Active Implementation for Successful Service Delivery

Children and Young People Strategic Partnership

Centre for Effective Services

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Today's Plan

- Setting the Stage
- Active Implementation Frameworks
- Case Study of Implementation
  - Catawba County Child Wellbeing Project

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Active Implementation

Effective Interventions ✖ **Effective Implementation Methods** ✖ **Enabling Contexts**

= **Socially Significant Outcomes**

"Whose capacity do we need to build to effectively install the formula components?"

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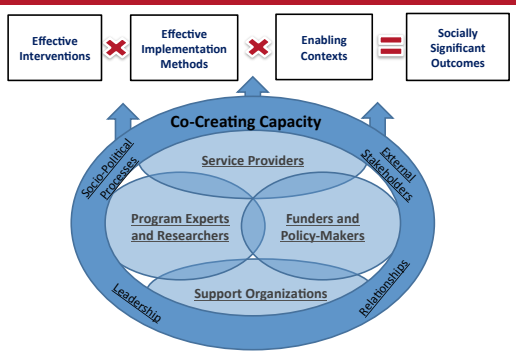
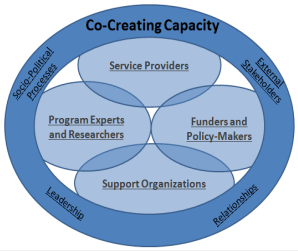
Co-Creating Capacity



Co-Creation is deeply involving stakeholders in identifying all the dimensions of a community's needs and designing and implementing solutions to address the implementation challenges for meeting those needs (Metz, 2014).



Active Implementation Frameworks — Formula For Success

Effective Interventions

- Clear description of the program
  - Philosophy, values, principles (guidance)
  - Inclusion – exclusion criteria (beneficiaries)
- Clear essential functions that define the program (core components)

Interventions

- Operational definitions of essential functions (practice profiles; do, say)
- Practical performance assessment

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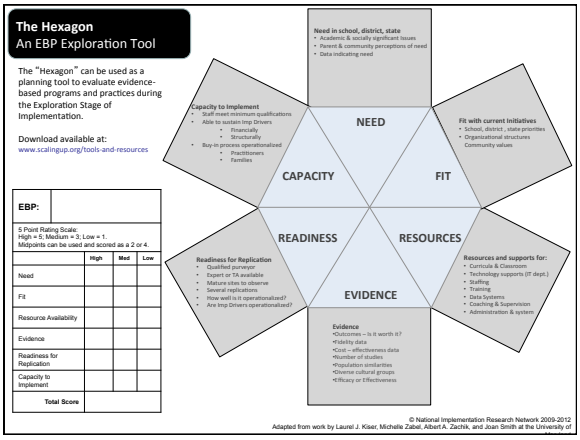
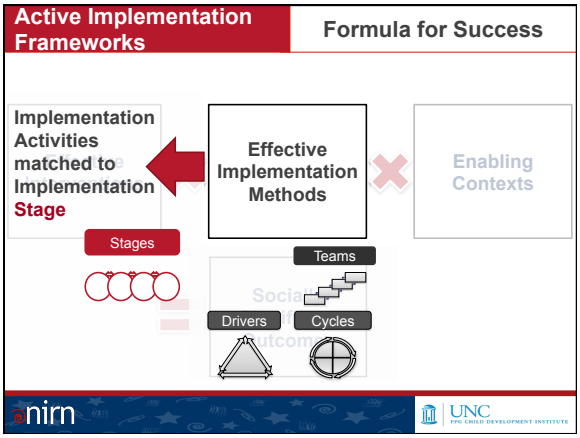

The Hexagon
An EBP Exploration Tool
The "Hexagon" can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.
Download available at:
www.scalingup.org/tools-and-resources
EBP:
5 Point Rating Scale:
High = 5; Medium = 3; Low = 1.
Midpoints can be used and scored as a 2 or 4.
High
Med
Low
Need
Fit
Resource Availability
Evidence
Readiness for Replication
Capacity to Implement
Total Score
NEED
CAPACITY
FIT
READINESS
RESOURCES
EVIDENCE
Need in school, district, state
Academic & socially significant issues
Parent & community perceptions of need
Data indicating need
Capacity to Implement
Staff meet minimum qualifications
Able to sustain Imp Drivers
Financially
Structurally
Buy-in process operationalized
Practitioners
Families
Fit with current initiatives
School, district , state priorities
Organizational structures
Community values
Readiness for Replication
Qualified purveyor
Expert or TA available
Mature sites to observe
Several replications
How well is it operationalized?
Are Imp Drivers operationalized?
Resources and supports for:
Curricula & Classroom
Technology supports (IT dept.)
Staffing
Training
Data Systems
Coaching & Supervision
Administration & system
Evidence
•Outcomes – is it worth it?
•Fidelity data
•Cost – effectiveness data
•Number of studies
•Population similarities
•Diverse cultural groups
•Efficacy or Effectiveness
© National Implementation Research Network 2009-2012
Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith at the University of


Active Implementation Frameworks
Formula for Success
Implementation Activities matched to Implementation Stage
Effective Implementation Methods
Enabling Contexts
Stages
Teams
Drivers
Cycles
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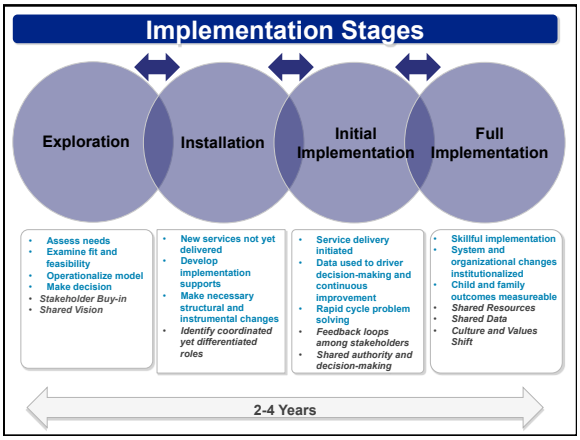
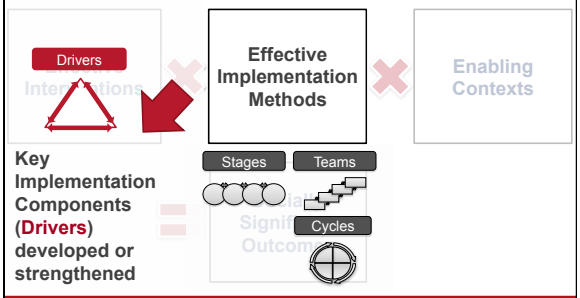

Implementation Stages
Exploration
Installation
Initial Implementation
Full Implementation
Assess needs
Examine fit and feasibility
Operationalize model
Make decision
Stakeholder Buy-in
Shared Vision
New services not yet delivered
Develop implementation supports
Make necessary structural and instrumental changes
Identify coordinated yet differentiated roles
Service delivery initiated
Data used to driver decision-making and continuous improvement
Rapid cycle problem solving
Feedback loops among stakeholders
Shared authority and decision-making
Skillful implementation
System and organizational changes institutionalized
Child and family outcomes measureable
Shared Resources
Shared Data
Culture and Values Shift
2-4 Years

Active Implementation Frameworks — Formula for Success



Key Implementation Components (**Drivers**) developed or strengthened

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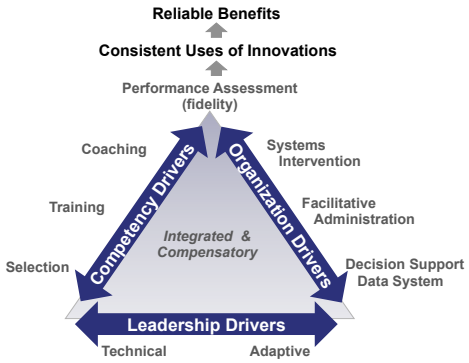
Implementation Drivers



Implementation Drivers — Selection

Purposes

- Select for the "tough to teach traits"
- Screen for pre-requisites
- Set expectations for new hires – use of data, coaching
- Allow for mutual selection
- Improve likelihood of retention after "investment"
- Improve likelihood that training, coaching, and supervision will result in implementation

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Implementation Drivers — Training

Purposes

- Continue "Buy-in" process
- Knowledge acquisition
- Skill Development
- Form a 'community'
- Get started…get better

Implementation Drivers — Coaching

Purposes

- Ensures fidelity
- Ensures implementation
- Develops application judgment in their setting
- Provides feedback to selection and training processes
- Grounded in "Best Practices"
- Must include direct observation and feedback

Implementation Drivers — Training and Coaching

	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
…+ Practice & Feedback in Training	60%	60%	5%
…+ Coaching in Classroom	95%	95%	95%

—Joyce and Showers, 2002

Implementation Drivers | Performance Assessment

Purposes

"Are we doing what we said we would do?"

- Measure fidelity
- Motivate implementation
- Reinforce staff and build on strengths
- Interpretation of Outcome Data
- Feedback on functioning of
  - Recruitment and Selection Practices
  - Training Programs (pre and in-service)
  - Supervision and Coaching Systems

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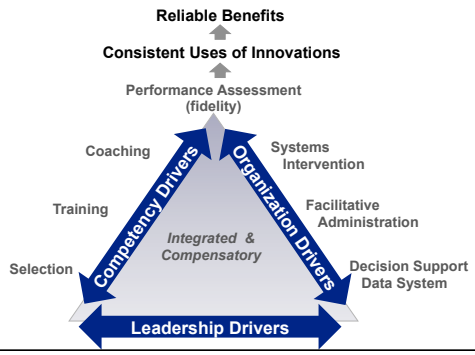
ORGANIZATIONAL CHANGE

"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling
Business Expert

Active Implementation Frameworks | Implementation Drivers



Implementation Drivers — Decision Support Data Systems

Purposes

- Monitor and improve child and family outcomes through data-based decisions
- Provide information to assess effectiveness of intervention and prevention practices
- Analyze the relationship of fidelity to outcomes
- Guide further program development
  - Detect discrete issues as well as systemic issues
- Engage in continuous quality improvement
  - Of the Intervention and the Drivers
- Celebrate success
- Be accountable to families, partners, and funders

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Implementation Drivers — Facilitative Administration

Purposes

•Creates an internally hospitable environment for the new way of work – at the level of the "agency"

• Facilitates the installation, implementation, and improvement of the Drivers for each innovation

•Takes the lead on Systems Interventions

•Looks for ways to make the direct work of practitioners (e.g. workers, agency staff) and directors more effective and less "burdensome"!!

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Implementation Drivers — Systems Intervention

Purposes

•Identify and "lift up" systemic barriers and facilitators to the next level to improve support for the new way of work

•Create an externally "hospitable" environment for the new way of work

•Engage key system partners and stakeholders

•Contribute to cumulative learning in multi-site projects

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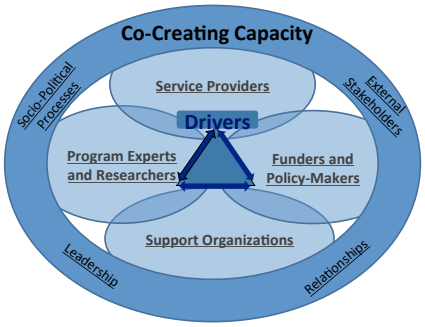
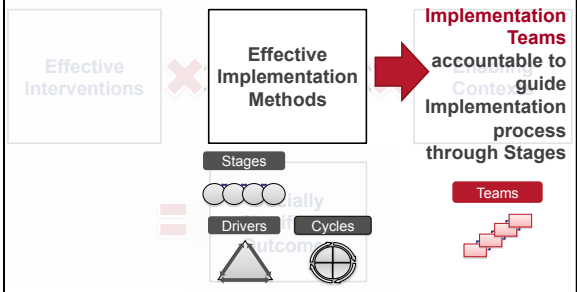
Co-Creating Capacity



Active Implementation Frameworks — Formula for Success



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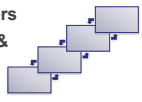
Active Implementation Frameworks — Team Functions

- Implementation Teams provide an accountable structure to move intervention through stages of implementation for ***any new innovation***
  - Accountable structure remains to avoid many pitfalls of implementation
- Implementation Teams focus on:
  - Quality, integration, sustainability of Drivers
  - Data-based Decision-making (e.g. fidelity & outcomes)
  - Alignment (funding and policy)
  - Problem-Solving and Sustainability



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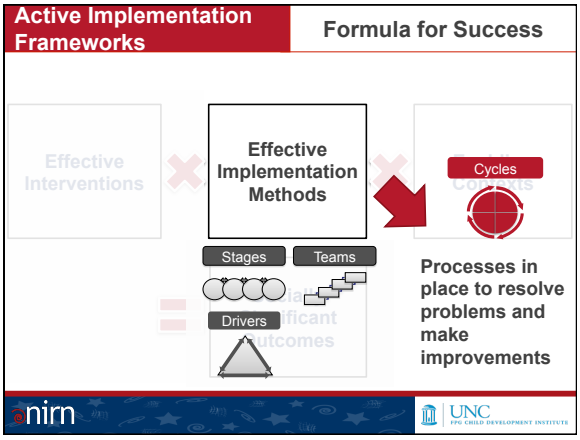

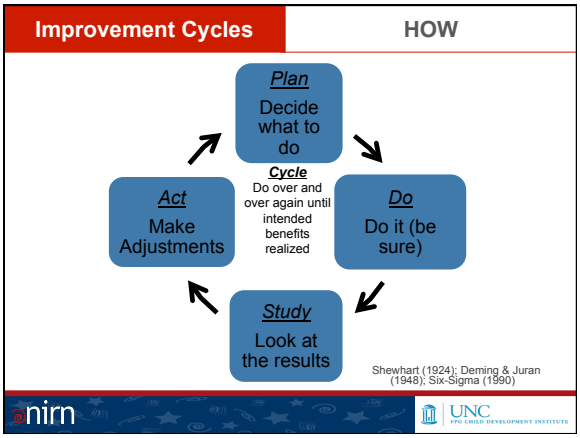

"Key Aspects of Improvement"

"Many initiatives fail for lack of study and reflection on what is actually being done and what the results are from having done it. Observing, describing, and documenting are key aspects to a program improvement cycle, and particularly critical during the pilot phase when key functions of interventions are emerging."

Metz, et. al., 2010, Improvement Cycle Tool

Formula for Success

- Effective collaboration of cross-sector stakeholders
- Facilitative agency administration (aligned agency policy and procedures)
- Organizational and system structures to support and sustain improvement efforts
- Effective systems interventions (aligned state policy and procedures)
- A commitment to learning and intentional improvement

Enabling Contexts

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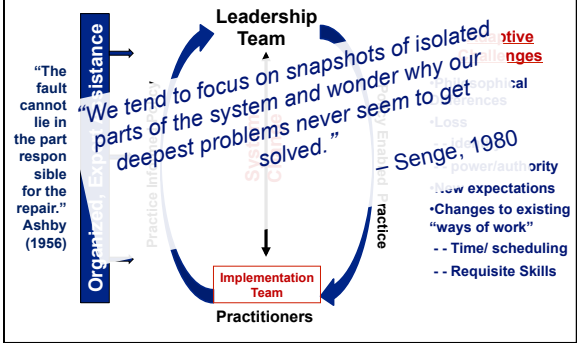
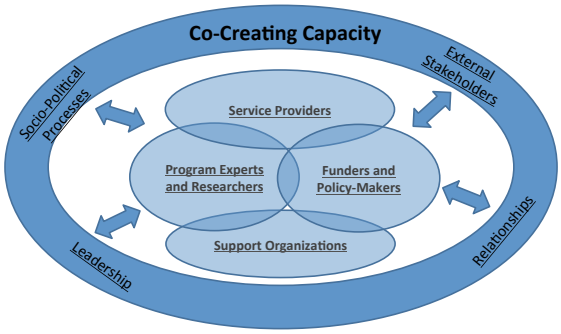
Formula for Success | Enabling Contexts



Co-Creating Capacity



Catawba county child wellbeing project

ASSESSING NEEDS

What's our way in?

Formula for Success

To experience the benefits of the intervention, how are we meeting the needs of our families?

Effective Implementation Methods

Enabling Contexts

Socially Significant Outcomes

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Child Wellbeing Project | Purpose

Expand services for children and families engaged in child welfare system beyond the mandated service continuum with the goal of improving foster children's wellbeing and transition to adulthood.

Ensure children and youth:
- *Are employable*
- *Are educated*
- *Are connected (civically, spiritually, and to family)*
- *Have stable housing*
- *Have medical home*
- *Make appropriate and wise decisions*

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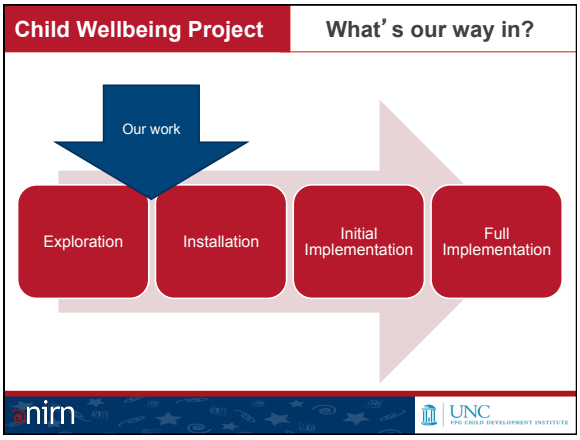
Child Wellbeing Project
What's our way in?
Our work
Exploration
Installation
Initial Implementation
Full Implementation
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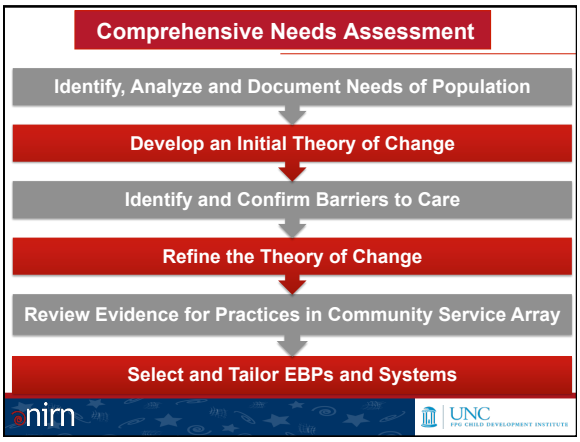
How do we identify the needs of children exiting foster care?


Comprehensive Needs Assessment
Identify, Analyze and Document Needs of Population
Develop an Initial Theory of Change
Identify and Confirm Barriers to Care
Refine the Theory of Change
Review Evidence for Practices in Community Service Array
Select and Tailor EBPs and Systems
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Child Wellbeing Project | **Get Started…**

When we started the conversation, Catawba County had selected models…

- Descriptive analysis of administrative data
- Guided discussions with staff
- Focus on EBPs

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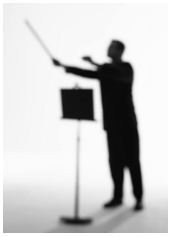
The Challenge of Leading with Models



Child Wellbeing Project | **Needs Assessment**

What was missing?

- Multiple perspectives on permanency and wellbeing
- Statistical modeling to refine subpopulation needs
- Barriers to care
- Theory of change
- Evidence-base through an implementation lens
- Engagement of opinion leaders

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Child Wellbeing Project | **Needs Assessment**

Where to begin?

- Engage Exploration Team
  - Practitioner and community-informed decisions
  - Natural champions
  - Cross-discipline teaming
- What do we know?
  - EBPs retrofitted to logic model
- What else do we need to know?
  - Theory of Change

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"Get Started, Get Better"

Child Wellbeing Project | **Needs Assessment**

Multiple perspectives on child permanency and wellbeing

- Birth parents, adoptive parents, legal guardians
- Community stakeholders (schools, courts, advocacy)
- Practitioners across divisions (investigations, in-home services, foster care, mental health)
- Managers and administrators

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Child Wellbeing Project | **Needs Assessment**

Analytic modeling to refine subpopulations needs

- Conduct further data mining on subpopulations
- Employ statistical models that allow for controlling specific variables (e.g., age of entry into care) while isolating the predictive value of other variables (e.g., parental substance abuse)

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Child Wellbeing Project | **Needs Assessment**

Identify and confirm barriers to care

- Given subpopulation needs, what are practice and systems level barriers to care?
- Conduct case record reviews
- Survey key stakeholders

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Child Wellbeing Project | **Needs Assessment**

- **Six areas of need identified:**
  - Ongoing emotional support and case management for families
  - Mental health services for children to address attachment and externalizing behaviors
  - Educational services, supports, and advocacy to improve educational achievement
  - Material supports to provide financial assistance and child care
  - Parent education to enhance parenting skills
  - Emotional supports to help adopted children normalize adoption experience

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Child Wellbeing Project | **Needs Assessment**

Develop theory of change prior to model selection

•Child Wellbeing Project was informed by risk and resiliency theory.

- Risk factors increase the probability of a child's reentry into foster care
- Protective factors promote child and family wellbeing, reducing the probability of reentry into foster care

Child Wellbeing Project | **Theory of Change**

Families with children who have exited foster care face potential risk factors for reentry into care not alleviated easily by current child welfare post-care services.

To bring about change, resources must be dedicated to provide families with mental health, educational advocacy, parenting education, ongoing emotional support and case management, material supports, and adoption services.

When these services are provided, risk factors are decreased and protective factors are increased, which in turn produces increased family and child wellbeing.

Increased wellbeing leads to decreases in reentry in care and ensures children and youth are employable, educated, connected, have stable housing and medical homes, and make appropriate and wise decisions.

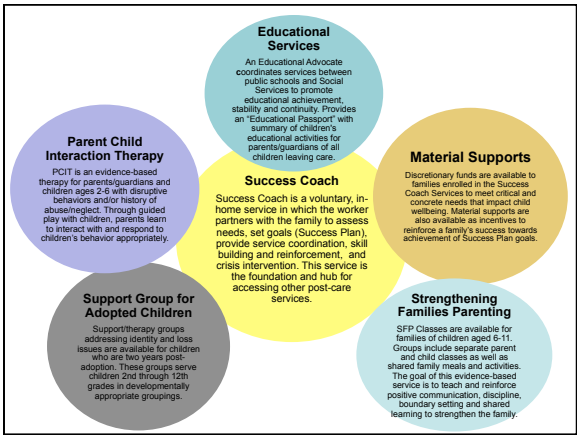
Child Wellbeing Project | **Needs Assessment**

Review the Evidence-Base

- Potential models that can contribute to underlying theory of change
- Fit and feasibility analysis

Engage opinion experts

- Leading child welfare researchers on post-care


Educational Services
An Educational Advocate coordinates services between public schools and Social Services to promote educational achievement, stability and continuity. Provides an "Educational Passport" with summary of children's educational activities for parents/guardians of all children leaving care.
Parent Child Interaction Therapy
PCIT is an evidence-based therapy for parents/guardians and children ages 2-6 with disruptive behaviors and/or history of abuse/neglect. Through guided play with children, parents learn to interact with and respond to children's behavior appropriately.
Success Coach
Success Coach is a voluntary, in-home service in which the worker partners with the family to assess needs, set goals (Success Plan), provide service coordination, skill building and reinforcement, and crisis intervention. This service is the foundation and hub for accessing other post-care services.
Material Supports
Discretionary funds are available to families enrolled in the Success Coach Services to meet critical and concrete needs that impact child wellbeing. Material supports are also available as incentives to reinforce a family's success towards achievement of Success Plan goals.
Support Group for Adopted Children
Support/therapy groups addressing identity and loss issues are available for children who are two years post-adoption. These groups serve children 2nd through 12th grades in developmentally appropriate groupings.
Strengthening Families Parenting
SFP Classes are available for families of children aged 6-11. Groups include separate parent and child classes as well as shared family meals and activities. The goal of this evidence-based service is to teach and reinforce positive communication, discipline, boundary setting and shared learning to strengthen the family.

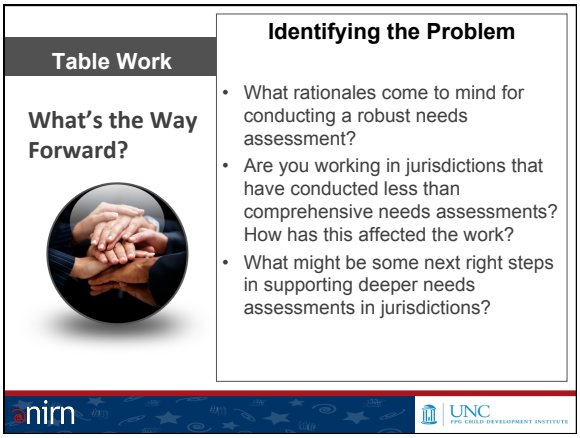


Table Work
What's the Way Forward?
Identifying the Problem
• What rationales come to mind for conducting a robust needs assessment?
• Are you working in jurisdictions that have conducted less than comprehensive needs assessments? How has this affected the work?
• What might be some next right steps in supporting deeper needs assessments in jurisdictions?
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Catawba county child wellbeing project
BUILDING THE INFRASTRUCTURE
What's our way forward?

Formula for Success

Effective Interventions × What critical program and organizational supports are needed to implement and scale-up effective practices? × **Enabling Contexts** = **Socially Significant Outcomes**

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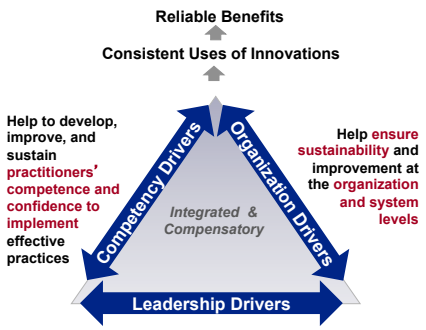
Active Implementation Frameworks — Implementation Drivers



Implementation Teams — Linked Team Structure

- Design Team
- Cross-Services Team
- Practice Teams

- Enabling Context
  - Vertical Alignment – leadership, management, and practice
  - Horizontal Alignment – cross-sector representation

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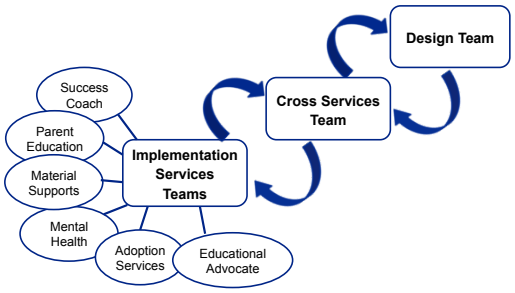
Implementation Teams — Child Wellbeing Linked Teams



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Implementation Teams — Initial Engagement

Developed team-specific Terms of Reference and Linked Communication Protocols

- Established common ground and a common understanding
- Ensured agreement about important dimensions of the project.
- Helped the teams talk more openly about diverse opinions and reach consensus.
- Ensured mutual accountability among teams to each other

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Implementation Teams — Ongoing Engagement

What kept the teams coming back?

Shared vision
Preparation and purposeful agenda setting for each meeting
Homework assignments that produced actionable information
Mutual accountability within and among teams
Decision-making and empowerment
Being a part of something bigger than yourself

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Metz, et. al., 2014

Results from Child Wellbeing Project

Component	T1	T2	T3
Selection	1.44	2.00*	1.89*
Training	1.33	1.5*	1.10
Coaching	1.27	1.73*	1.83*
Perf. Assessment	**0.78**	**1.34**	**2.0***
DSDS	**0.18**	**1.36**	**2.0***
Fac. Administration	1.38	2.00*	2.0*
Systems Intervention	1.29	1.86*	2.0*
Average Composite Score	**1.1**	**1.68***	**1.83***
Fidelity (% of cases)	**18%**	**83%**	**83%**

Success Coach model involved intense program development of core intervention components and accompanying implementation drivers

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Implementation Teams

Case Example

- How did Implementation Teams improve fidelity?
  - Intentional action planning based on implementation drivers assessment data and program data
  - Improved coaching, administrative support, and use of data to drive decision-making ; adapted model
  - Diagnosed adaptive challenges, engaged stakeholders, inspired change

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Implementation Teams

Case Example: EBMs

How did Implementation Teams interface with national EBP developers?

- Worked with outside consultants to ensure that best practices for coaching and fidelity assessments were installed (SFP)
- Maintained competency drivers and continue to strengthen organizational supports when the locus of control for the drivers shifted (PCIT)

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Metz, et. al., 2014

Results from Child Wellbeing Project

Component	SFP T1	SFP T2	PCIT T1	PCIT T2
Selection	1.56	1.67	0.33	0.78
Training	1.00	1.20	2.00	1.80
Coaching	1.82	1.50	1.64	1.42
Perf. Assessment	1.89	2.00	1.33	2.00
DSDS	1.90	2.00	1.91	2.00
Fac. Administration	1.88	2.00	1.75	2.00
Systems Intervention	1.86	2.00	1.63	2.00
Average Composite Score	**1.70**	**1.77**	**1.51**	**1.71**
Fidelity (% of cases)	**93-100%**	**92-98%**	**85%**	**82%**

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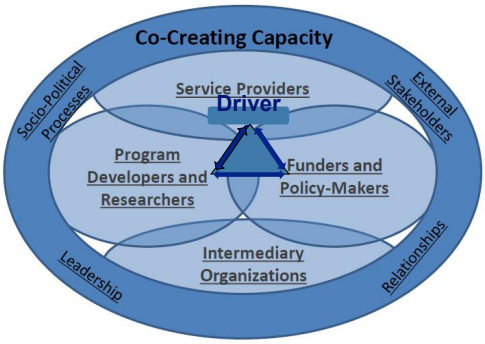
Co-Creating Capacity



Formula for Success

Effective Interventions ✖ Effective Implementation Methods ✖ Enabling Contexts

= Socially Significant Outcomes

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Implementation Infrastructure | **Positive Outcomes**

Did high fidelity implementation lead to improved outcomes? Early outcomes include…

- **Stabilized families**
- **Prevented re-entry of children into out of home placements**
- **Improved parenting knowledge and skills**
- **Reductions in externalizing behaviors for children**

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Table Work

What's the Way Forward?

Drivers Improvement

- What is your key "take away" from this case study?

Consider implementation of a current project…

- What Drivers are most challenging? Why?
- How are these challenges impacting implementation?
- What might be the "next right steps"?

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