Measuring, Assessing and Improving Implementation at Multiple Levels of the Service Delivery System

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1. Identify core components of effective implementation – active use and improvement of best practices of **Implementation Drivers**

2. Introduce tool for assessing implementation infrastructure– stage-based assessment to identify percentage of best practices in place

3. Share methodology and some interesting findings from case example – application to evidence-informed and evidence-based child welfare practices

4.Demonstrate use of data for continuous improvement – assessment findings used for stage-appropriate action planning

5.Reflect and discuss

Implementation Infrastructure

- – Help to develop, improve, and sustain practitioners' competence and confidence to implement practices that promote high fidelity service delivery.

- – Help ensure sustainability and improvement at the organization and system level

- – Help guide leaders to use the right leadership strategies for the situation
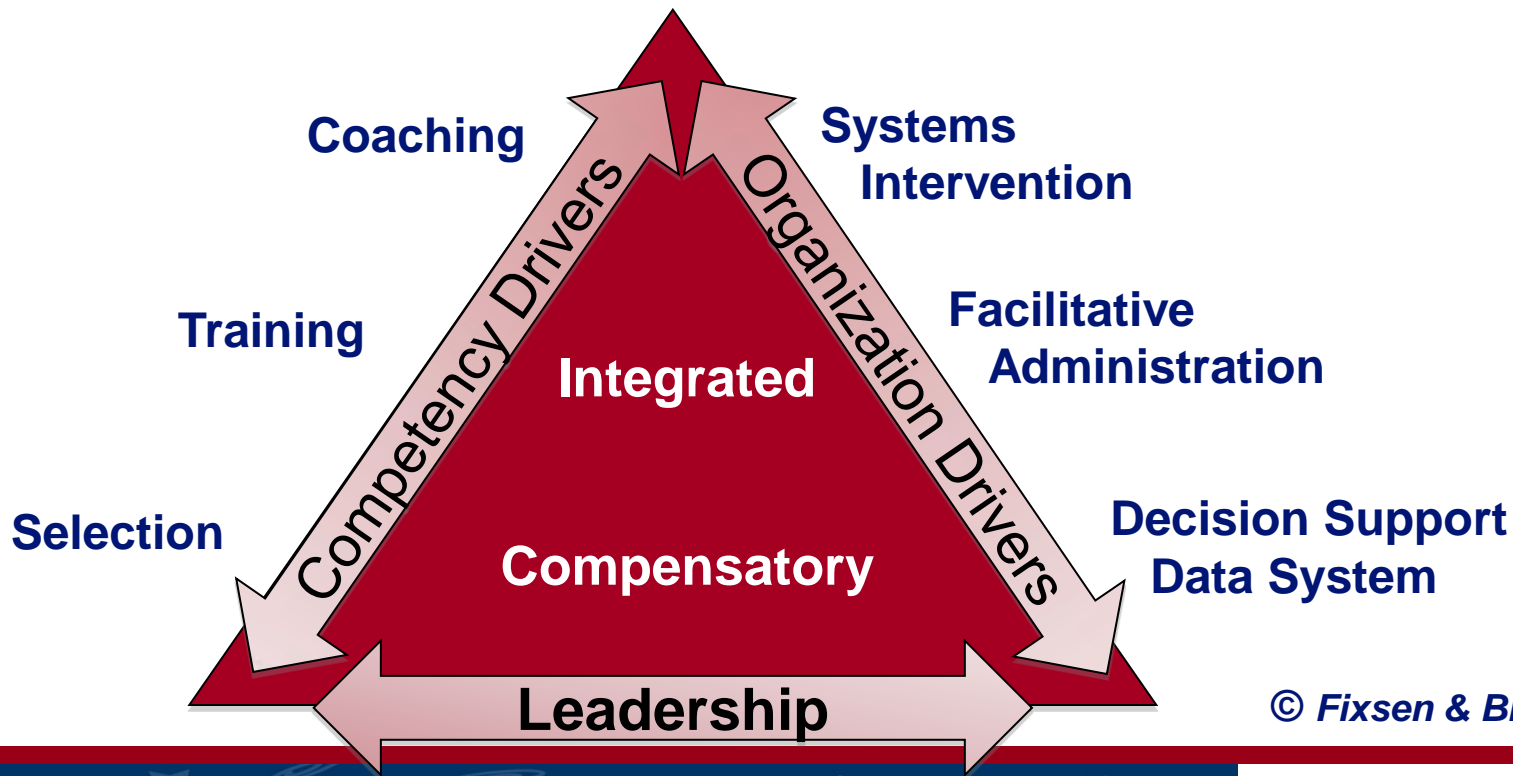
Positive outcomes for children

High fidelity service delivery

Performance Assessment

Implementation Drivers

Coaching

Systems Intervention

Competency Drivers

Organization Drivers

Training

Facilitative Administration

Integrated

Selection

Compensatory

Decision Support Data System

Leadership

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Goals

- The assessment is designed to "go deeper" into the Implementation Drivers and build capacity of the organization

- The **goal** of this assessment is to collect information from the individuals currently doing all or some of the work of implementation in the service delivery system.

- The self-assessment is not an evaluation.

- The information from the self-assessment provides a basis for beginning a process of action planning and continuous improvement.

- In Place

- Partially in Place

- Not in Place

- Not Applicable - For items that are not applicable, respondents describe why in the Notes section. Also, for items that are in place, or partially in place, respondents briefly describe in the Notes section.

- **Composite Scores** = Average scores for each driver when assigning 0, 1 or 2 to individual indicators

- Assessment administered in public child welfare agency implementing a post-care service model
  - Success Coach and Educational Advocate (EIP)
  - SFP and PCIT (EBM)

- Implementation Teams served as accountable structure to develop infrastructure to support high-fidelity implementation

- Baseline assessment administered 3 months after initial implementation began (children and families receive new services); Follow-up assessments conducted at 12 and 24 months

- Facilitated sessions with Implementation Teams accountable for selection, installation and implementation of new service

- Consensus scores developed

Change Scores for Success Coach

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*

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

- What were the changes in Implementation Infrastructure?
  - Drivers were strengthened from T1 to T2 and T3 (6 out of 7 drivers reached threshold of 1.5 for installation). Data drivers were strengthened the most.
- How are these infrastructure changes related to fidelity scores?
  - T1 evaluation results indicated model was not implemented as intended
  - T2 evaluation results found fidelity achieved across all SCs at least 83% of total cases
- How did Implementation Assessment contribute to increased fidelity?
  - Findings from T1 were used to inform intentional action planning to strengthen drivers
  - Intensive coaching, administrative support, and use of data to drive decision-making all seemed to pay off in terms of high fidelity implementation at T2
  - Implementation data continue to be collected and reviewed annually
  - Data are reviewed to better understand the compensatory and integrative nature of the Drivers to support high fidelity implementation

Component	SFP T1	PCIT T1	PCIT T2
Selection	1.56*	0.33	0.78
Training	1.00	2.00*	1.80*
Coaching	1.82*	1.64*	1.42
Perf. Assessment	1.89*	1.33	2.00*
DSDS	1.90*	1.91*	2.00*
Fac. Administration	1.88*	1.75*	2.00*
Systems Intervention	1.86*	1.63*	2.00*

Strengthening Families Program is an EBM with a national trainer; Parent Child Interaction Therapy is an EBM with a highly organized and intensive 9 month learning collaborative for rostering

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- SFP - How can an agency compensate for national training that is less adequate?
    - A qualitative review of the drivers conducted during the installation phase found that SFP training provided by the national office did not use many best practices
    - The public agency worked with outside consultants to compensate for this through more intensive coaching and performance assessments
    - Overall, parent sessions were 98% faithful to the model
- PCIT – What happens when the locus of control for the drivers changes over time?
    - The public agency was able maintain competency drivers and continue to strengthen organizational supports
    - Therapists demonstrated fidelity to the model at an average of 83%

- Strengthening the implementation infrastructure (i.e., implementation drivers) related to improved fidelity scores

- Conducting a stage-based formal assessment of implementation provides data for purposeful action planning by Implementation Teams whether a purveyor is formally involved or not

  - Success Coach Team developed, installed, and improved infrastructure (no purveyor)

  - SFP Implementation Team addressed infrastructure gaps not installed by purveyor

  - PCIT Implementation Team built agency capacity to take on the responsibility of certain drivers over time

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NIRN Discussion: *Measuring, Assessing and Improving Implementation*
Your comments and ideas are invited!

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