



Let's Talk

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Doing Something Differently

Lessons Learned from a Case Study
Using Implementation Science
to Guide Program Change

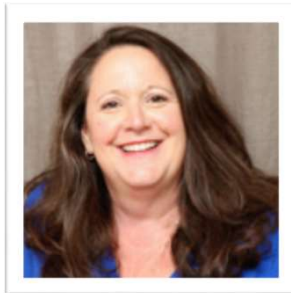
Audience: Implementers and TA Providers

Acknowledgements

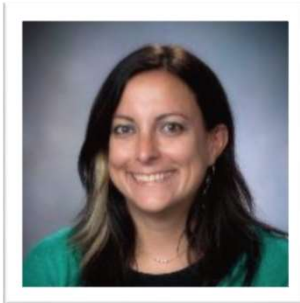
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Welcome and Introductions



Laura J. Johns, Ph.D.



Kelley Perkins, Ph.D.



Zeynep Ercan, Ph.D.

Objectives

This session will:

- Create space for a dialogue on how implementation science can be more accessible as a tool to guide quality improvement initiatives.
- Provide opportunities to discuss ways implementation science can inform technical assistance
- Discuss the role of implementation teams, data and feedback loops, and infrastructure as key drivers for program improvement.
- Discuss the role of Program administrators as critical change agents in initiatives such as CCDBG Reauthorization and QRIS.



What Types Of Quality Initiatives
Are You Currently Involved In?

Please type in the chat box

Materials to Support Your Active Participation

- Note-Taking Form

Doing Something Differently
Note Taking Form

Participant Name: _____ Organization: _____
Role: _____ Change Initiative Underway: _____

Take notes about your progress, questions, challenges and opportunities by implementation stage and core element

Stage 1 **Exploration**: assessing community needs, consider programs, feasibility, plan action and resources

Implementation Team	
Data and Feedback Loops	
Implementation Infrastructure	

Stage 2 **Installation**: build supporting infrastructure, individual and organizational competencies are being established

Implementation Team	
Data and Feedback Loops	
Implementation Infrastructure	

What is Implementation Science?

- “Implementation science is the scientific study of the process of making evidence-based practices work in real-world settings. **Implementation science is important** because when you scale up a program to reach more children and families, you want to make sure you **achieve the desired outcomes**” (Halle, 2013).

Why focus on Implementation?



- Implementation science is a specific framework that early care and education program implementers and TA Providers can use to guide the implementation of quality improvement efforts.
- It places an overt emphasis on reflection of practices and evaluation of supports for those practices.

Presentation Roadmap

- Theory - Introduction to Implementation Science's core elements
- Practice – Field based illustration of the concrete application of core elements to support program level continuous quality improvement from Rowan University's Early Childhood Demonstration Center

Introduction to Implementation Theory (Metz, Naoom, Halle & Bartley, 2015)

http://www.acf.hhs.gov/sites/default/files/opre/es_ccepra_stage_based_framework_brief_508.pdf

May 2015

An Integrated Stage-Based Framework
for Implementation of Early Childhood
Programs and Systems



- **Summary:**

- Implementation happens in 4 discernable stages
- 3 core elements are important at each stage:

Implementation Teams

Data and Feedback Loops

Implementation Infrastructure

Implementation Teams

- Who needs to be involved in the implementation strategy?
- Who should be in an implementation role, monitoring role, or communication and supporting role?
- How many teams are needed? What levels of the system should be included in the (set of) teams?
- What should team members need to know or be able to do?

Data and Feedback Loops

- What questions are we trying to answer?
- What data should we be collecting and why?
- How will we be assessing our progress?
- How do we collect feedback, information and data about our planning, implementation and readiness to change?
- How can we use information to support practice and continuous quality improvement?
- How can we engage in Policy-Practice feedback loops (plan, do, study, act) between levels and across levels of the early education system?

Implementation Infrastructure

- Do we have the right team to do the job (knowledge and skills)?
- How are we recruiting, training and supporting members of our teams?
- Are we monitoring and supporting implementers' quality of delivery?
- Do we have adequate resources, partnerships, and policies in place to support high-quality delivery of the (new) practice?
- Are our leaders equally responsive to technical and adaptive issues?
- How are we inspiring innovation?

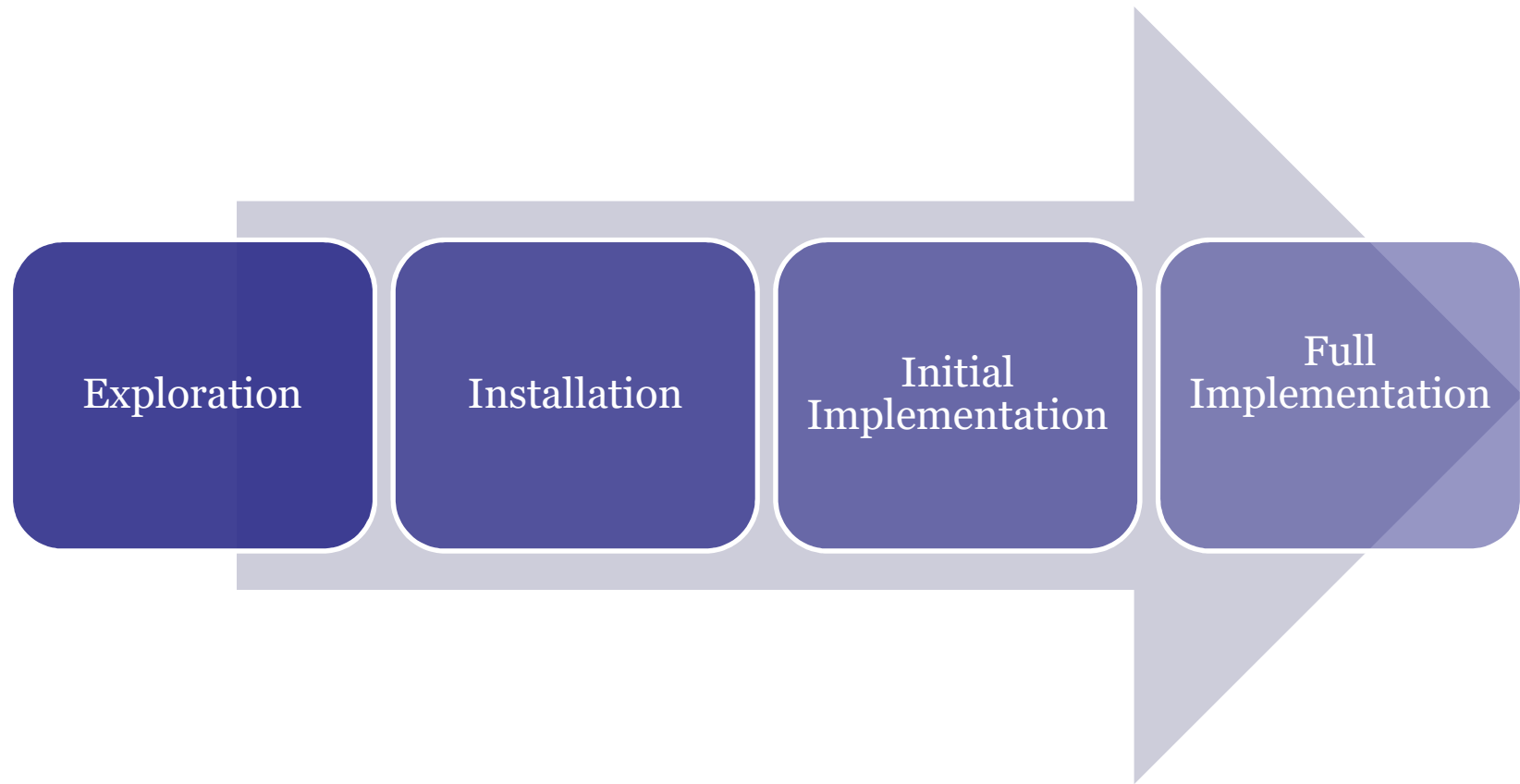
Case Study



Zeynep Ercan, M.A., Ph.D.

Associate Professor and Coordinator of Early Childhood Education Program
Co-Director, Early Childhood Leadership Institute, Center for Access, Success,
and Equity

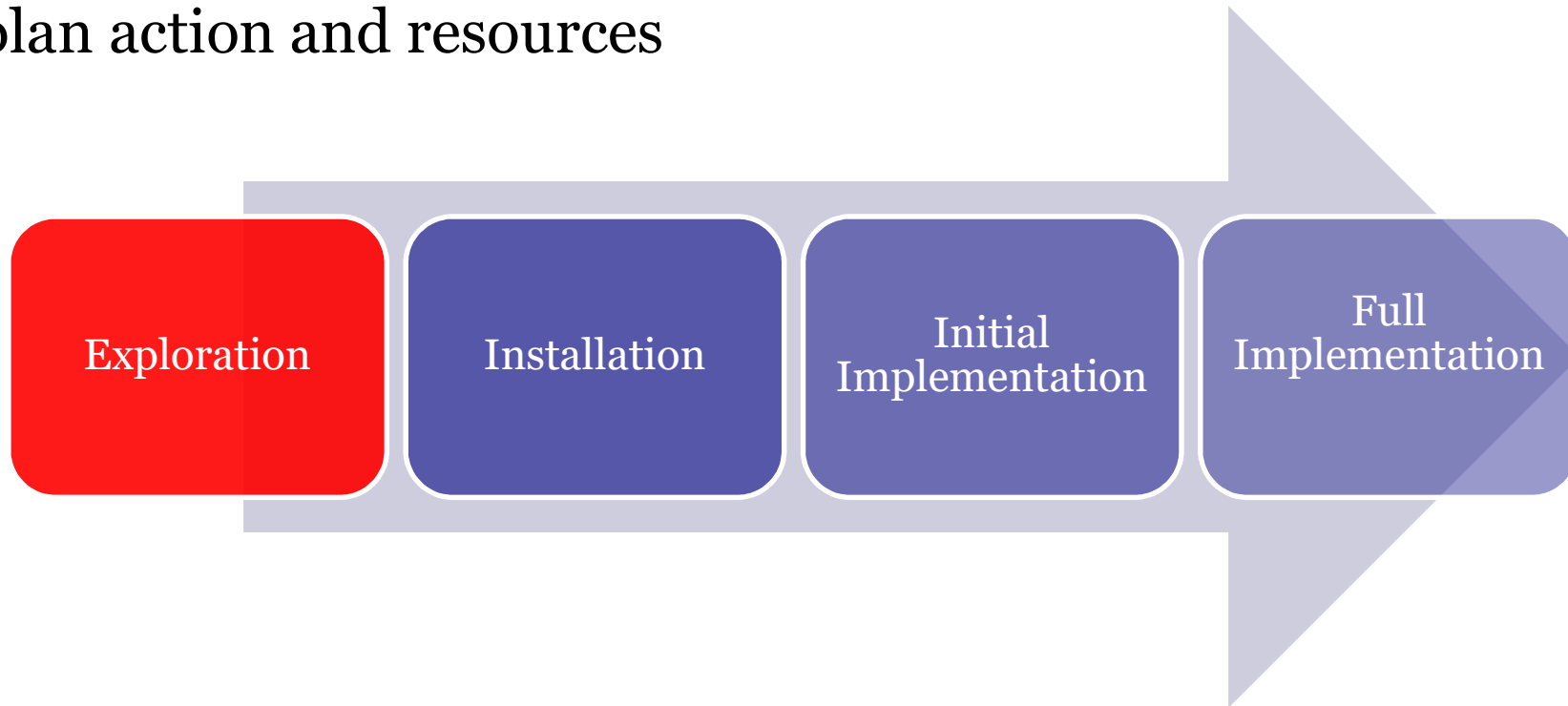
Stages of Implementation



(Metz, Naoom, Halle & Bartley, 2015)

Stage 1: Exploration

assessing community needs, consider programs, feasibility,
plan action and resources



(Metz, Naoom, Halle & Bartley, 2015)

First Stage: Exploration

- In 2014 new early childhood faculty joined the center and began meeting with the program administrator.
- New Jersey's QRIS launched in the state and while investigating the readiness for the program to enter into the QRIS, the program administrator and faculty agreed to begin a quality improvement effort for the center.

Data to Guide Decision Making

- Data being collected and then analyzed throughout each stage of implementation must be reliable, meaningful to the work and desired outcomes.

Implementation Team

- Team formed, expectations outlined
- Weekly meetings

Data and Feedback Loops

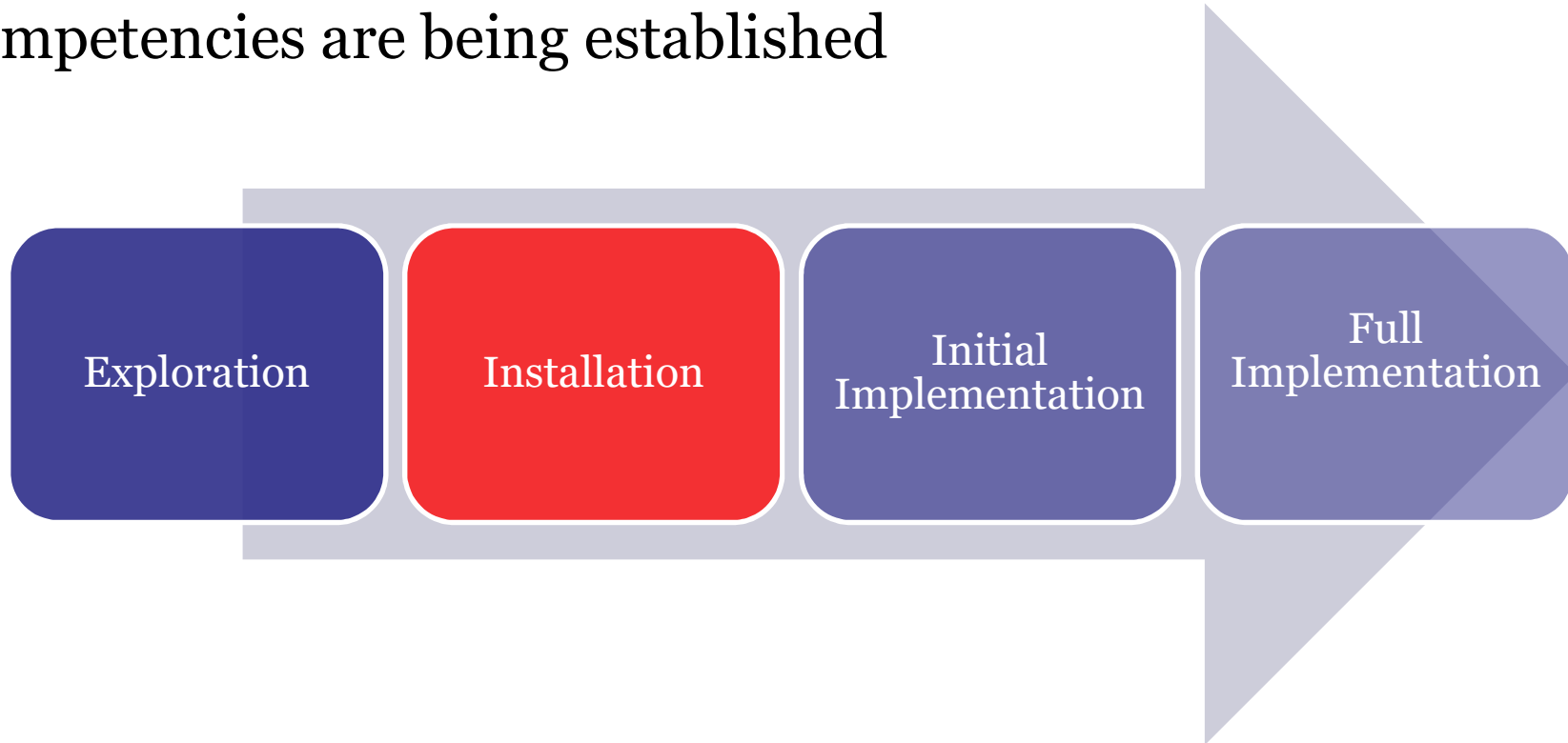
- Assess readiness of staff
- Data collected in matrixes from center visits

Implementation Infrastructure

- Plan professional development
- Adapt administrative practices to support implementation
- Align the curriculum to the philosophy of the center

Stage 2: Installation

build supporting infrastructure, individual and organizational competencies are being established



(Metz, Naoom, Halle & Bartley, 2015)

Second Stage: Installation

Areas that are typically addressed during the installation phase are:

- Human resources – staff recruitment, hiring, training, coaching, assessment
- Financial resources – fund acquisition or realignment
- Policy and procedure development (at both the structural and process levels)
- Reporting mechanisms for outcomes

Implementation Team

- Continued meeting regularly
- Constructing timelines and analyzing data

Data and Feedback Loops

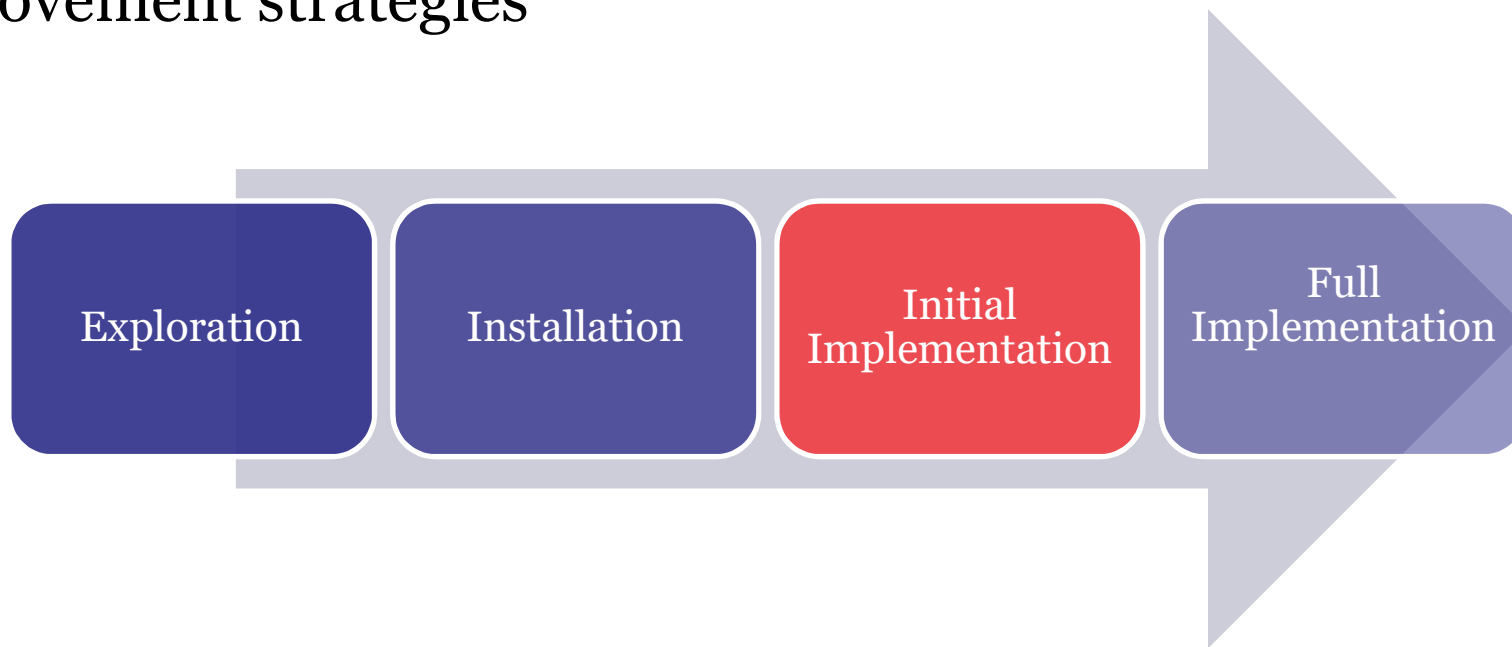
- Developed reporting mechanisms for outcomes
- Developed a data collection plan

Implementation Infrastructure

- Support human resources
- Develop professional development
- Adapt administrative practices to support implementation

Stage 3: Initial Implementation

first steps for the program are implemented, continuous improvement strategies



**(Metz, Naoom, Halle & Bartley,
2015)**

Third Stage: Initial Implementation

Maintaining **resilience during initial change** is difficult for everyone involved and it is critical during this phase for the program administrator to help her team to focus on the:

- philosophy statement,
- goal of the change,
- to encourage open communication and to,
- continue feedback loops and ongoing reflection.

Implementation Team

- Improvement cycles
- Newly developed position

Data and Feedback Loops

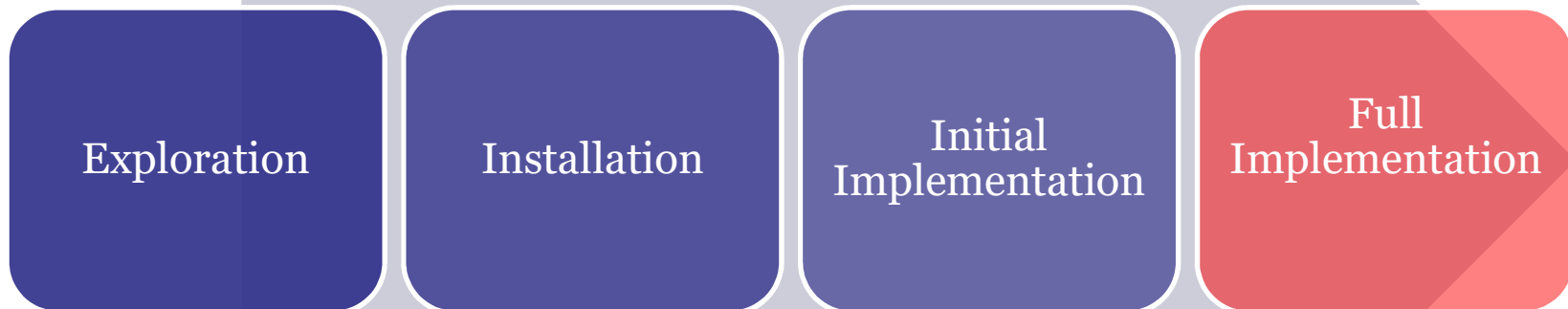
- Developing feedback loops and Communication plan/protocol
- Data used for problem-solving and improvement

Implementation Infrastructure

- Technical Leadership:
- Adaptive Leadership:

Stage 4: Full Implementation

Integrated at all levels, providers are “skillfully providing services”, 50% of staff fidelity to the model, outcomes are occurring that are expected



(Metz, Naoom, Halle & Bartley, 2015)

Fourth Stage: Full Implementation

- Full implementation does not imply that the work can stop.
- Programs that are committed to high quality must maintain a commitment to feedback loops, ongoing assessment and as-needed modifications.
- During the full implementation phase a program should begin to see movement toward desired outcomes.

Implementation Team

- Continued meeting regularly
- Assessing purpose and focus

Data and Feedback Loops

- Continued data collection with new data points on fidelity of the curriculum implementation
- Reviewing communication feedback loops for any adaptations needed

Implementation Infrastructure

- Professional development
- Leadership

Reflection/Discussion

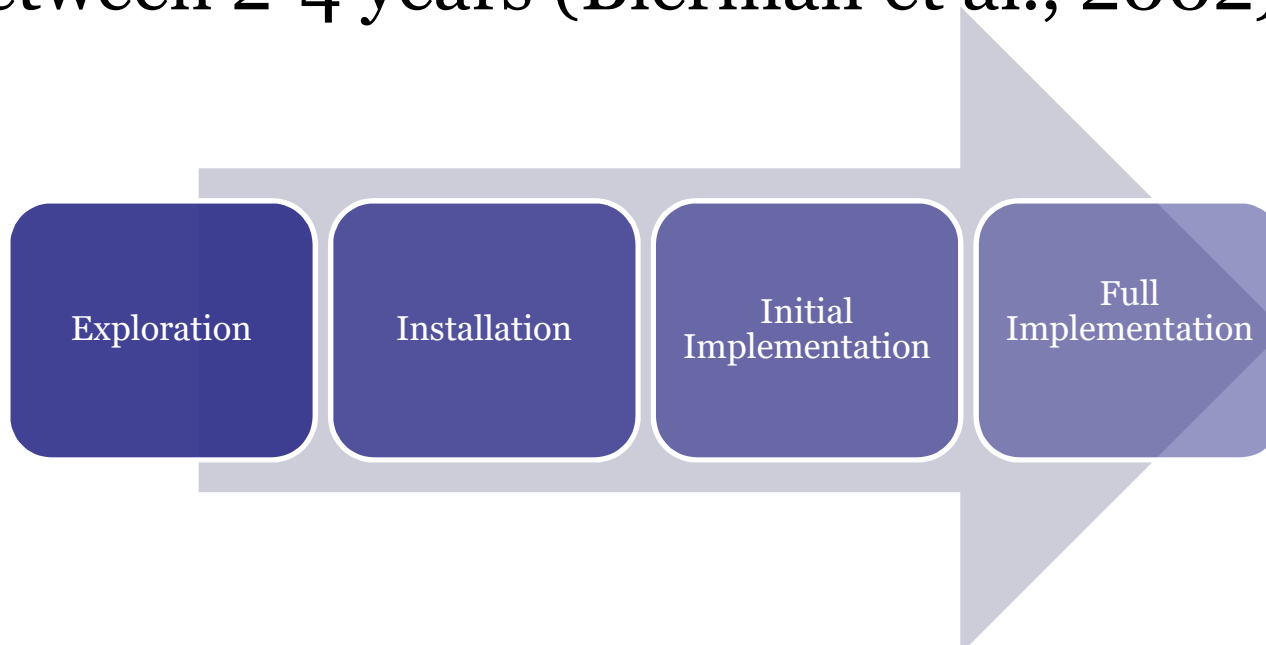
Your turn to share your implementation experiences.

- Describe your experiences with implementation teams, data and feedback loops and infrastructure.
- Think about those experiences and how they differed across the stages of implementation.



Planning for Change Over Time

- Researchers have indicated that progressing through all four implementation stages and achieving full implementation could take between 2-4 years (Bierman et al., 2002).



Do your Initiatives Fit into This Timeline?

- Group Discussion
- How can you honor the need for ongoing reflection of practices, stakeholder engagement and the evaluation of supports for new initiatives—AND meet a deadline?
 - Share Challenges
 - Share Strategies

Implications Drawn from Work at RWECD

As we share, think about:

- Do they match your summative thoughts?
- What other lessons learned could be included based on you hearing about this case study and/or your own experiences with implementation?

Implications for Program Administrators and Technical Assistants

- The work during the Exploration Stage lays the foundation for the rest of the path towards implementation
- Taking the time to thoughtfully put together the implementation team helps when there are bumps on the path
- Actively involving stakeholders in the process is an asset

Implications for Program Administrators and Technical Assistants

- Data are not helpful unless used to help inform the implementation process (data-driven decision making)
- Leadership plays an important role to staying on the path of implementation

Let's Talk: Questions, Comments?



Conclusion

- What are YOUR Conclusions
 - Type your ah ha's and questions in the chat box
 - What strategies can/will you apply in your role?
 - What further supports or resources would be helpful?

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Thank You!

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