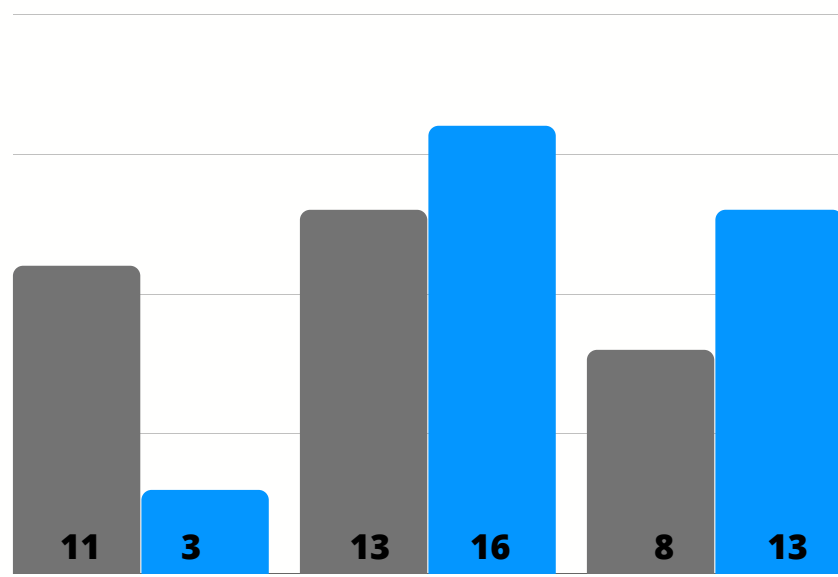# FY20 INCREASED COMPETENCIES AMONG EHE PROJECTS

There was an overall improvement in IS competencies; projects self-identifying as beginner decreased while those self-identifying as advanced increased.


Chart 1 — Beginner: 11, 3 | Intermediate: 13, 16 | Advanced: 8, 13

Identifying common implementation measures and analytic strategies relevant for research question(s).

Chart 2 — Beginner: 9, 5 | Intermediate: 17, 16 | Advanced: 6, 11
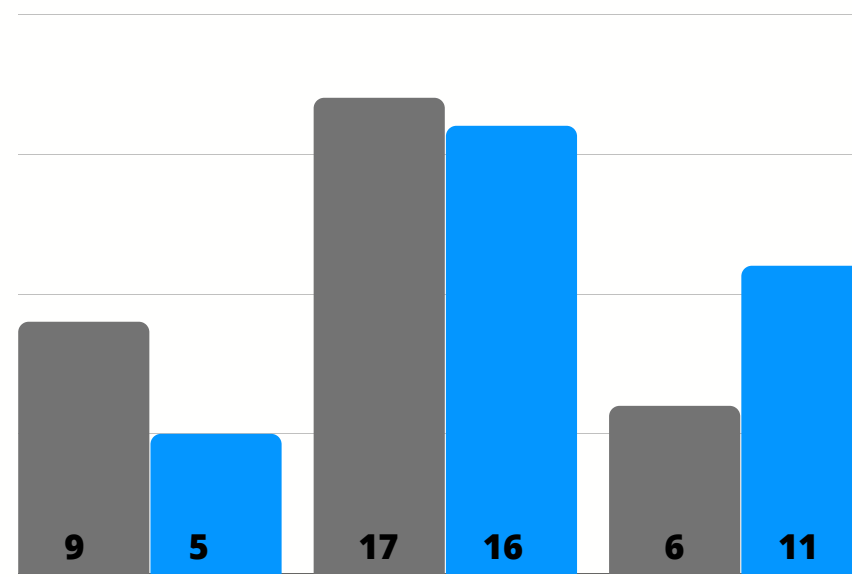
Describing relationships between various organizational dimensions and implementation research.

Chart 3 — Beginner: 8, 3 | Intermediate: 12, 15 | Advanced: 12, 14
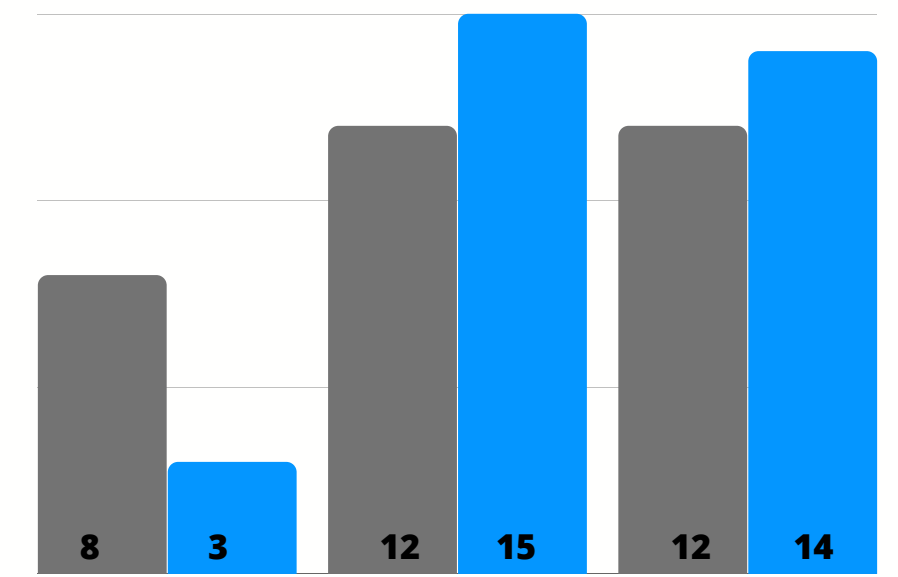
Formulating methods to address barriers of implementation research.

Chart 4 — Beginner: 9, 4 | Intermediate: 15, 15 | Advanced: 8, 13
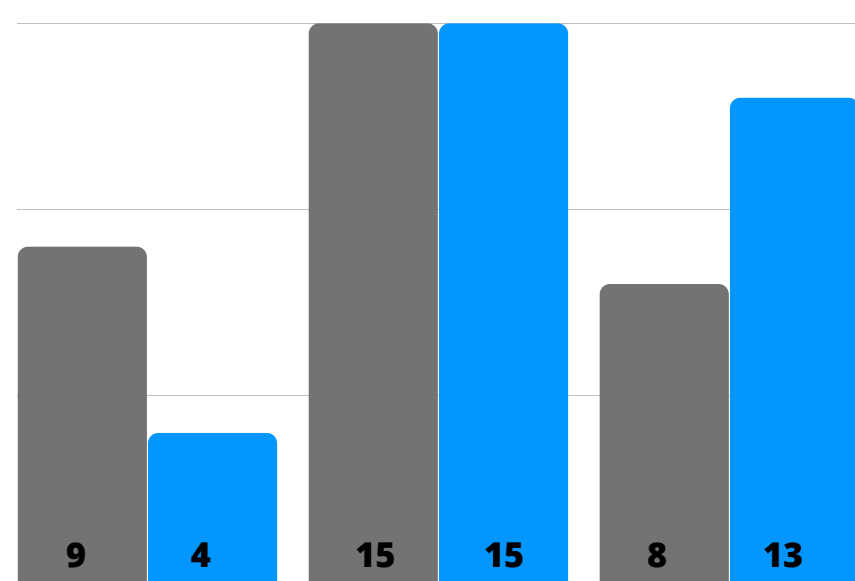
Identifying appropriate theories, models, frameworks or program logic for implementation change.

Chart 5 — Beginner: 7, 2 | Intermediate: 17, 19 | Advanced: 8, 11
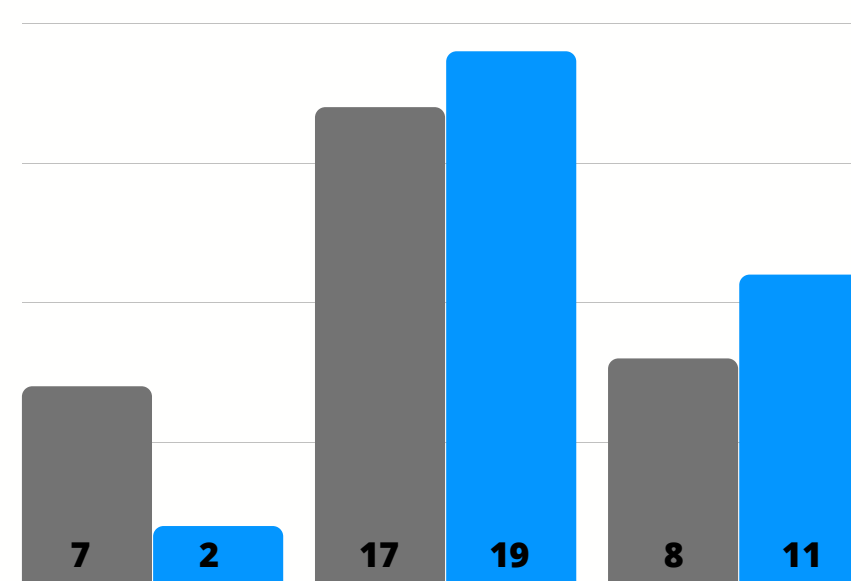
Defining and communicating implementation science research terminology.
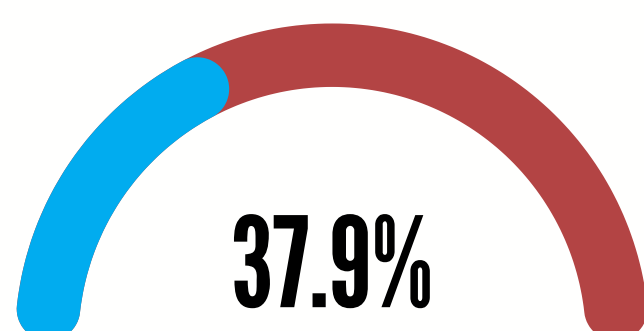

Chart 6 — Beginner: 5, 2 | Intermediate: 17, 20 | Advanced: 10, 10
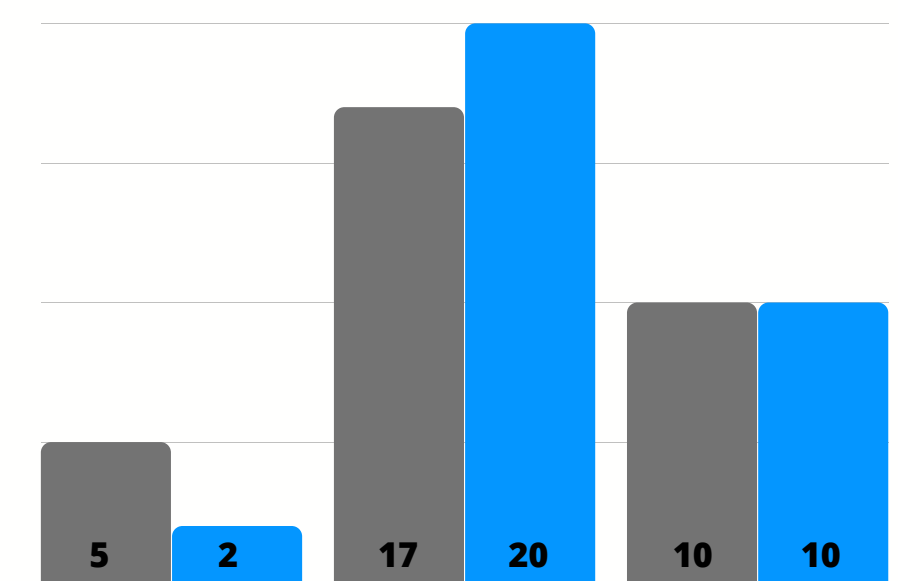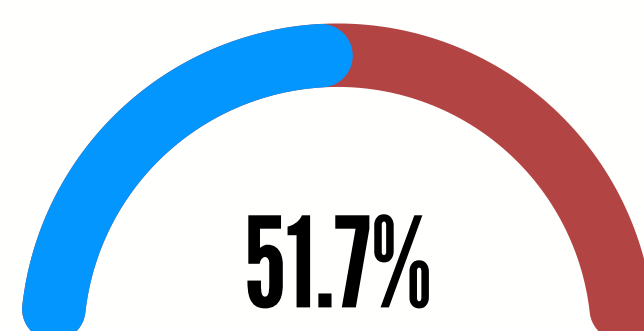
Assessing, defining and quantifying the context for effective implementation.

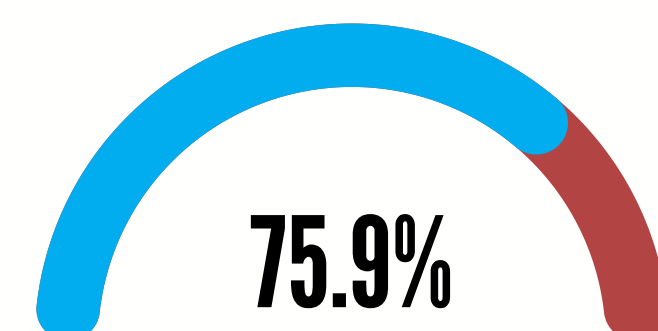■ Pre survey　■ Post survey　**N = 32**

More than half of EHE projects reported graduating a level in at least 2 IS competencies.

37.9%

projects that graduated one level in 4 or more competencies.

51.7%

projects that graduated one level in 3 or more competencies.

75.9%

projects that graduated one level in 2 or more competencies.

N = 29　*3 projects reported "Advanced" in all 10 competencies and, therefore, are excluded from these results.

The FY20 Progress Report focuses on the changes in implementation science competencies of EHE CFAR/ARC supplement projects. This data helps ISC3I and stakeholders understand the impact of the technical assistance the Hubs provide and improve its quality in future years.