

## **Applied Equity Example: Consolidated Framework for Implementation Research (CFIR)**

**Full citation:** Allen M, Wilhelm A, Ortega LE, Pergament S, Bates N, Cunningham B. Applying a Race(ism)-Conscious Adaptation of the CFIR Framework to Understand Implementation of a School-Based Equity-Oriented Intervention. *Ethn Dis*. 2021 May 20;31(Suppl 1):375-388. doi: 10.18865/ed.31.S1.375. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8143857/>

**Overview:** This article is about Project TRUST (Training for Resiliency in Urban Students and Teachers), a hybrid effectiveness-implementation, community-based participatory intervention trial that aims to improve school connectedness. School connectedness – defined as the quality of the social relationships or bonds a student feels within the school community and especially with adults – has been identified as an important intervention target for improving adolescent health. The authors recognize the importance of understanding the institutional context of the public school system in urban Minnesota which has historically benefitted some groups over others. Black, Indigenous, and People of Color (BIPOC) students make up the majority of students in urban school districts in Minnesota, and they experience disparities in educational outcomes.

Project TRUST, which is based on the World Health Organization’s Health Promoting School model, was implemented across 10 middle and high schools in an urban, public school district in Minnesota in 2017-2019. Project TRUST includes three intervention components: 1) Teacher Professional Development training, 2) School uptake of connectedness promoting changes as defined by students, and 3) School uptake of parent connectedness and community connectedness promoting changes as defined by parents.

**Population:** school leaders, parents, youth

**Topic:** Student-school connectedness

**Setting:** Public schools in Minneapolis, Minnesota

**Socio-ecological level(s):** Community

**Sector(s):** Community (school)

**Type of study:** Secondary analysis of qualitative implementation data from a hybrid effectiveness-implementation, community-based participatory intervention

**Framework(s):** CFIR

**Implementation stage:** During implementation

**Health equity dimension(s):** Structural racism; community co-design/participation

**Implementation strategies:** Teacher Professional Development training; Participatory Action Research with youth and parents

**Dissemination and Implementation Science Framework:** The Consolidated Framework for Implementation Research (CFIR)

**How TMF is operationalized:** CFIR is applied during implementation with a race(ism) lens to understand structural barriers/facilitators that influence implementation.

**How equity is applied:** The authors used Public Health Critical Race Praxis to adapt CFIR to show how structural racism interacts with intervention implementation and uptake within equity-oriented interventions. Specifically, the team focused on: race consciousness, the social production of knowledge, critical approaches, and disciplinary self-critique. By applying Public Health Critical Race Praxis, it was possible to understand how facilitators and barriers – not identified when CFIR was used as it typically is, as a race-neutral research tool – influenced implementation.

**Contribution to Dissemination and Implementation Science:** As shown in this example, there is an opportunity in the field to move from race-neutral to race(ism)-conscious tools that consider how institutional racism interacts with intervention implementation. This type of approach will enhance the field's understanding of how best to support the implementation of interventions that aim to promote health equity.