
How much daily and/or weekly time is required for the intervention and its related tasks?		
What current activities or instructional time will be affected by the new intervention? How will adjustments related to time be accommodated?		
Data Collection		
What data will be required before, during, and after the intervention? Are the necessary data available?		
Who will collect data? Who will manage, analyze, and present data?		
Other		
What other resources will be required to fully implement the new intervention?		

NOTE: items adapted in part from Hale et al, (2017) and Metz & Louison (2018)

Resources

Metz, A. & Louison, L. (2018) The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013). [Hexagon Tool](#)

Hale, S., Dunn, L., Filby, N, Rice, J., & Van Houten, L. (2017). Evidence-based improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA. San Francisco: WestEd. [WestEd Alignment and Capacity Tools](#) (especially pp. 82-86).