



Implementation Science: What Does It Take To Improve Outcomes?

Webinar Closed Captioning Transcript

4/17/2017

>> LET'S GO AHEAD AND GET STARTED.

HELLO, EVERYONE.

MY NAME IS MIE FUKUDA, AND I'M A PROGRAM SPECIALIST WITH THE CHILDREN AND YOUTH PROGRAM HERE AT

FUTURES WITHOUT VIOLENCE.

I WANT TO WELCOME YOU ALL TO TODAY'S WEBINAR, WHICH IS TITLED -- IMPLEMENTATION SCIENCE, WHAT DOES

IT TAKE TO IMPROVE OUTCOMES?

THIS WEBINAR IS PRESENTED BY FUTURES WITHOUT VIOLENCE IN PARTNERSHIP WITH THE FAMILY VIOLENCE

PREVENTION AND SERVICES PROGRAM.

HELLO?

MELANIE?

>> MELLOW?

>> THAT'S STRANGE, I JUST HEARD A PROMPT THAT SAID MY CALL DID NOT GO THROUGH.

I'M SORRY.

I THOUGHT I GOT DISCONNECTED.

I'M GLAD THAT I DIDN'T.

OKAY.

THE FAMILY VIOLENCE PREVENTION AND SERVICES PROGRAM, THANK YOU SO MUCH FOR PARTNERING WITH US.

THIS WEBINAR IS A 90-MINUTE-LONG WEBINAR, AND IT'S BEING RECORDED.

THE RECORDING LINK PRESENTATION SLIDES, THE CLOSED CAPTIONING TRANSCRIPT WILL ALL BE EMAILED TO YOU

AFTER THE WEBINAR.

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SO THANK YOU SO MUCH FOR JOINING US TODAY FOR WHAT WE HOPE IS THE INFORMATIVE PRESENTATION THAT IS

AIMED TO SUPPORT YOU IN YOUR WORK.

BEFORE WE DIVE INTO THE MAIN PRESENTATION TODAY, I WANT TO TAKE A FEW MINUTES TO GO OVER THE

TECHNOLOGY THAT WE'LL BE USING FOR TODAY'S WEBINAR.

FOR AUDIO, YOU HAVE TWO OPTIONS.

YOU CAN LISTEN TO THE AUDIO, THE PRESENTATION THROUGH YOUR COMPUTER'S SPEAKERS, OR THROUGH YOUR

PHONE.

IF YOU CHOOSE TO JOIN US THROUGH YOUR PHONE, PLEASE DIAL THE NUMBER THAT IS ON THE SCREEN, WHICH IS

1-800-832-0736.

AND ENTER THE CONFERENCE ROOM NUMBER, WHICH IS 740492 SEVEN 7.

YOU'LL BE MUTED AUTOMATICALLY AND THAT'S SO WE CAN MINIMIZE ANY BACKGROUND NOISE.

WE'LL BE USING A COUPLE OF THE WEBINAR PLATFORM FEATURES TODAY, AND THE FIRST IS THE CHAT BOX, WHICH

MANY OF YOU HAVE BEEN USING ALREADY TO INTRODUCE YOURSELVES.

SO FOR FOLKS WHO HAVE JUST JOINED US, IF YOU COULD GO AHEAD AND INTRODUCE YOURSELVES, YOUR NAME, THE

ORGANIZATION THAT YOU WORK FOR, IF YOU'RE WORKING FOR ANYBODY, AND WHAT PART OF THE COUNTRY OR

THE WORLD THAT YOU'RE JOINING US FROM.

MIE.

SO THE CHAT BOX IS LOCATED ON THE TOP RIGHT CORNER OF THE SCREEN, AND THIS IS SO WE CAN COMMUNICATE

WITH YOU THROUGHOUT THE WEBINAR.

SO YOU CAN TYPE IN ANY QUESTIONS OR COMMENTS THAT YOU HAVE, AND AT SOME POINT TODAY IN THE

PRESENTATION WE'LL BE ASKING YOU TO TYPE IN YOUR ANSWERS TO A QUESTION OR TWO THAT WE'LL BE

POSING TO THE AUDIENCE AS WELL.

WE DO HAVE CLOSED CAPTIONING FOR THE WEBINAR TODAY, AND THAT'S IN THE POD UNDERNEATH THE CHAT BOX.

THE CAPTIONING BOX HAS AN AUTO SCROLL FEATURE, SO AS THE CAPTIONS ARE COMING IN, IT JUST AUTOMATICALLY SCROLLS DOWN.

BUT YOU CAN REFERENCE PREVIOUS CAPTIONS BY JUST SCROLLING UP THE BOX.

AND ONCE YOU DO THAT, THE AUTO SCROLL FEATURE IS DISABLED, AND SO TO REENABLE THE AUTO SCROLL

FEATURE, ALL YOU HAVE TO DO IS CLICK THE LITTLE BOX ON THE RIGHT-HAND SIDE OF THE POD, AND -- A

LITTLE GREEN CHECK SHOULD SHOW UP, AND THAT WILL GO AHEAD AND REENABLE THE AUTO SCROLL FEATURE.

IF YOU HAVE ANY TECHNICAL DIFFICULTIES THROUGHOUT THE PRESENTATION, I WOULD LOVE TO HELP YOU TRY AND

PROBLEM SOLVE THAT.

SO YOU CAN SEND ME A PRIVATE CHAT, AND THE WAY YOU DO THIS IS BY CLICKING ON THE LITTLE DROP-DOWN

MENU THAT IS ON THE TOP OF THE CHAT BOX, AND ONCE YOU DO THAT, YOU SHOULD SEE AN OPTION THAT

SAYS "START CHAT" WITH AN ARROW, AND IF YOU HOVER OVER THAT, A HOST OPTION SHOULD APPEAR.

SO IF YOU SEND A PRIVATE MESSAGE THERE, IT WILL COME TO ME, AND I'LL HELP YOU AS BEST I CAN.

FOR PROBLEMS THAT I CANNOT HELP WITH BECAUSE IT'S RELATED TO THE SYSTEM ITSELF, PLEASE CALL ADOBE

CONNECT SUPPORT AT 1-800-422-3623.

AND ALL OF THIS INFORMATION I'LL BE PLUGGING INTO THE CHAT BOX AFTER I FINISH MY SPIEL HERE, SO THAT

FOLKS WHO NEED TO REFERENCE IT A LITTLE LATER ON HAVE ACCESS TO THAT INFO.

AND WE'LL BE HAVING A SHORT Q AND A SESSION AT THE END OF THE WEBINAR.

PLEASE FEEL FREE TO TYPE IN ANY QUESTIONS THAT YOU HAVE THROUGHOUT THE WEBINAR.

YOU DON'T HAVE TO WAIT UNTIL THEN.

AND WE'LL BE COLLECTING THOSE QUESTION AND TRYING OUR BEST TO ANSWER THEM ALL AT THE END OF THE

WEBINAR.

AND LASTLY, AT THE END OF THE WEBINAR WE'LL BE PROMPTING YOU TO ANSWER A VERY SHORT SURVEY.

YOUR FEEDBACK IS SO IMPORTANT TO US, SO I HIGHLY ENCOURAGE EVERYONE TO FILL THAT OUT. SO THAT IS IT FOR TECH.

AND BEFORE I INTRODUCE OUR PRESENTERS, I WANT TO GIVE A BIG THANK YOU, A WELCOME AND A THANK YOU TO

OUR, I KNOW CHRISTINA IS ON RIGHT NOW, BUT I WANT TO SAY THANK YOU FOR YOUR WORK AND FOR

SUPPORTING THIS WEBINAR, AND OUR OVERALL PROJECT THAT THIS WEBINAR FALLS UNDER. AND TO YOUR COMMITMENT TO SUPPORTING SURVIVORS OF DOMESTIC VIOLENCE AND CHILDREN.

WE'RE JUST SO EXTREMELY GRATEFUL FOR YOUR PARTNERSHIP.

SO NOW I'M VERY EXCITED TO INTRODUCE OUR PRESENTERS, MELANIE MALTRY AND ALLISON METZ, FROM THE

NATIONAL IMPLEMENTATION RESEARCH NETWORK.

MELANIE MALTRY IS IN IMPLEMENTATION SPECIALIST AT THE NATIONAL IMPLEMENTATION RESEARCH NETWORK, AND

BRINGS OVER 10 YEARS OF EXPERIENCE IN BUILDING ORGANIZATIONAL AND SYSTEMS INFRASTRUCTURE IN

NONPROFIT, GOVERNMENT, AND PHILANTHROPIC SECTORS.

SHE PLAYED A CENTRAL ROLE IN BUILDING WASHINGTON STATE'S SYSTEM OF EVIDENCE-BASED HOME VISITING,

INCLUDING DESIGNING, AND IMPLEMENTING SYSTEMIZED APPROACHES TO ASSISTING GRANTEE CAPACITY,

CONTRACTING AND REPORTING USING MODEL-SPECIFIC FIDELITY AND PERFORMANCE MEASURES, AND DATA

SELECTION FOR CAPACITY BUILDING AND TECHNICAL ASSISTANCE USING IMPLEMENTATION SCIENCE FRAMEWORK.

IN HER CURRENT WORK, SHE PROVIDES TECHNICAL ASSISTANCE TO GOVERNMENTAL AND PHILANTHROPIC PARTNERS TO

UTILIZE IMPLEMENTATION SCIENCE FRAMEWORK TO CREATE BETTER OUTCOMES FOR KIDS AND FAMILIES.

MELANIE HOLDS MASTERS -- A MASTERS DEGREE IN WOMEN'S STUDIES AND COMPARATIVE ETHNIC AND AMERICAN

STUDIES, AND SERVES ON THE UNITED WAY OF KING COUNTY, EARLY LEARNING IMPACT COUNCIL,
AND BOARD

OF DIRECTORS FOR FREEDOM EDUCATION PROJECT PUGET SOUND.

OUR SECOND PRESENTER WILL BE HELPING WITH THE Q AND A SECTION ESPECIALLY, IS ALLISON METZ,
AND SHE

IS A DEVELOPMENTAL PSYCHOLOGIST AND DIRECTOR OF THE NATIONAL IMPLEMENTATION
RESEARCH NETWORK.

AS WELL AS A SENIOR SCIENTIST AT THE FRANK GRAHAM CHILDHOOD DEVELOPMENT INSTITUTE AT THE
UNIVERSITY

OF NORTH CAROLINA AT CHAPEL HILL.

SHE SPECIALIZES IN THE IMPLEMENTATION, MAINSTREAMING AND SCALING OF EVIDENCE TO ACHIEVE
SOCIAL

IMPACT FOR CHILDREN AND FAMILIES IN A RANGE OF HUMAN SERVICE AND EDUCATION AREAS.

WITH AN EMPHASIS ON CHILD WELFARE AND EARLY CHILDHOOD SERVICE.

ALLISON DIRECTS SEVERAL NATIONAL INITIATIVES, INCLUDING UNC'S PARTNER WITH ZERO TO THREE
TO SUPPORT

THE NATIONAL CENTER FOR EARLY CHILDHOOD DEVELOPMENT, TEACHING, AND LEARNING.

ALLISON IS THE AOTHER AUTHOR OF MANY PEER-REVIEWED ARTICLES, BRIEFS AND WHITE PAPERS.

SHE IS COEDITOR OF THE VOLUME APPLYING IMPLEMENTATION SCIENCE IN EARLY CHILDHOOD
PROGRAM AND SYSTEM.

SO WITHOUT FURTHER ADO, I WILL PASS IT OVER TO OUR PRESENTERS.

>> THANK YOU, MIE.

BEFORE I GET STARTED TALKING, I WANT TO VERIFY THAT YOU'RE ABLE TO HEAR ME.

>> YES.

I CAN HEAR YOU.

>> SUPER.

THANKS.

THANK YOU ALL FOR TAKING TIME TO JOIN THE WEBINAR TODAY, IMPLEMENTATION SCIENCE, WHAT
DOES IT TAKE

TO IMPROVE OUTCOMES?

WE'RE VERY GRATEFUL FOR THAT OPPORTUNITY TO BE HERE WITH YOU.

AS MIE NOTED, MYSELF, MELANIE MALTRY, AND ALSO ALLISON METZ, THE DIRECTOR OF THE NATIONAL

IMPLEMENTATION RESEARCH NETWORK, WILL BE LEADING THE WEBINAR TODAY.

AND WE'LL GO AHEAD AND GET STARTED.

IN THE ADVERTISEMENT FOR THE WEBINAR, WE POSED A QUESTION TO YOU, WHICH WE'RE POSING AGAIN HERE IN

THIS SLIDE.

HAVE YOU EVER WORKED TO IMPLEMENT AN INNOVATIVE NEW PRACTICE, ONLY TO FIND THAT IT'S NOT IMPACTING

SURVIVORS AND THEIR CHILDREN IN THE WAY THAT YOU HAD HOPED OR IN THE WAY THAT YOU HAD EXPECTED?

AND IF WE WERE IN THE ROOM WITH YOU, WE ANTICIPATE THAT MANY OF YOU MIGHT BE NODDING ALONG,

KNOWINGLY, HAVING HAD THAT EXPERIENCE OF REALLY WORKING HARD, TRAINING STAFF, ADAPTING YOUR

OPTIONAL POLICIES TO ALIGN WITH OR SUPPORT THE NEW PRACTICE, MAYBE EVEN BUILDING A DATA SYSTEM

TO MONITOR PROGRESS AND OUTCOMES, BUT IN ALL OF THOSE PROCESSES, WE'RE REALLY ENCOUNTERING

SIGNIFICANT BARRIERS.

AND THOSE BARRIERS CAN RANGE FROM ANY NUMBER OF THINGS, FROM ENROLLMENT, TO STAFF TURNOVER, WHICH WE

KNOW IS SUCH A CHALLENGE IN THE FIELD.

OR THE INABILITY TO SECURE THE RESOURCES YOU NEED FROM LEADERSHIP AT THE ORGANIZATION TO IMPLEMENT

THAT NEW PRACTICE AS INTENDED.

THERE COULD BE A RANGE OF BARRIERS.

BUT THIS IS A COMMON EXPERIENCE FOR ALL OF US WHO WORK IN THE FIELD.

AND IT REALLY IS WHERE IMPLEMENTATION SCIENCE CAN HELP, AND I'M TALKING FROM EXPERIENCE HERE.

HAVING THE OPPORTUNITY OF IMPLEMENTATION SCIENCE IN MY OLD WORK, BUT IMPLEMENTATION SCIENCE IS A --

BRAIN WORK OR METHODS AND TECHNIQUES ROOTED IN RESEARCH THAT HELPS TO SUPPORT HIGH-QUALITY

IMPLEMENTATION AND SUSTAINABILITY OF PROGRAMS AND PRACTICES SO THAT YOU CAN REALLY GET TO THE

OUTCOMES THAT YOU'RE LOOKING FOR WITH SURVIVORS AND THEIR FAMILIES WHICH OF COURSE IS WHY IT IS

THAT WE ARE ALL IN THIS WORK.

SO TODAY, IN ORDER TO HELP SUPPORT YOU IN SUPPORTING SURVIVORS AND THEIR CHILDREN TO MEET OUTCOMES,

WE HAVE A COUPLE OF OBJECTIVES.

WE'RE GOING TO SHARE BEST PRACTICES AND IMPLEMENTATION SCIENCE, WE'RE GOING TO DEVELOP A COMMON

LANGUAGE AND SHARED UNDERSTANDING OF WHAT IT TAKES TO SELECT AN INTERVENTION TO IMPLEMENT, AND

ALSO TO SUSTAIN A PRACTICE OR PROGRAM, AND THEN THROUGHOUT THE WEBINAR, WE'RE ALSO GOING TO USE

CASE EXAMPLES TO EXPLORE HOW FRAMEWORKS CAN ADDRESS SPECIFIC CHALLENGES IN IMPLEMENTATION.

SO THE WEBINAR TODAY WILL BE STRUCTURED BY WHAT WE CALL THE ACTIVE IMPLEMENTATION FORMULA.

OR THE FORMULA FOR SUCCESS.

SO AT NIRN, WE BELIEVE OUTCOMES CAN ONLY BE ACHIEVED WHEN THERE ARE THREE THINGS IN PLACE.

EFFECTIVE PRACTICES, EFFECTIVE IMPLEMENTATION, AND ALSO ENABLING CONTEXT.

THOSE THREE THINGS TOGETHER LEAD TO SOCIALLY SIGNIFICANT OUTCOMES.

AND YOU'LL NOTICE THAT THIS PARTICULAR FRAMEWORK IS STRUCTURED LIKE A MULTIPLICATION FORMULA, AND

THAT'S BECAUSE IF ANY ONE OF THESE COMPONENTS IS ZERO, THEN OUR OUTCOMES ARE GOING TO BE ZERO.

SIMILARLY, IF ANYONE -- IF ANY ONE OF THESE AREAS IS LOW, OUR OUTCOMES WILL ALSO BE VERY LOW.

SO LET'S TALK ABOUT EACH OF THESE COMPONENTS.

EFFECTIVE PRACTICES, THESE ARE THE STRATEGIES, THE PROGRAMS THAT MIGHT BE AN EVIDENCE-BASED

INTERVENTION THAT ARE SUPPORTED IN RESEARCH.

THEY'RE FEASIBLE TO IMPLEMENT, THEY FIT THE NEEDS OF COMMUNITIES, AND THEY'RE WELL DEFINED.

THOSE ARE OUR EFFECTIVE PRACTICES.

OUR EFFECTIVE IMPLEMENTATION ARE THE INTENTIONAL AND VISIBLE INFRASTRUCTURE ELEMENTS WE BUILD TO

SUPPORT EFFECTIVE PRACTICES, AND ENABLING -- CONTACTS ARE THE CONDITIONS THAT WE INSTALL, THAT

WE PUT IN PLACE THAT REALLY SUPPORT BOTH THOSE NEW PRACTICES AS WELL AS THE IMPLEMENTATION

SUPPORT.

SO USING THIS FRAMEWORK TODAY, THE ACT OF IMPLEMENTATION FORMULA AS OUR GUIDE, WE POSED A SERIES OF

REALLY COMMON QUESTIONS THAT PROVIDERS FACE IN EACH OF THESE AREAS, EFFECTIVE PRACTICES,

EFFECTIVE IMPLEMENTATION, AND ENABLING CONTEXT.

WE'VE ALSO PROVIDED A SET OF FRAMEWORKS AND TOOLS THAT YOU CAN USE TO ADDRESS CHALLENGES, TO ENSURE

THAT YOU'RE IMPLEMENTING WITH QUALITY AND OF COURSE TO ACHIEVE THOSE VITAL OUTCOMES THAT WE'RE

ALL REALLY WORKING FOR FOR SURVIVORS AND THEIR CHILDREN.

SO AS A QUICK OVERVIEW TO SORT OF STRUCTURE OUR TIME TOGETHER TODAY, WE WILL FIRST TAKE A LOOK AT

EFFECTIVE PRACTICES, AND UNDER EFFECTIVE PRACTICES, WE'RE GOING TO LOOK AT TWO DIFFERENT

FRAMEWORKS, AND THE FIRST FRAMEWORK IS FOCUSED ON INTERVENTION SELECTION.

HOW DO WE SELECT AN INTERVENTION?

AND THE SECOND FRAMEWORK WE'RE GOING TO LOOK AT IS CALLED PRACTICE PROFILE.

SO HOW DO WE KNOW A MODEL IS WELL DEFINED ENOUGH TO IMPLEMENT WITH FIDELITY?

THEN WE'LL MOVE ON TO EFFECTIVE IMPLEMENTATION.

UNDER EFFECTIVE IMPLEMENTATION, WE'RE GOING TO LOOK AT TWO HELPFUL FRAMEWORKS.

ONE IS CALLED IMPLEMENTATION STAGES, AND THE SECOND IS CALLED IMPLEMENTATION DRIVERS.

AND SO OUR DRIVERS ARE THOSE INFRASTRUCTURE ELEMENTS WE WERE TALKING ABOUT JUST A MOMENT AGO, AND

THE STAGES ARE THE PHASES OF IMPLEMENTATION THAT WE MUST MOVE THROUGH IN REALLY GETTING TO

HIGH-QUALITY SUSTAINABLE IMPLEMENTATION.

AND THEN THE THIRD AREA WE'LL LOOK AT TODAY IS ENABLING CONTEXT, AND UNDER ENABLING CONTEXT, WE'LL

LOOK AT TWO FRAMEWORKS, IMPLEMENTATION TEAMS, AND WE'LL ALSO LOOK AT DATA AND COMMUNICATION

PRACTICES.

SO OUR TEAMS ARE OUR GROUP OF STAFF WHO REALLY MOVE FORWARD AND ADVANCE THE IMPLEMENTATION OF AN

INTERVENTION, AND ENSURE HIGH-QUALITY IMPLEMENTATION, AND DATA AND COMMUNICATION ARE THE

PRACTICES AND PROCESSES WE USE TO GET TO HIGH-QUALITY IMPLEMENTATION.

AGAIN, WE'LL START WITH EFFECTIVE PRACTICES, LOOKING AT INTERVENTION SELECTION AND PRACTICE

PROFILES.

TWO COMMON QUESTIONS WE OFTEN GET IN OUR WORK IS HOW DO WE SELECT A PROGRAM OR PRACTICE THAT WORKS

FOR SURVIVORS AND THEIR CHILDREN IN OUR COMMUNITY?

AND HOW DO WE KNOW THAT PROGRAM IS WELL DEFINED ENOUGH TO IMPLEMENT WITH FIDELITY?

FOR THIS FIRST QUESTION, WE KNOW THAT THERE ARE -- ONE OF THE FIRST QUESTIONS WE TYPICALLY GET IS

HOW DO WE -- WHETHER THAT'S OUR ORGANIZATION OR OUR DEPARTMENT OR PROGRAM UNIT, REALLY SELECT A

PROGRAM OR PRACTICE THAT WORKS FOR SURVIVORS.

WE KNOW THAT THERE ARE A NUMBER OF DOMESTIC VIOLENCE INTERVENTIONS SERVING CHILDREN, YOUTH, AND

PARENTS THAT HAVE A REALLY STRONG EVIDENCE BASE.

SO, FOR EXAMPLE, THE PROMISING FUTURES EVIDENCE-BASED PRACTICES CLEARINGHOUSE CATALOGS QUITE A

NUMBER OF THESE.

BUT HOW DO YOU KNOW WHICH INTERVENTION IS RIGHT FOR YOUR CLIENT POPULATION, FOR THE RESOURCES YOU

HAVE IN YOUR ORGANIZATION, FOR YOUR COMMUNITY, AND OF COURSE ALSO THE SYSTEMS THAT SHAPE IT?

SO RESEARCH TELLS US THAT WE SELECT AN INTERVENTION BASED ON CONTEXTUAL FIT.

SO YOU SEE A QUOTE HERE THAT SAYS, "CONTEXTUAL FIT IS THE MATCH BETWEEN THE STRATEGIES, PROCEDURES,

OR ELEMENTS OF AN INTERVENTION, AND THE VALUES, NEEDS, SKILLS, AND RESOURCES OF THOSE WHO

IMPLEMENT AND EXPERIENCE THE INTERVENTION."

WE'RE OFTEN GOOD AT SELECTING AN INTERVENTION BASED ON ALIGNMENT BETWEEN THE PROGRAM COMPONENTS AND

NEED IN THE COMMUNITY, BUT IT CAN BE FAR LESS COMMON TO CONSIDER FACTORS SUCH AS THE VALUES IN THE INTERVENTION, OR THE RESOURCES OR SKILLS THAT ARE ACTUALLY AVAILABLE IN YOUR COMMUNITY TO

IMPLEMENT AND TO SUSTAIN THE INTERVENTION.

SO TO SUPPORT A SYSTEMATIC APPROACH TO SELECTING AN INTERVENTION, SO A PROGRAM OR A PRACTICE, THAT

HAS STRONG CONTEXTUAL ALIGNMENT, NIRN HAS DEVELOPED A TOOL OR A METHODOLOGY.

AND THIS IS CALLED THE HEXAGON TOOL.

AND IT HELPS YOU TO ASSESS FIT AND FEASIBILITY IN SIX DOMAINS.

AND THOSE DOMAINS YOU CAN SEE HERE ARE NEED, FIT, RESOURCES, EVIDENCE, READINESS, AND CAPACITY.

AND SO WE'LL TAKE A MINUTE JUST TO EXPLORE EACH OF THOSE A LITTLE BIT.

WHEN WE'RE SELECTING FOR AN INTERVENTION, IT'S VERY COMMON AND VERY IMPORTANT TO CONSIDER NEED.

YOU'LL WANT TO CONSIDER THE EXTENT TO WHICH CRITICAL POPULATION NEEDS HAVE BEEN DETERMINED AND THE

EXPENSE TO WHICH THE PROGRAM IS EXPECTED TO MEET THOSE SPECIFIC NEEDS.

AND TO EFFECTIVELY CONSIDER THE ALIGNMENT OF THE INTERVENTION WITH NEED, YOU'LL WANT TO EXAMINE SOME

OF THE FOLLOWING THINGS.

YOU'LL WANT TO TAKE A LOOK AT DATA DEMONSTRATING THE NEEDS OF THE POPULATION, SO WHAT ARE THE NEEDS

OF THE CLIENTS WE WANT TO SERVE, AND HOW PERVASIVE IS THE NEED IN THE COMMUNITY?

YOU'LL WANT TO THINK ABOUT CLIENT AND COMMUNITY MEMBER PERCEPTION OF NEEDS, SO HAVE YOU DIRECTLY

ENGAGED STAKEHOLDERS IN ASKING THAT QUESTION.

YOU'LL WANT TO THINK ABOUT NEED RELATIVE TO SERVICE AND SYSTEM GAPS, SO WHAT KIND OF SERVICES

ALREADY EXIST IN THE COMMUNITY, AND WHAT GAPS DO WE NEED TO FILL?

AND YOU'LL ALSO WANT TO CONSIDER HOW THE INTERVENTION MEETS THE NEEDS OF CHILDREN, YOUTH, AND

FAMILIES IN YOUR COMMUNITY.

A SECOND DIMENSION THAT IS REALLY IMPORTANT TO LOOK AT WHEN SELECTING AN INTERVENTION IS FIT.

AND THAT'S THE EXTENT TO WHICH THE PROGRAM IS ALIGNED WITH CURRENT ORGANIZATIONAL AND COMMUNITY

VALUES, PHILOSOPHIES, PRIORITIES, AND INITIATIVES.

SO SOME IMPORTANT DATA POINTS, DATA SOURCES TO LOOK AT HERE ARE REALLY THE ALIGNMENT -- THE IMPACT

OF IMPLEMENTATION AND OUTCOMES OF THE PROPOSED INTERVENTION ON OTHER RELEVANT INTERVENTIONS, SO

IF WE USE THIS PARTICULAR MODEL, IS IT GOING TO IMPACT OTHER MODELS?

FIT OF THE INTERVENTION WITH ORGANIZATIONAL POLICY AND PRACTICE, DOES OUR ORGANIZATION ALLOW, WOULD

IT CULTURALLY BE ALIGNED WITH THE USE OF THIS PARTICULAR INTERVENTION?

AND THEN OF COURSE THE ALIGNMENT WITH VALUE -- WITH COMMUNITY VALUES, INCLUDING THOSE OF DIVERSE

CULTURAL GROUPS.

MAKING OUR WAY AROUND THE HEX CONHERE, WE'RE ALSO GOING TO WANT TO THINK ABOUT RESOURCES.

THE RESOURCES AVAILABLE TO BUILD STAFF COMPETENCY AND TO DEVELOP ORGANIZATION AND SYSTEM SUPPORT,

SOME PARTICULAR MODELS ARE -- NEED MUCH MORE INTENSIVE RESOURCES THAN DO OTHER MODELS, AND SO

DOES YOUR ORGANIZATION AND DOES THE SYSTEM IN WHICH IT'S SITUATED HAVE THE RESOURCES TO

ACCOMMODATE THAT PARTICULAR PROGRAM OR PRACTICE?

AND SO SOME THINGS TO CONSIDER FOR RESOURCES ARE START-UP AND ONGOING COSTS TO DELIVER SERVICES, AS

WELL AS POTENTIAL REVENUE SOURCES.

CAN WE PAY FOR THE THINGS WE NEED THAT WE'VE CATALOGED?

ORGANIZATION AND COMMUNITY RESOURCES TO HIRE AND TRAIN QUALIFIED STAFF.

SO ARE THERE STAFF WITH THE RIGHT SKILLS AND EXPERTISE IN OUR COMMUNITY TO DELIVER THIS PARTICULAR

MODEL?

AND THEN RESOURCES AND SUPPORTS AVAILABLE FOR DEVELOPING ORGANIZATIONAL READINESS, ENGAGING

STAKEHOLDERS, AND ALSO FOR BUILDING THE DATA SYSTEMS THAT WE NEED TO REALLY DO THE MONITORING

AND REPORTING THAT A PARTICULAR PROGRAM OR PRACTICE MIGHT RELY ON.

SO THE NEXT DOMAIN WE ARE GOING TO WANT TO LOOK AT IN INTERVENTION SELECTION IS EVIDENCE.

THE LEVEL OF EVIDENCE THAT DESIRED OUTCOMES WILL BE ACHIEVED WITH THE SPECIFIC TARGET POPULATION.

OFTEN MODELS ARE ONLY TESTED ON SPECIFIC POPULATIONS, AND WILL THAT LEVEL OF EVIDENCE, IS THAT

ALIGNED WITH OUR PARTICULAR POPULATION?

AS WELL AS AN UNDERSTANDING OF THE CONDITIONS UNDER WHICH THE RESEARCH EVIDENCE WAS DEMONSTRATED.

SO HERE YOU'LL WANT TO CONSIDER THE STRENGTH OF THE EVIDENCE, SO AS I NOTED BEFORE, UNDER WHAT

CONDITIONS, AND WITH WHAT TARGET POPULATIONS.

YOU'LL WANT TO CONSIDER THE EXPECTED OUTCOMES WHEN THE INTERVENTION IS IMPLEMENTED AS INTENDED.

HOW MUCH CHANGE CAN BE EXPECTED, SO THE EFFECT SIZE, AND ALSO THE COST EFFECTIVENESS, HAS DATA ON

THAT BEEN COLLECTED, AND IS IT COST EFFECTIVE FOR YOUR PARTICULAR ORGANIZATION?

THE NEXT DOMAIN WE WANT TO CONSIDER IS READINESS FOR IMPLEMENTATION.

THE EXTENT TO WHICH -- EXCUSE ME, READINESS FOR REPLICATION.

THE EXTENT TO WHICH THE PRACTICE IS CLEARLY OPERATIONALLIZED AND HAS BEEN REPLICATED WITH SUCCESS IN

THE CURRENT SERVICE CONTEXT.

SO UNDERSTANDING THE EXTENT TO WHICH THE PROGRAM HAS BEEN OPERATIONALLIZED, THE KEY REASONS FOR WHEN

IT HAS BEEN SUCCESSFUL OR NOT SUCCESSFUL IN DIFFERENT REPLICATION EFFORTS, THE SETTINGS AND

CONDITIONS IN WHICH THE MODEL HAS BEEN IMPLEMENTED AND TESTED, THE TYPES OF SUPPORT AVAILABLE.

SO IF YOU'RE USING A MODEL THAT HAS NATIONAL SUPPORT, THAT MIGHT BE REALLY AN IMPORTANT RESOURCE IN

YOUR COMMUNITY.

AND ALSO THE AVAILABILITY OF VALID AND RELIABLE PERFORMANCE ASSESSMENT OR FIDELITY INSTRUMENTS.

AND SO THE FINAL DOMAIN FOR REALLY SELECTING AN INTERVENTION TO ENSURE THAT CONTEXTUAL FIT IS THE

ISSUE OF CAPACITY.

SO THE ORGANIZATIONAL CAPACITY, AND ALSO THE SYSTEMS CAPACITY NEEDED TO SUSTAIN AND IMPROVE

IMPLEMENTATION OF THAT PROGRAM OR PRACTICE OVER TIME.

AND SO SOME THINGS TO CONSIDER MIGHT BE THE WORK FORCE CAPACITY, THE TECHNOLOGY NEEDS, THE POLICY

AND FUNDING ISSUES.

AND WE'LL TAKE THAT UP IN JUST A MINUTE MORE, AND THAT'S WHEN WE TALK ABOUT ENABLING CONTEXT.

BUT HERE WE MIGHT CONSIDER THINGS LIKE STAFFING REQUIREMENTS AND TRAINING REQUIREMENTS FOR START-UP,

WHICH OFTEN REQUIRES FRONT LOADING SOME RESOURCE ALLOCATIONS, AND ONGOING IMPLEMENTATION AS

WELL AS COACHING NEEDS TO IMPLEMENT THE MODEL EFFECTIVELY.

AND ALSO THE AVAILABILITY OF FIDELITY INSTRUMENTS AND TRAINING RESOURCES TO USE THOSE INSTRUMENTS.

OUTCOME MEASUREMENT INSTRUMENTS, AND SOFTWARE FOR DATA INPUT AND ANALYSIS.

SO THAT WAS QUITE A LOT OF INFORMATION I SHARED THERE, AND I DID WANT TO MAKE IT REAL BY PROVIDING A

CASE EXAMPLE THAT I EXPERIENCED IN MY OWN WORK.

JUST A MINUTE AGO I TALKED ABOUT HOW IT'S COMMON FOR US TO THINK ABOUT HOW AN INTERVENTION MIGHT

MEET NEEDS, BUT THERE ARE A LOT OF OTHER THINGS WE DON'T NECESSARILY CONSIDER WHEN WE CHOOSE AN

INTERVENTION.

SO WHEN I SERVED AT A FUNDING AGENCY FOR OUR STATE SYSTEM OF EVIDENCE-BASED HOME VISITING, WE

INVESTED IN A PROGRAM IN A SMALL RURAL COMMUNITY IN OUR STATE, AND THEY HAD SELECTED NURSE

FAMILY PARTNERSHIP, WHICH IS AN EXCELLENT MODEL, CONSIDERED ONE OF THE GOLD STANDARDS IN HOME

VISITING, AS AN INTERVENTION TO REALLY STRENGTHEN MATERNAL CHILD HEALTH OUTCOMES AND REDUCE

CHILD MALTREATMENT OUTCOMES IN THE COUNTY.

AND THAT PARTICULAR INTERVENTION WAS SELECTED BASED ON ITS HIGH LEVEL OF EVIDENCE, AS WELL AS THE

STATE AND NATIONAL INFRASTRUCTURE TO SUPPORT THE QUALITY.

SO WE WERE SORT OF CONSIDERING TWO OF THOSE DOMAINS, BUT WHEN IMPLEMENTATION BEGAN, PUBLIC HEALTH

LEADERSHIP QUICKLY REALIZED THAT IN A SPARSELY POPULATED AREA, THEY DIDN'T HAVE AN ADEQUATE

NUMBER OF QUALIFIED STAFF TO FILL STAFFING ROLES IN ALIGNMENT WITH MODEL FIDELITY REQUIREMENTS.

AND SO THERE WAS A MISALIGNMENT IN THE ORGANIZATIONAL AND COMMUNITY STAFFING COMPETENCIES WITH WHAT

THE MODEL ITSELF DEMANDED.

AND SO THIS REALLY DELAYED OUR IMPLEMENTATION AND ACTUALLY RESULTED IN THE PROGRAM BEING TURNED OVER

TO ANOTHER COUNTY.

SO REALLY, AS -- IN THE SELECTION PROCESS, BEING IN CONVERSATION ABOUT AND REFLECTING ON DATA

RELATIVE TO EACH OF THESE DOMAINS OF THE HEXAGON IS REALLY CRITICAL.
AND ALLISON ALSO HAS ANOTHER EXAMPLE THAT SHE WOULD LIKE TO SHARE WITH YOU.
>> OH, SURE.
THANKS, MELANIE.
I WANT TO ALSO JUST TO NOTE SOMETHING AS WE'RE THINKING ABOUT THIS HEXAGON MODEL.
FOR FOLKS WHO ARE NEW TO IMPLEMENTATION SCIENCE, I WANTED TO NOTE THAT EVERYTHING
THAT OUR CENTER
DEVELOPS IS OPEN SOURCE, SO WE HAVE SOMETHING CALLED THE ACTIVE IMPLEMENTATION HUB.
AND YOU'LL SEE A REFERENCE TO IT AT THE END OF THIS POWER POINT.
THIS HEXAGON TOOL IS DOWNLOADABLE WITH ESSENTIALLY A SET OF QUESTIONS, A GUIDE THAT
ACCOMPANIES THE
FRAMEWORK ITSELF, SO YOU CAN WALK THROUGH THAT AND REALLY ASSESS YOUR OWN
FEASIBILITY.
AND THIS CONTEXTUAL FIT HAS BEEN GIVEN ENORMOUS ATTENTION NATIONALLY IN THE LAST OH,
MAYBE SAY FOUR
TO SIX YEARS UNDER THE PREVIOUS PRESIDENTIAL ADMINISTRATION THERE WAS SUCH A STRONG
FOCUS ON
THE UPTICK OF WHAT ARE CONSIDERED EVIDENCE-BASED PRACTICES TO REALLY HELP ACHIEVE
OUTCOMES.
AND WHILE WE HAVE SEEN A REALLY LARGE UPTAKE IN THE USE OF RESEARCH-BASED OR EVIDENCE-
BASED
PRACTICES TO SUPPORT POPULATIONS AND ACHIEVING BETTER OUTCOMES, THOSE RESULTS HAVE
BEEN
ACTUALLY MIXED IN A LOT OF DEALS WHERE THERE'S BEEN AN ENORMOUS OUTPOURING OF
SUPPORT FOR THE
USE OF EVIDENCE, SO IT FEELS LIKE THE ONE THAT MELANIE JUST REFERENCED, EARLY CHILDHOOD
HOME
VISITING, ALSO IN TEEN PREGNANCY PREVENTION, AND ONE OF THE REASONS THAT FOLKS THINK
THAT WE'RE
GETTING THESE MIXED OUTCOMES, IT COULD PARTIALLY BE ABOUT IMPLEMENTATION INTEGRITY,
SO THIS
CONCEPT OF FIDELITY TO THE MODEL THAT MELANIE HAS MENTIONED, BUT IT COULD START
EARLIER THAN

THAT, AND COULD IT START WITH THE CONCEPT OF CONTEXTUAL FIT.

SO THERE'S BEEN A LOT OF NATIONAL ATTENTION FROM FEDERAL PARTNERS AS WELL AS FROM NATIONAL

FOUNDATIONS, PHILANTHROPIC PARTNERS WHO ARE FUNDING DIFFERENT PRACTICES TO ACHIEVE OUTCOMES

WITH THIS FOCUS ON USING EVIDENCE-BASED OUTCOMES, BUT REALLY WANT TO MAKE SURE THE CONTEXTUAL

FIT IS SOMETHING THAT'S ATTENDED TO FROM THE VERY BEGINNING.

AS MELANIE WAS GOING THROUGH HER EXAMPLE, I WAS THINKING OF ANOTHER ONE AROUND THINKING ABOUT THAT

HEXAGON AROUND LEVEL OF EVIDENCE.

SO MELANIE MENTIONED UNDER WHAT TARGET POPULATIONS, UNDER WHAT CIRCUMSTANCES AND WITH WHAT TARGET

POPULATIONS WITH THE EVIDENCE INITIALLY GROWN.

THAT'S A REALLY IMPORTANT THING TO CONSIDER, BECAUSE MANY TIMES YOU MIGHT HAVE A PROGRAM THAT HAS

BEEN DEEMED TO BE EFFECTIVE IN ONE CONTEXT, AND THEN POTENTIALLY THE REPLICATED OR USED SEVERAL

TIMES AFTER THAT IN OTHER CONTEXTS.

AND SO WHEN YOU GO TO USE IT, YOU SAY OH, IT'S BEEN DEMONSTRATED TO BE EFFECTIVE AND IT'S BEEN

REPLICATED 10 TIMES, BUT ACTUALLY IT MIGHT HAVE BEEN DEEMED EFFECTIVE IN THE INITIAL TRIAL, BUT

NOT SHOWN TO BE EFFECTIVE IN THE REPLICATION IN CONTEXTS THAT ARE MORE SIMILAR TO YOURS.

I DO A LOT OF MY WORK IN THE AREA OF CHILD WELFARE.

CHILD WELFARE HAS VERY FEW PROGRAMS AND PRACTICES WHERE THE EVIDENCE IS HOMEGROWN.

MEANING WE DON'T DO A LOT OF RANDOMIZED CLINICAL TRIALS IN CHILD WELFARE FOR OBVIOUS ETHICAL

REASONS.

WHEN WE'RE TRYING TO BRING IT INTO OUR PRACTICE, WE'RE OFTEN BORROWING FROM OTHER FIELDS LIKE

SUBSTANCE ABUSE AND TREATMENT, JUVENILE JUSTICE, CHILDREN'S MENTAL HEALTH, THESE MIGHT BE AREAS

WHERE EVIDENCE HAS GROWN, PRACTICES ARE DEEMED TO BE EFFECTIVE, AND THEN WE TRY AND TRANSLATE

THEM OR TRANSPORT THEM INTO A CHILD WELFARE SETTING.

SO WE'VE DONE SOME WORK IN LARGE JURISDICTIONS THAT ARE BRINGING IN EVIDENCE-BASED PRACTICES, BUT

SOMETIMES THERE'S AN OVERRELIANCE ON ONE ASPECT OF THIS HEXAGON MODEL, WHICH IS THE EVIDENCE

ITSELF.

SO THIS IDEA THAT, THIS HAS BEEN FOUND TO BE EFFECTIVE, SO WHEN WE KIND OF MAKE THIS CHOICE, WE'RE

GOING TO GET OUTCOMES AS A RESULT OF THIS.

AND NOT TAKING INTO ACCOUNT THESE OTHER THINGS, LIKE AROUND FIT AND NEED OF YOUR POPULATION THAT

THAT LEVEL OF EVIDENCE MAY HAVE BEEN GROWN IN A DIFFERENT CONTEXT.

THE OTHER THING WE WANTED TO MENTION IS NEVER LET THE PERFECT BE THE ENEMY OF THE GOOD.

THERE'S NOT GOING TO BE A PRACTICE OR PROGRAM YOU LOOK AT AND YOU GO THROUGH THIS HEXAGON MODEL AND

IT'S AN ABSOLUTE PERFECT FIT.

THAT IS INCREDIBLY RARE.

WHAT HAPPENS WITH THIS HEXAGON IS IT'S REALLY ESSENTIALLY A SERIES OF TRADE-OFFS.

SO YOU MAY SAY, OKAY, THIS -- WE'VE IDENTIFIED THE NEED OF OUR POPULATION, THIS PROGRAM IS REALLY A

GOOD FIT FOR US, BUT YET I'M NOT SURE THAT WE HAVE THE CAPACITY TO PULL THIS OFF, HERE'S WHAT

IT WOULD TAKE FOR US TO INCREASE OUR CAPACITY.

SO ESSENTIALLY WHAT YOU'RE DOING IS YOU'RE MAKING A CHOICE THAT'S WELL INFORMED, SO THAT IF YOU MOVE

INTO IMPLEMENTATION, YOU'RE WELL AWARE OF WHAT YOUR CONTEXTUAL FIT IS, SO YOU MOVE AROUND THE

HEXAGON, YOU'RE AWARE OF WHERE THE GAPS MIGHT BE, AND SOME GAPS YOU MIGHT FEEL WE CANNOT

FILL THAT.

SO THEREFORE, WE WOULD NOT SELECT THIS MODEL.

OR THERE MIGHT BE GAPS IN THAT HEXAGON WHERE YOU SAY, YOU KNOW WHAT?

I THINK WE CAN FILL THIS OVER TIME, AND THE OTHER ASPECTS OF THE HEXAGON ARE REALLY OUTWEIGHING THIS

FOR US, BECAUSE WE HAVEN'T FOUND ANYTHING ELSE THAT WOULD MEET THE NEED OF OUR POPULATION, BUT

THIS APPROACH AND WE'RE GOING TO HAVE TO FIGURE OUT WAYS TO PARTNER WITH OTHER ORGANIZATIONS TO

BE ABLE TO BUILD CAPACITY.

SO IN THAT SENSE, KIND OF WALKING THROUGH THE GUIDE THAT GOES WITH THIS, ALLOWS FOR YOU TO INTERACT

WITH THESE DIFFERENT ASPECTS OF THE HEXAGON AND REALLY MAKE INFORMED CHOICES.

IF YOU HAVE QUESTIONS AT THE END WE CAN GIVE QUICK TIPS, IF THERE'S ONE THING YOU WANT TO ASK, IF

YOU MOVE THROUGH THESE DOMAINS, YOU CAN DO THAT AS WELL.

THANKS, MELANIE.

>> THANK YOU, ALLISON.

MOVING FROM INTERVENTION SELECTION TO PRACTICE PROFILES, A SECOND COMMON QUESTION WE GET IS, HOW DO

WE KNOW THE PROGRAM IS DEFINED WELL ENOUGH TO IMPLEMENT WITH FIDELITY?

AND SO WE HAVE A QUOTE HERE FROM SOME PEOPLE WE KNOW THAT SAYS THAT RESEARCH TELLS US THAT ONCE A

PRACTICE MODEL IS DESCRIBED IN SUFFICIENT DETAIL, EFFECTIVE IMPLEMENTATION METHODS CAN BE

APPLIED TO DEVELOP THE COMPETENCY OF STAFF TO DO THE NEW WAY OF WORK, TO USE DATA TO

CONTINUOUSLY IMPROVE THE INNOVATION, AND TO ENSURE THAT LEADERSHIP AND ADMINISTRATIVE PRACTICES

ARE IN SERVICE TO NEW EXPECTATIONS.

AND SO WE WANTED TO SHARE WITH YOU SOME CRITERIA, I KEEP SKIPPING AHEAD.

OKAY, HERE WE DO.

WE WANTED TO SHARE WITH YOU SOME CRITERIA THAT REALLY ILLUMINATE WHEN A MODEL THAT YOU'RE USING IS

ADEQUATELY DEFINED TO DO ALL OF THE THINGS THAT WE JUST TALKED ABOUT.

FOR STAFF TO IMPLEMENT THE NEW WAY OF WORK, TO USE DATA TO CONTINUOUSLY IMPROVE THE INNOVATION, TO

ENSURE THE LEADERSHIP AND ADMINISTRATIVE PRACTICES ARE IN SERVICE TO THE NEW EXPECTATIONS.

SO WE CALL THESE NIRN PRACTICE PROFILES.

SO A PRACTICE IS USABLE IF THE FOLLOWING ELEMENTS ARE DEFINED.

THE PHILOSOPHY, VALUES, AND PRINCIPLES THAT UNDERLIE THE INNOVATION.

BECAUSE THESE GUIDE THE PRACTITIONER'S DECISION AND ENSURE CONSISTENCY, INTEGRITY, AND SUSTAINABLE

EFFORT ACROSS PRACTITIONERS.

YOU ALSO NEED A CLEAR DESCRIPTION OF THE ESSENTIAL FUNCTION.

SO THESE DEFINE THE ROLE OF PRACTITIONERS AND INFORM ACTIVITIES WITHIN EACH PHASE OF WORK.

ESSENTIAL FUNCTIONS PROVIDE A CLEAR DESCRIPTION OF THE FEATURES THAT MUST BE PRESENT TO SAY THE

INNOVATION IS BEING USED.

AND TO ACHIEVE OUTCOMES.

WE'RE CALLING THESE ESSENTIAL FUNCTIONS, BUT SOMETIMES THESE ARE CORE COMPONENTS OR CORE PRACTICE

ELEMENTS.

AND THOUGH THIS ONE MIGHT FEEL OBVIOUS, THESE ESSENTIAL FUNCTIONS ARE ACTUALLY LESS FULLY

ARTICULATED SOMETIMES WITH THE MODEL THAN YOU WOULD ANTICIPATE.

THE THIRD ELEMENT IS OPERATIONAL DEFINITIONS FOR THOSE ESSENTIAL FUNCTIONS.

SO THOSE DESCRIBE THE ACTIVITIES ASSOCIATED WITH THE ESSENTIAL FUNCTIONS, AND ALLOW THEM TO BE TEACHABLE, LEARNABLE, DOABLE AND ACCESSIBLE ACROSS THE RANGE OF CONTEXT.

AND THOSE REALLY PROMOTE FUNCTIONAL CONSISTENCY ACROSS PRACTITIONERS.

AND FINALLY, IN ORDER TO USE A PARTICULAR MODEL, THERE HAVE TO BE PRACTICAL ASSESSMENTS OF

PERFORMANCE.

AND WHETHER THE IT'S IMPLEMENTED AS INTENDED.

THESE ARE OFTEN CALLED FIDELITY ASSESSMENTS TO IMPROVE COMPETENCY IN PRACTITIONERS AS WELL AS THOSE

IMPLEMENTATION SUPPORTS IN COACHING AND TRAINING.

SO ALLISON, DID YOU WANT TO TALK MORE ABOUT A CASE EXAMPLE UNDER PRACTICE PROFILES?

>> SURE, THANKS, MELANIE.

THINKING ABOUT THIS FOR OUR LISTENERS WHO ARE -- THINK ABOUT THAT FIRST PIECE AROUND CONTEXTUAL FIT,

SO THAT HEXAGON MODEL WE JUST WENT THROUGH, AND POINTED OUT HOW THIS IDEA OF REALLY

UNDERSTANDING NEED AND CONTEXT ARE CRITICAL TO SELECTING INTERVENTION.

AND THIS OTHER PIECE IS ALSO MAKING SURE THAT THE INTERVENTIONS OR APPROACHES THAT YOU'RE USING ARE

REALLY WELL DEFINED.

AND THE REASON THAT'S SO CRITICAL IS THAT IF SOMETHING IS NOT WELL DEFINED, YOU ACTUALLY CAN'T

IMPROVE IT.

SO YOU CAN'T -- YOU DON'T REALLY KNOW WHAT IT IS THAT YOU'RE IMPLEMENTING, SO THEREFORE YOU STRUGGLE

TO USE DATA AND INFORMATION TO IMPROVE IT AND TO ASSESS IT, AND TO FIGURE OUT WHETHER IT'S

CONTRIBUTING TO OUTCOMES.

AND THOSE TWO PIECES OF THE PUZZLE AROUND EFFECTIVE PRACTICES, CONTEXTUAL FIT, AND HOW WELL DEFINED

SOMETHING IS, THERE REALLY ARE -- THEY'RE OUR FIRST OPPORTUNITIES TO GET TO OUTCOME.

IF WE STRUGGLE WITH FIT FROM THE VERY BEGINNING, OR IF WE HAVE A PRACTICE THAT'S NOT REALLY WELL

DEFINED, THEN WE REALLY STRUGGLE TO IMPLEMENT.

AND I KNOW THAT MIGHT SEEM OBVIOUS TO FOLKS, BUT I'M SURE SO MANY OF US WHO HAVE SPENT OUR CAREERS

IMPLEMENTING THINGS, SETS OF PRACTICES, WE OFTEN LOOK BACK AND REALIZE THAT WE WERE IMPLEMENTING PRACTICES THAT MAYBE WEREN'T THAT WELL DEFINED.

SO I'LL GIVE YOU AN EXAMPLE OF WHAT THAT COULD LOOK LIKE, AND IT'S THINGS THAT WE RUN INTO AT OUR

CENTER, HONESTLY EVERY DAY.

SO PEOPLE KIND OF CALLING US AND WANTING SUPPORT TO IMPLEMENT SOMETHING, OR EVEN TO TAKE SOMETHING

TO SCALE WHERE THEY FOUND SOME INITIAL RESULTS, AND WE GO IN TO TRY AND SUPPORT THAT WORK, BUT

WE'RE NOT EXACTLY SURE WHAT IT IS.

SO I MENTIONED BEFORE SOME EXAMPLES.

I DO A LOT OF MY WORK IN CHILD WELFARE, SO IN THAT FIELD WE'RE OFTEN WORKING WITH PRACTICES.

IT'S OFTEN -- IT'S A PRACTICE MODEL OR AN APPROACH THAT A SYSTEM IS TAKING.

SO IN THIS EXAMPLE, WE ARE DOING SOME WORK IN ESTATE TO HELP THEM -- IN A STATE TO HELP THEM DEFINE

AN ALTERNATIVE RESPONSE.

ESSENTIALLY WHEN CHILDREN ARE BROUGHT TO THE ATTENTION OF CHILD WELFARE SYSTEM, THEY CAN GO DOWN ONE

OF TWO PATHWAYS, HIGH-RISK CASE WAS GO DOWN AN INVESTIGATIVE PATH, AND LOW TO MODERATE RISK

CASES WOULD GO DOWN A PATH WHERE THEY WOULD BE FOCUSED ON ENGAGING VOLUNTARILY IN SERVICES.

AND MANY STATES DO THIS DIFFERENTIAL OR ALTERNATIVE RESPONSE PATHWAYS AS PART OF THEIR CHILD WELFARE

SYSTEM.

AND WE WERE AFTER REALLY SUPPORT THE SCALING OF THIS, IN THE STATE WHERE THEY HAD PILOTED IT IN ONLY

ABOUT 10 COUNTIES, AND THE STATE IS PRETTY LARGE, SO YOU CAN IMAGINE THERE WAS EIGHT TIMES THAT

MANY COUNTIES THIS WILL BE IMPLEMENTED IN.

IF YOU THINK ABOUT PHILOSOPHY, VALUES, AND PRINCIPLES THAT MELANIE MENTIONED, THAT IS ALMOST ALWAYS

DEFINED.

SO WHEN -- SO THINGS THAT YOU MIGHT BE FAMILIAR WITH THAT'S STRENGTH BASED, THAT IT'S FAMILY

CENTERED, THAT IT'S COMMUNITY DRIVEN, THAT IT'S CULTURALLY COMPETENT, THESE KIND OF PHILOSOPHICAL PRINCIPLES THAT -- THE DELIVERY OF THE APPROACH.

I HAVEN'T COME ACROSS A PRACTICE MODEL WHERE THERE HASN'T BEEN SOME DEFINITION AROUND THIS.

THE CHALLENGE IS THAT MANY PRACTICES END THERE.

THERE'S ACTUALLY JUST A SET OF PRINCIPLES, AND YOU'RE NOT EXACTLY CLEAR WHAT THE PRACTICES ARE.

THE EXAMPLE I'M GIVING NOW, WE ACTUALLY DID KNOW THAT ABOUT THOSE PRACTICES, WHICH MELANIE REFERRED

TO AS ESSENTIAL FUNCTION.

NOW WE'VE MOVED BEYOND THE APPROACH OF THE WORK AND ACTUALLY WHAT DO WE DO?

IN THIS CASE IT MIGHT BE THINGS LIKE ENGAGEMENT, ASSESSMENT, SKILL BUILDING, ADVOCACY.

SO ACTUAL ACTIVITIES THAT YOU'RE DOING THAT MAKE UP THE CORE SERVICES OF THE MODEL.

SO IN THIS EXAMPLE I'M GIVING, THAT WAS ALSO THERE.

WE KNEW WHAT THE CORE SERVICES OR ESSENTIAL FUNCTIONS WERE.

BUT WHERE IT STARTS TO DROP OFF WAS IN THE OPERATIONAL DEFINITION OF THOSE CORE SERVICES.

SO THINGS LIKE A COMPLEX AS ADVOCACY OR ENGAGEMENT, WERE DEFINED IN MAYBE ONE OR TWO SENTENCES.

AND SO WHAT HAPPENED IS WHEN WE WENT TO ESSENTIALLY BUILD OUT AN INFRASTRUCTURE TO SUPPORT THE

PRACTICE, SO THAT THINGS LIKE TRAINING, AND COACHING, AND THE KINDS OF DATA WE WANT TO BE

LOOKING AT AND THE KINDS OF ADMIN -- ADMINISTRATIVE PROTOCOLS WE NEED TO PUT IN PLACE TO

SUPPORT THE NEW WAY OF WORK, THAT WAS ALL REALLY HARD FOR US TO REALLY FULLY PUT IN PLACE, AND

THAT WAS BECAUSE WE DIDN'T -- WE WEREN'T SURE WE WERE TRAINING ON COACHING FOR, USING DATA TO

IMPROVE WHAT?

IT WASN'T EXACTLY CLEAR.

AND SO THEREFORE WE WERE REALLY STRUGGLING TO BUILD AN INFRASTRUCTURE TO SUPPORT THE WHAT.

SO WE WENT BACK AND WE SAID, LET'S GET REALLY CLEAR ABOUT HOW WE'RE DEFINING THESE PHILOSOPHY AND

VALUES AND THESE CORE SERVICES OR ESSENTIAL FUNCTIONS, AND ARE REALLY DE-- IN A REALLY DETAILED

WAY, AT THE LEVEL OF SAYING AND DOING.

IF I WAS ACTUALLY LOOKING AT A CASEWORKER DOING ALTERNATIVE RESPONSE, WHAT WOULD I BE SEEING THAT I

KNOW THAT THAT IS THAT PATHWAY?

SO WE DID A LOT OF WORK ON THAT, AND FROM THAT, WE WERE BETTER EQUIPPED TO PUT AN INFRASTRUCTURE IN

PLACE AND TO ASSESS FIDELITY TO SAY, IS THIS ACTUALLY HAPPENING OR NOT?

AND IF IT'S NOT, HOW CAN WE IMPROVE IT?

AND OVER TIME, WE'RE REALLY ABLE TO FULLY SCALE THAT, THAT MODEL AND GET THE POPULATION OR CHILD AND

FAMILY OUTCOMES, WHICH IS THE END GAME OF ANYTHING WE DO.

SO THIS IS JUST A CASE EXAMPLE OF SHOWING THAT WE NEED CONTEXTUAL FIT, BUT WE ALSO NEED SOMETHING TO

BE INCREDIBLY WELL DEFINED, BECAUSE IF IT'S NOT, WE CAN'T BUILD AN INFRASTRUCTURE TO SUPPORT

IT.

SO WE HAVE THAT BE A PREREQUISITE FOR OUR WORK, AND OVER THE LAST DECADE OR SO, OUR CENTER HAS ADDED

THAT AS PART OF OUR WORK.

SO FIRST THING WE DO WHEN WE ENGAGE WITH FOLKS IS REALLY GO THROUGH A PROTOCOL TO FIGURE OUT, IS

THIS PRACTICE IMPLEMENTABLE?

IS IT REPLICABLE?

IS IT SCALEABLE?

AND THOSE ARE REALLY KEY QUESTIONS FOR US, AND I COULD PROBABLY GIVE YOU 20 MORE EXAMPLES WE HAD

FIVE HOURS TOGETHER.

BUT THAT IS A BIG PIECE OF OUR WORK, AND UNFORTUNATELY I THINK MANY PRACTICES THAT HAVE A LOT OF

GOOD POTENTIAL ARE NOT DEFINED ENOUGH AND THEREFORE HAVE A LOT OF DRIFT AND END UP NOT

ACHIEVING THOSE OUTCOMES.

THANKS, MELANIE.

>> THANK YOU, ALLISON.

SO WE ARE GOING TO MOVE ON TO THE NEXT COMPONENT IN THE ACTIVE IMPLEMENTATION FORMULA.

AND THAT'S EFFECTIVE IMPLEMENTATION.

AND HERE WE'RE GOING TO TAKE A LOOK AT TWO HELPFUL FRAMEWORKS, IMPLEMENTATION STAGES, AND

IMPLEMENTATION DRIVERS.

ONCE WE HAVE SELECTED OUR INTERVENTION, A WHOLE ADDITIONAL SET OF QUESTIONS ARISE ABOUT IMPLEMENTATION.

AND TWO VERY COMMON QUESTIONS ARE, WHAT STEPS DO WE TAKE TO IMPLEMENT THIS NEW PROGRAM OR PRACTICE

THAT WE SELECTED?

AND THEN, HOW DO WE BUILD CAPACITY TO DO THAT?

HOW DO WE BUILD CAPACITY TO IMPLEMENT THAT NEW PROGRAM OR PRACTICE?

TAKING THIS FIRST QUESTION, WHAT STEPS DO WE TAKE?

TO IMPLEMENT THE NEW PROGRAM OR PRACTICE?

RESEARCH TELLS US WHEN SERVICE PROVIDERS MOVE SYSTEMATICALLY THROUGH IMPERICALLY DEFINED STAGES OF

AN IMPLEMENTATION PROCESS, THEY'RE MORE LIKELY TO ACHIEVE SUCCESS.

SO LET'S TAKE A LOOK AT THE FRAMEWORK.

IMPLEMENTATION STAGES THAT HELPS US TO UNDERSTAND WHAT THOSE PHASES ARE, AND WHAT ACTIVITIES YOU

SHOULD BE CONDUCTING IN EACH STAGE TO REALLY ADVANCE THE WORK.

I KEEP GETTING AHEAD OF MYSELF.

THE FIRST STAGE IS EXPLORATION.

THE EXPLORATION PHASE.

THIS IS ABOUT THE INTERVENTION SELECTION.

WE'VE SPENT A LOT OF TIME TALKING ABOUT THAT, BUT IN THIS STAGE, WE'RE FORMING A TEAM AND WE'LL TALK

ABOUT TEAMS MORE IN JUST A MINUTE.

WE'RE ASSESSING THOSE DOMAINS THAT WE TALKED ABOUT IN THE HEXAGON TOOL, AND MAKING A DECISION ABOUT

WHETHER OR NOT TO MOVE FORWARD WITH A PRACTICE.

WE'RE ALSO BEGINNING TO IDENTIFY THE INFRASTRUCTURE ELEMENT THAT WE NEED TO BEGIN IMPLEMENTATION.

THE SECOND PHASE IS INSTALLATION.

AND THIS PHASE IS ABOUT ASSESSING AND MOBILIZING RESOURCES, AND BUILDING THE INFRASTRUCTURE NEEDED

TO SUPPORT THAT NEW PROGRAM.

OR PRACTICE.

SO IN THIS STAGE, THE INSTALLATION STAGE WE'RE IDENTIFYING THE RESOURCES AND THE INFRASTRUCTURE

NEEDED TO SUPPORT THE PROGRAM AND GAPS THAT MIGHT EXIST.

WE'RE INITIATING FEEDBACK LOOPS BETWEEN STAFF AND LEADERSHIP AND COMMUNITY PARTNERS AND CLIENTS TO

BEGIN TO DEVELOP THE INFRASTRUCTURE SUPPORT, AND TO MAKE THE ORGANIZATIONAL CHANGE THAT NEEDS

TO HAPPEN.

THE THIRD PHASE IS CALLED INITIAL IMPLEMENTATION.

AND THIS ONE IS FOCUSED ON PUTTING THAT NEW PROGRAM OR INNOVATION INTO PRACTICE.

AND THEN USING DATA TO LEARN QUICKLY ABOUT WHAT IS WORKING AND WHAT ISN'T WORKING, SO THAT YOU CAN

TROUBLE-SHOOT IN A RAPID WAY ANY PROBLEMS THAT MIGHT BE EMERGING.

AND WE'RE ALSO REALLY LOOKING AT INFRASTRUCTURE ADJUSTMENTS.

ARE THERE INFRASTRUCTURE CHANGES WE NEED TO BE MAKING BASED ON OUR REVIEW OF THE DATA.

SO I QUICKLY WANT TO NOTE THERE ARE TWO FULL PHASES OF WORK THAT HAPPEN BEFORE WE ACTUALLY BEGIN

IMPLEMENTATION.

AND THAT'S IMPORTANT.

AND THEN THE FINAL PHASE IS FULL IMPLEMENTATION.

AND THAT IS ACHIEVED WHEN THE NEW PRACTICE OR PROGRAM HAS STABILIZED, AND WE'RE SEEING THE

CONSISTENT USE OF THE NEW PRACTICE AND IT'S RESULTING IN IMPROVED OUTCOMES.

SO IN THIS STAGE, WE'RE USING DATA FOR ONGOING ASSESSMENT OF A PRACTICE, WE'RE ASSESSING FIDELITY

AND OUTCOMES, WE'RE MAINTAINING OUR PRACTICE, AND WE'RE STARTING TO MAKE MORE EFFICIENT AND

EFFECTIVE INFRASTRUCTURE ELEMENTS.

MOVING THROUGH ALL OF THESE FOUR PHASES, GETTING FROM EXPLORATION TO FULL IMPLEMENTATION IS

SOMETHING THAT ACTUALLY TAKES BETWEEN TWO AND FOUR YEARS.

IN THE BEST CASE SCENARIO.

I THINK MANY OF US ARE FACED WITH CONDITIONS WHERE WE'RE ASKED TO VERY RAPIDLY BE -- SCALE UP A

PROGRAM, AND SO IT'S IMPORTANT TO KNOW THAT A GOOD FULL PROCESS HERE, RESEARCH SHOWS US ACTUALLY TAKES TWO TO FOUR YEARS.

ONE QUICK NOTE HERE ABOUT OUR IMPLEMENTATION STAGES IS THAT WE HAVE PRESENTED THEM IN A VERY CLEAR

LINEAR PATHWAY, WHEN IN FACT THESE STAGES ARE MESSY, AND THEY OVERLAP, AND THEY'RE ITERATIVE.

OFTEN TIMES YOU ADVANCE TO ONE STAGE AND THEN YOU REVISIT A PREVIOUS STAGE BASED ON IMPLEMENTATION

NEEDS.

SO, FOR EXAMPLE, YOU MAY BE IN FULL IMPLEMENTATION AND YOU LOSE SEVERAL OF YOUR KEY STAFF.

THAT MAY SEND US BACK INTO ANOTHER STAGE.

THERE MAY ALSO BE AN INSTANCE IN WHICH ONE ASPECT OF YOUR PROGRAM IS AN INITIAL IMPLEMENTATION,

WHILE ANOTHER ASPECT OF YOUR PROGRAM IS AN EXPLOSION.

AND -- EXCOLORATION AND WORKING TO IDENTIFY INFRASTRUCTURE.

ALLISON, WOULD YOU WALK US THROUGH A CASE EXAMPLE OF THIS?

>> SURE, MELANIE.

I THINK ONE THING TOO THAT IS IMPORTANT FOR FOLKS IS WHAT MELANIE IS LISTING OFF IN THIS TWO TO FOUR

YEARS, AND I HEARD MELANIE SAY WE'RE ALL ASKED TO DO THINGS MUCH MORE RAPIDLY THAN THIS.

SO I KNOW IT MIGHT SEEM KIND OF UNREAL, WELL, I DON'T HAVE TIME TO MOVE THROUGH THESE FOUR STAGES.

WE HAVE A LEGISLATIVE MANDATE, OR WE HAVE A FUNDING MANDATE TO BE AT A CERTAIN POINT OF IMPLEMENTATION, OR TO BE LOOKING AT OUTCOMES IN YEAR TWO.

WE REALLY DO UNDERSTAND THAT, AND THE WAY THAT WE USE THESE FOUR STAGES OF IMPLEMENTATION, THOUGH,

IS TO REALLY HELP US DIAGNOSTICALLY UNDERSTAND WHERE SOMEONE IS.

SO IN THIS EXAMPLE THAT I'M ABOUT TO GIVE, WE HAVE FOLKS THAT MOVED THROUGH TO INITIAL IMPLEMENTATION FAIRLY RAPIDLY.

SO THEY'RE IMPLEMENTING A NEW FAMILY ASSESSMENT IN A PUBLIC CHILD WELFARE SYSTEM, AND THEY HAD A

FUNDING MANDATE TO BE USING A NEW ASSESSMENT WITHIN A CERTAIN TIME PERIOD.

SO THAT MEANT THAT EXPLORATION INSTALLATION REMOVES -- WERE MOVED THROUGH FAIRLY RAPIDLY.

WE HAVE THIS EXPRESSION THAT THE FOUND OF OUR CENTER ALWAYS USES WHICH IS PAY NOW OR PAY LATER,

MEANING IF YOU DON'T COVER THE TERRITORY OF THIS STAGE-BASED WORK, THE THING YOU DON'T DO EARLY

ON, LIKE GOOD NEEDS ASSESSMENT, GETTING BUY-IN FROM STAKEHOLDERS, SETTING UP YOUR INFRASTRUCTURE ELEMENTS THAT ARE GOING TO BE REALLY IMPORTANT FOR YOU TO MAKE SURE THAT YOU

CAN IMPLEMENT WITH INTEGRITY, IF YOU'RE MOVING THROUGH THOSE THINGS PRETTY QUICKLY, THEY

EVENTUALLY COME BACK.

THEY CIRCLE BACK UP AND THAT'S OKAY.

I THINK 90% OF THE WORK WE DO, THAT'S THE KIND OF STUFF THAT IS HAPPENING BECAUSE OF THESE KIND OF

REAL WORLD CHALLENGES WE HAVE.

BUT IN THIS EXAMPLE WE WERE DOING WHAT NEEDS TO BE DONE, WHICH MELANIE DESCRIBED THE HALLMARK OF

THAT STAGE IS USING DATA FOR CONTINUOUS IMPROVEMENT.

BECAUSE THE EXPECTATION IS THAT WHEN YOU ROLL OUT THE NEW SERVICE, THAT THERE'S GOING TO BE

CHALLENGES.

IT'S JUST THE EXPECTATION.

AND IT'S NOT JUST BECAUSE WE MOST LIKELY WEREN'T ABLE TO COVER EVERYTHING WE HOPED TO COVER IN

EXPLORATION INSTALLATION, IT'S JUST THE NATURE OF THE WORK, THE COMPLEXITY OF IT, THE SHIFTING

ENVIRONMENTS WE WORK IN.

STAFF TURNOVER, TECHNOLOGY CHALLENGES, CHALLENGES WITH OUR REFERRAL PATHWAYS, PARTNERS COMING AND

GOING FROM THE SCENE, THINGS LIKE THAT ARE HAPPENING ALL THE TIME, SO AS WE ROLL SOMETHING OUT,

WE WANT TO A, PRIORITY SAY WHAT ARE THE THINGS WE'RE REALLY WORRIED ABOUT, AND THAT MEANS

INITIAL IMPLEMENTATION ISN'T JUST ABOUT TROUBLE-SHOOTING, BECAUSE THAT'S ONLY REACTING.

WE DON'T WANT TO JUST BE REACTING TO CHALLENGES, WE NEED TO DO THAT, AND WE NEED TO DO A CONTINUOUS

IMPROVEMENT BASED ON THOSE ISSUES THAT RAH EMERGING DURING INITIAL IMPLEMENTATION, BUT WE ALSO

WANT TO PROACTIVELY BE LOOKING AT CERTAIN ELEMENTS THAT WE KIND OF CALLED OUT BEFORE WE EVEN

LAUNCHED THAT WE HAD SOME CONCERNS ABOUT.

SO IN THIS EXAMPLE IF THE ASSESSMENT WAS -- AS THE ASSESSMENT WAS ROLLING OUT, WE THOUGHT THE TIME FRAME FOR GETTING THE ASSESSMENT DONE WAS A BIT TIGHT.

AND WE KNEW THAT IT WAS GOING TO BE CHALLENGING TO ENGAGE FAMILIES AND FULLY PARTNER ENOUGH THAT

THERE'S A SENSE OF SAFETY CREATED THAT THE ASSESSMENT WOULD BE ABLE TO BE COMPLETED IN A TIMELY

AND HONESTLY AN AUTHENTIC WAY WITH INTEGRITY TO THE QUESTIONS AND REALLY GETTING RELIABLE

INFORMATION SO THAT WE COULD DO GOOD PLANNING AND CASE PLANNING AND REFERRALS FOR FAMILIES.

AND SO WE KNEW THAT GOING IN, WE KNEW WE WERE CONCERNED ABOUT THE TIME FRAME.

SO DURING INITIAL IMPLEMENTATION, WE STARTED TO LOOK AT THE NUMBER OF ASSESSMENTS THAT WERE

HAPPENING WITHIN THE ALLOTTED AMOUNT OF TIME TO GET THE ASSESSMENT FULLY COMPLETED.

AND WE SAW SOMETHING REALLY INTERESTING THAT ASSESSMENTS WERE BEING COMPLETED IN A TIMELY WAY,

ACTUALLY FOR THE MAJORITY OF FAMILIES, THERE IS A SUBPOPULATION OF FAMILIES THAT THE ASSESSMENT

WAS TAKING A LONGER PERIOD OF TIME, OR WAS NOT GETTING COMPLETED.

AND THERE WERE CERTAIN CHARACTERISTICS OF FAMILIES IN THIS POPULATION THAT LED US TO BELIEVE THAT

THERE MIGHT BE MORE COMPLEX CHALLENGES WITH THOSE FAMILIES COMING IN, AND THAT THEREFORE THE

WORKER MIGHT BE HAVING A LITTLE BIT MORE CHALLENGE WITH THE ENGAGEMENT PROCESS.

SO WE HAD TWO CHOICES AT THAT POINT, WHICH IS DO WE MODIFY THE TIME FRAME, OR DO WE GO BACK AND

START TO LOOK AT THE INFRASTRUCTURE PIECES?

SO ONE OF THOSE THINGS COULD BE TRAINING AND OUR COACHING PLAN.

SO WHAT WE DID, WE DIDN'T STOP DELIVERING THE SERVICE, BECAUSE YOU CAN'T ACTUALLY DO THAT, RIGHT, SO

WE STAYED IN INITIAL IMPLEMENTATION, WE HAD TO STAY THERE, WE HAD TO KEEP GOING, BUT WE

SIMULTANEOUSLY DIPPED BACK TO INSTALLATION.

AND SO WHILE WE STAYED INITIAL IMPLEMENTATION, WE STRADDLED THOSE TWO STAGES AND WE SAID, WE'RE

GOING TO GO BACK AND WE'RE GOING TO DEVELOP A TRAINING PLAN FOR EXACTLY WHAT ARE SOME OF THE

ISSUES THAT MIGHT COME UP WITH FAMILIES THAT HAVE MORE COMPLEX CHALLENGES THAN MAYBE WE'D

ORIGINALLY TRAINED ON, AND WE'RE GOING TO DEVELOP A MORE ROBUST COACHING PLAN.

SO THAT WHEN PRACTITIONERS ARE HAVING CHALLENGES IN THE FIELD, THAT WE HAVE A MORE ROBUST COACHING

PLAN FOR THEM SO THEY CAN GENERALIZE THOSE SKILLS THEY LEARNED IN TRAINING TO THIS REAL WORLD SETTING.

SO WE STRADDLED THOSE TWO STAGES FOR A WHILE, FOR MANY MONTHS, UNTIL WE FELT LIKE WE REALLY NAILED

IT, AND WE WERE REALLY GETTING ASSESSMENTS DONE IN A TIMELY WAY, AND WE WERE NO NO LONGER

STRADDLING THOSE TWO STAGES, WE HAD FULLY MOVED IN TO INITIAL IMPLEMENTATION.

JUST AN EXAMPLE OF HOW WE USE THOSE STAGES, DIAGNOSTICALLY AND FROM AN ACTION PLANNING PERSPECTIVE,

AND SO AGAIN, IT'S NOT LIKE THAT YOU HAVE TO BE PERFECT THAT WE HAVE TO KIND OF AS YOU MOVE

FORWARD WE HAVE TO JUST KEEP MOVING FORWARD, WE'RE VERY COMFORTABLE WITH MOVING A LITTLE BIT

BACKWARDS, AND THEN COMING BACK UP AGAIN.

IT'S JUST A MATTER OF KEEPING THAT INCREDIBLY VISIBLE AND TRANSPARENT SO THAT FOLKS UNDERSTAND WE

ARE IN TWO STAGES AT THE SAME TIME, OR THREE STAGES AT THE SAME TIME, AND HERE'S WHY.

>> THANK YOU, ALLISON.

THIS TELLS US ONE OF THE MOST CRITICAL THINGS THAT NEEDS TO BE DONE AFTER MAKING A DECISION TO USE A

PARTICULAR INTERVENTION IS TO ASSESS AND BUILD THE CAPACITY TO SUPPORT THE NEW PRACTICE.

SO THE SECOND GREAT COMMON QUESTION WE GET IS HOW DO WE BUILD THAT CAPACITY TO SUPPORT

IMPLEMENTATION OF THE NEW PROGRAM?

AND OUR RESEARCH TELLS US THAT IMPLEMENTATION DRIVERS ARE CORE COMPONENTS OR BUILDING BLOCKS OF AN

INFRASTRUCTURE NEEDED TO SUPPORT PRACTICE, ORGANIZATIONAL, AND SYSTEMS CHANGE.

AND THERE ARE THREE TYPES OF IMPLEMENTATION, THESE DRIVERS ENSURE HIGH FIDELITY AND SUSTAINABLE

PROGRAM IMPLEMENTATION.

AND SO WE WANT TO TALK -- WE WANT TO USE YOUR EXPERTISE A LITTLE BIT TO FLESH OUT WHAT THESE KEY

INFRASTRUCTURE ELEMENTS ARE, OR AS WE CALL THEM, IMPLEMENTATION DRIVERS.

AND SO WE HAVE A LITTLE ACTIVITY HERE THAT YOU -- WE WOULD LOVE IF YOU WOULD PARTICIPATE IN WITH US.

I'LL JUST PRESENT A LITTLE SCENARIO, AND IF YOU CAN ENTER YOUR THOUGHTS INTO THE CHAT BOX, SO YOUR

ORGANIZATION HAS JUST SELECTED A NEW PRACTICE, IT'S DECIDED TO USE TRAUMA RECOVERY AND EMPOWERMENT MODEL, AND PRENA, ON THE LEFT IN THIS IMAGE THAT'S ON YOUR SCREEN, IS YOUR CLINICIAN.

SO THE QUESTION IS, WHAT -- YOU'RE THE BOSS ON THE RIGHT SIDE, WHAT DOES SHE NEED TO BE SUCCESSFUL?

AGAIN, IF YOU CAN JUST TAKE A FEW MINUTES AND ENTER SOME RECOMMENDATIONS, SHARING YOUR EXPERTISE

INTO THE CHAT BOX, THAT WOULD BE GREAT.

WHAT DOES SHE NEED TO SUPPORT HER PRACTICE?

PRENA.

I SEE FURIOUS TYPING OUT THERE.

WE'RE SEEING SOME ANSWERS COME IN HERE.

STAKEHOLDER BUY-IN.

TRAINING.

SHARED GOALS.

A GOOD RISK NEEDS TOOL AND QUALIFIED CLINICAL WORKERS.

COMMON DEFINITIONES, TRAINING AND GOALS.

TRAINING ON THE NEW MODEL AND COACHING TO ENSURE THAT SHE IS IMPLEMENTING WITH FIDELITY.

A PLAN.

IDENTIFYING NEEDS.

SCREENING TOOLS.

SHE NEEDS TOOLS TO TRACK INTERVENTIONS AND OUTCOMES.

ADMINISTRATION SUPPORT.

A CLEAR IDEA OF PROGRAM ELEMENTS.

SHARED VALUES, GOALS, TRAINING, CONTINUOUS PROGRAM IMPROVEMENT TOOLS, EVALUATION TOOLS.

PLEASE FEEL FREE TO CONTINUE TYPING.

I'M GOING TO GO AHEAD AND START MOVING THROUGH THESE, BECAUSE I'M COGNIZANT OF TIME AND BECAUSE YOU

ALL HAVE IDENTIFIED SO MANY OF THE IMPLEMENTATION DRIVERS SO CLEARLY.

SO FIRST, WE'RE GOING TO TALK ABOUT COMPETENCY SUPPORT.

THOSE ARE REALLY THE SUPPORTS WE NEED TO ENSURE STAFF COMPETENCY.

AND THOSE ARE A CLEAR SELECTION PROCESS, SO HAVE OUR STAFF -- DO WE NEED -- WE -- ASSESS SKILLS AND

EDUCATION, TO MAKE SURE THAT SHE'S THE RIGHT STAFF MEMBER.

AS YOU HAVE ALL NOTED, WE NEED TO GET TRAINED UP IN THE MODEL.

AND THEN ONCE PRENA BEGINS IMPLEMENTATION, WE NEED TO ENSURE THAT SHE HAS A COACH WHO ENGAGES IN

OBSERVATION OF HER PRACTICE.

SO THAT SHE CAN IMPROVE OVER TIME.

SO YOU ALL VERY CLEARLY IDENTIFIED BOTH TRAINING AND COACHING ARE COMPETENCY SUPPORT, AND PRENA ALSO

NEEDS A FIDELITY ASSESSMENT.

TO IMPLEMENT HER -- EXCUSE ME, TO MURPHY DEALT OF HER IMPLEMENTATION OF TRENDS.

WE ALSO NEED TO ENSURE THAT HER GOOD WORK IS EMBEDDED WITHIN STRONG ORGANIZATIONAL SUPPORT, SO --

AND YOU ALL HAVE NOTED THIS VERY CLEARLY.

SHE NEEDS A DECISION SUPPORT DATA SYSTEM.

SO SHE NEEDS A DATA COLLECTION AND USE SYSTEM THAT MEASURES AND TRACKS PROGRAM FIDELITY AND OUTCOME

DATA, AS WELL AS THOSE FORMALIZED PROCESSES FOR USING DATA TO MAKE CQI.

WE ALSO AS SOMEONE MENTIONED A SUPPORTIVE WORK ENVIRONMENT, ADMINISTRATION SUPPORT, AND WE HAVE

LISTED HERE ONE OF THE IMPLEMENTATION DRIVERS FACILITATIVE ADMINISTRATION, SO THAT ALL OF THOSE

PROCESSES IN WHICH THE PROGRAM IS EMBEDDED ARE ACTUALLY IF A SILL TAKE-AWAYTIVE RATHER THAN A

BARRIER.

FOR EXAMPLE, IN ORDER FOR PRENA TO DO HER WORK WELL, SHE NEEDS SOMETHING AS SIMPLE AS A REGULAR

PAYCHECK.

THE ORGANIZATION ALSO NEEDS TO BE CONNECTED TO THE LARGER SYSTEM.

WE CALLED IT SYSTEMS INTERVENTION.

AND THAT'S TO ENSURE ALIGNMENT OF THAT PARTICULAR INTERVENTION WITH OTHER SYSTEMS, INITIATIVES, PRIORITIES, FUNDING, PARTNERSHIPS, THINGS LIKE THAT, AND FINALLY, PRENA ALSO NEEDS A REALLY --

TO BE EMBEDDED IN AN ORGANIZATION THAT HAS EFFECTIVE LEADERSHIP, THAT CAN REALLY DIAGNOSE THE

DIFFERENCE BETWEEN TECHNICAL PROBLEMS AND ADAPTIVE PROBLEMS, AND ADDRESS THEM WITH THE RIGHT

KIND OF SOLUTIONS THAT ARE MET -- THAT ARE RESPONSIVE TO THE PARTICULAR CHALLENGE.

WE JUST WALKED THROUGH THIS TOGETHER, BUT THIS IS WHAT WE CALL OUR IMPLEMENTATION DRIVER TRIANGLE.

AND AS YOU CAN SEE, THE COMPETENCY DRIVERS THAT WE WENT THROUGH, SELECTION, TRAINING, COACHING, ARE

ON THE LEFT SIDE OF THE TRIANGLE, ARE ORGANIZATION DRIVERS, DATA SYSTEMS, IF A SILL

TAKE-AWAYTIVE ADMINISTRATION, THOSE ARE ON THE RIGHT SIDE OF THE TRIANGLE, AND ON THE BOTTOM,

THE BASE OF COURSE IS OUR LEADERSHIP DRIVERS.

TECHNICAL AND ADAPTIVE LEADERSHIP.

WHAT'S IMPORTANT ABOUT ALL OF THESE DRIVERS IS THAT THEY ARE INTEGRATED AND ALSO COMPENSATORY.

AND WHAT WE -- WHAT IS IMPORTANT ABOUT THEM BEING COMPENSATORY IS THAT A STRENGTH IN ONE AREA OF THE

TRIANGLE MAY REALLY COMPENSATE FOR A WEAKNESS IN ANOTHER AREA.

SO, FOR EXAMPLE, IF YOU HAVE A POOR TRAINING SYSTEM BUT AN EXCELLENT COACHING SYSTEM, WE MAY STILL

BE ABLE TO GET TO REALLY STRONG STAFF CAPACITY THERE.

SO ALLISON, DID YOU WANT TO PROVIDE US WITH AN EXAMPLE AROUND IMPLEMENTATION DRIVERS?

>> I THINK -- THANKS, MELANIE.

I THINK THE IMPORTANT THINGS FOR FOLKS TO KIND OF HOLD ON TO THERE IS THAT THE DRIVERS REALLY

SUPPORT ANY -- IN THE EXAMPLE WITH PRENA, THAT IS THE WHAT.

SO THE END GAME IS TO GET TO THE TOP OF THE TRIANGLE WITH CONSISTENT, HIGH-INTEGRITY IMPLEMENTATION

OF TRENDING SO YOU GET THOSE EXPECTED OUTCOMES.

SO WE KNOW THOSE DRIVERS ALONG THE PERIPHERY OF THE TRIANGLE ARE THE THINGS THAT GET US THERE.

AND SO I GUESS PROBABLY THE TWO THINGS I JUST WANTED TO MENTION ABOUT THAT IS THAT WE HAVE DEVELOPED

THIS FRAMEWORK AND TESTED IT OVER THE LAST 10 TO 15 YEARS, AND HAD DATA THAT SHOWS THAT WHEN

EACH OF THOSE DRIVERS IS STRENGTHENED, THAT FIDELITY INCREASES AND WE GET THE POPULATION LEVEL

OUTCOME.

SO THAT LOGICAL LINKAGE THAT FIDELITY OR HIGH-QUALITY IMPLEMENTATION IS REALLY AN OUTPUT OF A GOOD

INFRASTRUCTURE.

LIKE, WE CAN'T EXPECT HIGH-FIDELITY OR HIGH-QUALITY IMPLEMENTATION OF A PROGRAM OR PRACTICE IF WE'RE

NOT BUILDING STAFF COMPETENCY, IF WE DON'T PUT ORGANIZATIONAL AND SYSTEM STRUCTURES IN PLACE TO

SUPPORT THE NEW WAY OF WORK.

SO OFTEN TIMES WE CAN DEDICATE A WHOLE DAY TALKING ABOUT THESE DRIVERS, BECAUSE WHAT UNDERGIRDERS

EACH OF THEM IS A SET OF BEST PRACTICES THAT WE LOOK AT.

SO WE HAVE AN IMPLEMENTATION DRIVER ASSESSMENT THAT HAS ABOUT 35 QUESTIONS THAT LOOK ACROSS EACH OF

THE DRIVERS.

SO FOR SELECTION IT LOOKS AT TWO OR THREE THINGS THAT WE KNOW ARE CRITICAL FOR SELECTION, FOR

TRAINING IT LOOKS AT TWO OR THREE THINGS THAT ARE CRITICAL FOR TRAINING.

REGARDLESS OF WHAT YOUR WHAT IS.

FOR EXAMPLE, WE KNOW THAT REALLY GOOD TRAINING NEEDS TO BE SKILL-BASED.

IT CAN'T JUST BE SOMEONE DEMONSTRATING A SKILL, YOU HAVE TO ACTUALLY PRACTICE THE SKILL.

SO THOSE ARE THINGS THAT WE LOOK FOR GENERICALLY AND THEN WE APPLY IT TO WHATEVER YOUR SPECIFIC WHAT

IS.

AND THEN I THINK THE OTHER THING I JUST WANTED TO MENTION ABOUT THE DRIVERS IS THAT YOU KNOW WAY

BACK ON THAT HEXAGON, WHEN MELANIE WAS TALKING ABOUT RESOURCES AND CAPACITY?

THAT'S REALLY ALIGNED WITH THE DRIVER'S TRIANGLE.

SO WAY BACK WHEN YOU'RE THINKING ABOUT FIT AND FEASIBILITY.

>>> YOU WANT TO BE THINKING ABOUT, DO WE HAVE WHAT IT TAKES TO PUT EACH OF THESE SEVEN DRIVERS IN

PLACE TO SUPPORT WHATEVER OUR WHAT IS?

AND THAT'S REALLY CRITICAL, AND ACCOUNTABILITY FOR THE DRIVERS IS REALLY CRITICAL.

SO OFTEN TIMES WE'LL ASK FOLKS, WHO'S RESPONSIBLE WHETHER IT'S COACHING, OR THE USE OF DATA, TO SUPPORT DECISION MAKING, AND FOLKS SOMETIMES I THINK THINK THOSE ARE EASY ANSWERS UNTIL THEY

REALLY START TO THINK ABOUT IT, AND THEN THERE BECOMES LACK OF CLARITY, AND WITH THE LACK OF

CLARITY THAT OFTEN MEANS THE INFRASTRUCTURE IS A LITTLE SQUISHY AND WE'RE NOT EXACTLY SURE WHO

IS RESPONSIBLE FOR IT.

IS IT IN PLACE, CAN WE IMPROVE IT.

SO THIS IDEA OF REALLY MAKING IT HIGHLY VISIBLE THROUGH THE DRIVERS AND TALKING ABOUT THE DRIVERS

OVER AND OVER AGAIN IS REALLY HELPFUL TO UNDERSTAND WHETHER OR NOT YOU HAVE A FULLY FUNCTIONING

INFRASTRUCTURE IN PLACE IN SERVICE TO WHATEVER YOUR WHAT IS.

THANKS, MELANIE.

>> THANK YOU, ALLISON.

SO WE ARE GOING TO MOVE INTO OUR -- THE FINAL COMPONENT OF OUR ACTIVE IMPLEMENTATION FORMULA, AND THAT IS ENABLING CONTEXT.

CREATING THE CONDITIONS THAT ARE SUPPORTIVE OF NEW PRACTICES AND OF THE IMPLEMENTATION SUPPORTS

THAT YOU'RE INSTALLING.

AND HERE WE'RE GOING TO COVER IMPLEMENTATION TEAMS AND DATA AND COMMUNICATION, AND I'LL MOVE THROUGH

THESE A TOUCH MORE QUICKLY BECAUSE I'M COGNIZANT THAT WE WANT TO MAKE SURE WE HAVE TIME FOR

QUESTIONS AT THE END.

TWO QUESTIONS THAT ARE COMMON AROUND ENABLING CONTEXT ARE, HOW DO WE MANAGE THE PROCESS FOR

IMPLEMENTING AND IMPROVING NEW PROGRAMS?

AND HOW DO WE ENSURE THAT THE NEW PROGRAM IS WORKING, REMOVE BARRIERS TO THE NEW PROGRAM, AND ALSO

CONTINUALLY MAKE IT BETTER?

SO LET'S TACKLE THE FIRST QUESTION.

WE MANAGE IMPLEMENTATION THROUGH IMPLEMENTATION TEAMS.

AND THOSE PROVIDE AN ACCOUNTABLE AND SUSTAINABLE STRUCTURE TO MOVE A PRACTICE THROUGH THE STAGES OF

IMPLEMENTATION.

WHAT IS AN IMPLEMENTATION TEAM?

IT IS A GROUP OF STAKEHOLDERS, TYPICALLY NO MORE THAN 10, IT INCLUDES DIVERSE STAFF REPRESENTATION,

AND THIS GROUP OVERSEES, ATTENDS TO, AND IS ACCOUNTABLE FOR KEY FUNCTIONS IN THE SELECTION,

INSTALLATION, AND IMPLEMENTATION OF AN INTERVENTION.

AND THEY DO THIS BY MAKING SURE THAT SURVIVORS ARE ENGAGED, THAT THE PRACTICE IS WELL DEFINED AND

OPERATIONALIZED, THAT ALL OF THOSE IMPLEMENTATION SUPPORTS ARE IN PLACE, SO ALL THOSE DRIVERS

THAT WE JUST TALKED ABOUT, THEY MAKE SURE THAT IMPLEMENTATION IS NOT -- AND NOT JUST THE

PROGRAM, BUT IMPLEMENTATION IS MEASURED AND MONITORED, AND THAT OUTCOMES ARE ACHIEVED AND SUSTAINED.

AND WE ALSO LIKE TO SAY WHAT IT IS NOT.

BECAUSE OFTEN TIMES WE THINK WE HAVE A TEAM WHEN THEY MAY ACTUALLY BE FUNCTIONING A LITTLE BIT

DIFFERENT.

SO AN IMPLEMENTATION TEAM IS NOT AN ADVISORY BODY, IT'S NOT A GROUP THAT PROVIDES ONLY PERIODIC

INPUT OR MEETS DURING CRISIS.

IT'S NOT A TECHNICAL WORK GROUP.

AND IT'S NOT A LEARNING COLLABORATIVE.

THIS IS THE GROUP THAT REALLY MARSHALS THROUGH SUCCESSFULLY IMPLEMENTATIONS OF THAT NEW PROGRAM OR

INNOVATION.

SO WHAT DO IMPLEMENTATION TEAMS DO?

AND WE TALKED ABOUT THIS A LITTLE BIT IN THE LAST SLIDE, BUT TAKE A DEEPER DIVE ON IT HERE.

THESE ARE THE CORE FUNCTIONS THAT AN IMPLEMENTATION TEAM SERVES.

AND THE FIRST ONE IS AROUND THE PRACTICE.

SO THEY SELECT OPENNATIONALLIZE, AND TAYLOR -- AND ENSURE FIDELITY ASSESSMENTS ARE COMPLETED AND

USED.

THEY ALSO COLLECT, MONITOR, AND ENGAGE LEADERSHIP IN USING DATA TO SUPPORT IMPLEMENTATION CAPACITY, INTERVENTION FIDELITY, AND CHILD AND FAMILY OUTCOMES.

THEY ALSO INSTALL AND IMPROVE INFRASTRUCTURE, SO THEY DEVELOP OPERATIONAL GUIDING DOCUMENT AND

PROCESSES, GARNER NEEDED RESOURCES TO BUILD STAFF COMPETENCY, AND CREATE DATA USE AND

COMMUNICATION PLANS.

FINALLY, A TEAM ALSO HAS A SYSTEMS FUNCTION, AND THAT IS TO BUILD CROSS-SECTOR COLLABORATION TO

ENSURE REFERRAL SOURCES AND SERVICE PARTNERS ARE ALIGNED WITH THE PARTICULAR MODEL THAT WE HAVE

SELECTED AND ARE IMPLEMENTING.

ONE QUICK NOTE HERE IS THAT IN ORDER FOR TEAMS TO WORK WELL TOGETHER, THEY REALLY NEED TO BE

HORIZONTALLY AND VERTICALLY INTEGRATED WITHIN THE ORGANIZATION SO THERE NEEDS TO BE THESE CLEAR

LINKAGES UP THE ORGANIZATION TO ORGANIZATIONAL LEADERSHIP, AND SOMETIMES EVEN HIGHER UP.

AS WELL AS HORIZONTALLY.

ALLISON, DID YOU WANT TO TALK THROUGH THE TEAMING STRUCTURE?

>> REALLY QUICKLY FOR TIME, I JUST WANT TO MENTION IT DEPENDS ON THE SCOPE OF YOUR INITIATIVE.

SO IF WE'RE WORKING AT KIND OF AN ORGANIZATIONAL LEVEL, WE MAY JUST NEED A SINGLE TEAM, OR SOMETIMES

IF THE ORGANIZATION IS DOING MULTIPLE THINGS, WE MIGHT END UP BUILDING OUT, LIKE A DESIGN TEAM

THAT IS KIND OF OVERSEEING THE WORK AND HAS LEADERSHIP FROM POTENTIALLY DIFFERENT KIND OF

SERVICE TEAMS THAT ARE FOCUSED ON MAYBE DIFFERENT ASPECTS OF AN OVERALL PROGRAM THAT'S BEING

DELIVERED.

BUT WE DO A LOT OF WORK AT SCALE, SO IN STATES OR ACTUALLY AT COUNTRY LEVEL AS WELL, SO JUST A

REALLY BASIC EXAMPLE OF OUR WORK IN K-12 PUBLIC EDUCATION, WHERE THE TEAM STRUCTURE WOULD BE A

STATE TEAM, REGIONAL TEAMS IN THAT STATE, DISTRICT TEAMS IN THAT STATE, AND SCHOOL TEAMS

BUILDING LEVEL.

SO THE STATE TEAM BUILDS THE CAPACITY REGIONAL TEAM TO BUILD A CAPACITY OF DISTRICT TEAM TO BUILD

THE CAPACITY OF SCHOOLS.

SO I DON'T KNOW, HOPEFULLY THAT IS HELPFUL TO FOLKS, BUT IT'S REALLY CRITICAL TO BUILD OUT YOUR

ARCHITECTURE LIKE THAT IF YOU'RE TRYING TO DO SOMETHING BIG, BECAUSE YOU'RE NOT GOING TO BE

ABLE TO GO IN AND BUILD THE CAPACITY EACH INDIVIDUAL KIND OF DELIVERY SITE.

SO BUILDING OUT A TEAM STRUCTURE ALLOWS TO YOU BUILD CAPACITY AT ONE LEVEL OF THE SYSTEM SO THAT

GROUP CAN HELP BUILD CAPACITY AT THE NEXT LEVEL OF THE SYSTEM.

AND THERE'S DATA THAT SHOWS THAT CAN HAPPEN EFFECTIVELY.

THANKS, MELANIE.

>> ALL RIGHT, SO MOVING ON TO OUR LAST QUESTION, HOW DO WE ENSURE THE NEW PROGRAM IS WORKING, REMOVE

BARRIERS, AND CONTINUALLY MAKE IT BETTER?

AND AGAIN, WE'VE PROVIDED A QUOTE HERE FROM THE RESEARCH THAT SAYS WITHOUT CAREFUL MONITORING,

THERE'S NOT AN EFFECTIVE WAY TO JUDGE HOW WELL SERVICES ARE BEING DELIVERED, WHETHER THEY'RE

MEETING THE NEEDS OF CHILDREN AND FAMILIES, AND IF THEY RESULT IN DESIRED OUTCOMES.

SO TO SUPPORT THIS ONGOING MONITORING AND DATA USE, WE NEED CLEAR COMMUNICATION, AND IN PARTICULAR

WE NEED CLEAR COMMUNICATION ABOUT THE DATA.

AND SO WE SHARE A SIMPLE SLIDE, BUT THAT BREAKS IT DOWN, SO WHO SHOULD BE COMMUNICATING?

IT SHOULD BE YOUR TEAM.

WE TALKED A MINUTE AGO ABOUT WHAT AN IMPLEMENTATION TEAM MIGHT LOOK LIKE.

THAT IS YOUR TEAM, AND POTENTIALLY AS ALLISON SAID, IT'S EMBEDDED WITHIN A LARGER INFRASTRUCTURE

AROUND IT, YOU WOULD ALSO WANT THOSE CONNECTIONS WITH THE VERTICAL AND HORIZONTAL.

HOW OFTEN SHOULD WE COMMUNICATE?

WE SHOULD BE COMMUNICATING REGULARLY, AND USING FORMAL PROCESSES, AND THEN ABOUT WHAT?

AND SO HERE WE SAID WHAT IS WORKING, WHAT IS NOT WORKING, WHAT WE KNOW AND WHAT WE DON'T KNOW.

AND SO IN ORDER TO REALLY FACILITATE THAT MONITORING AND THAT ONGOING IMPROVEMENT, WE NEED TO BE IN

COMMUNICATION USING FORMAL PROCESSES AND ABOUT THE PROGRAM ITSELF.

WHAT'S WORKING AND WHAT IS NOT.

THE ABOUT WHAT IS WHERE DATA USE OF COURSE IS SO ESSENTIAL. AND SO HOW DO WE FIGURE OUT WHAT IS WORKING AND WHAT IS NOT WORKING?

A REALLY USEFUL FRAMEWORK FOR ANALYZING DATA FOR IMPROVEMENT, WE OFTEN USE IT INTERNALLY AT NIRN,

IT'S CALLED LOOK, THINK, ACT.

UNDER SORT OF THE LOOK STEP, WE HAVE OUR DATA AND WE SAY, WHAT DATA ARE WE LOOKING AT TODAY, AND

WHAT IS THAT DATA TELLING US?

AND WE MOVE FROM LOOKING AT THE DATA TO ANALYZING OR THINKING ABOUT THE DATA.

HOW MIGHT WE NEED TO ADJUST OR PIVOT OUR CURRENT STRATEGY BASED ON WHAT THE DATA IS TELLING US, AND

THEN WE CAN MOVE INTO THE ACTION STEP.

SO HOW WILL WE KNOW THESE ADJUSTMENTS HAVE THE INTENDED EFFECT OR BENEFIT, AND WHO WILL BE

RESPONSIBLE FOR MAKING THIS ADJUSTMENT AND IN WHAT TIME FRAME?

SO AGAIN, THAT IS JUST A MODEL THAT YOU CAN USE TO REALLY START ENGAGING IN THOSE IMPROVEMENT CYCLES

IN TERMS OF IMPLEMENTATION OF YOUR PROGRAM.

THE FINAL FRAMEWORK WE WANT TO TALK TO YOU ABOUT TODAY IS WHAT WE CALL POLICY PRACTICE FEEDBACK

LOOPS, AND TO BE EFFECTIVE IN BUILDING AND ENABLING CONTEXT, AND THIS IS IMPLEMENTATION

COMPONENT WE'RE UNDER RIGHT NOW, COMMUNICATION AND DATA USE MUST NOT ONLY BE KEPT WITHIN THAT

IMPLEMENTATION TEAM, BUT IT ALSO MUST BE COMMUNICATED UP THE SYSTEM SO, FOR EXAMPLE, TO

ORGANIZATIONAL LEADERSHIP IN THE CASE THAT PARTICULAR BARRIERS NEED TO BE RESOLVED.

AND THAT FEEDBACK LOOP REALLY NEEDS TO BE FORMALIZED AND EMBEDDED.

SO THAT MEANS LARGER CONTEXTUAL CHALLENGES CAN BE RESOLVED.

COMMUNICATION CAN BE DESIGNED TO IMPROVE ORGANIZATIONAL LEADERS AND POLICYMAKERS WITH INFORMATION

AND IMPLEMENTATION BARRIERS AND SUCCESSES.

AGAIN, THIS IS TO SECURE SYSTEMS ALIGNMENT.

SO FEEDBACK FROM THAT PRACTICE LEVEL ENGAGES AND INFORMS YOUR ORGANIZATIONAL LEADERS SO THEY CAN

ENSURE THAT POLICY PROCEDURES RESOURCES REALLY SUPPORT THE PRACTICE ITSELF IN THE SPECIFIC

CLINICAL CONTEXT.

SO WE DID HAVE ONE MORE EXAMPLE, BUT I THINK I'M GOING TO HIT THE PAUSE BUTTON, BECAUSE WE ONLY HAVE

ABOUT EIGHT MINUTES LEFT, AND JUST SEE IF THERE WERE ANY QUESTIONS, AND DID YOU WANT TO FACILITATE THAT, MIE?

>> HI.

SURE.

I HAVE I THINK TWO QUESTIONS THAT CAME IN THROUGHOUT YOUR PRESENTATION, SO I CAN GO AHEAD AND ADDRESS THOSE.

AND IF FOLKS HAVE ANY QUESTIONS THAT THEY HAVE RIGHT NOW THAT ARE COMING UP, PLEASE GO AHEAD AND TYPE THAT INTO THE CHAT BOX.

THE FIRST ONES THAT WE GOT -- I'M TRYING TO SCROLL BACK TO THE PART WHERE -- OKAY.

SO JACK HAD A QUESTION, DO YOU HAVE SOME COMMENTS ABOUT OUTCOMES AND PROGRAMS FOR MALE OFFENDERS?

AND THE EXAMPLE WAS THE DULUTH MODEL.

THAT WAS THE FIRST QUESTION.

I DON'T KNOW IF MELANIE OR ALLISON, IF YOU WANT TO TAKE A JAB AT THAT.

>> THIS IS MELANIE.

I DON'T HAVE ANY THOUGHTS ABOUT THAT.

NOT BEING AS SPECIFIC -- A SPECIFIC EXPERT ON DOMESTIC VIOLENCE INTERVENTIONS, ALLISON, DO YOU HAVE

ANY SPECIFIC COMMENTS ABOUT THAT?

>> NO.

I THINK WHAT IT IS PROBABLY AN IMPORTANT PIECE TO TALK ABOUT, I DON'T WORK SPECIFICALLY WITH THE

MODEL THAT WAS MENTIONED THERE, SO I'VE DONE WORK AROUND DOMESTIC VIOLENCE AND CHILD WELFARE

INITIATIVES, BUT WHAT'S REALLY IMPORTANT IS TO TALK ABOUT THE FACT THAT IMPLEMENTATION SCIENCES

IS APPLICABLE ACROSS A RANGE OF CONTEXT AREAS, AND SO THE FIELD IS ACTUALLY MEANT TO BE KIND OF

CONTENT LIST IN THE SENSE THAT LIKE STATISTICS, IT'S APPLIED TO WHATEVER THE WHAT IS.

SO THE FRAMEWORKS AND THE SCIENCE HAVE BEEN BUILT ACROSS A RANGE OF AREAS, AND DOMESTIC VIOLENCE ACTUALLY IS ONE OF THEM.

ALONG WITH THINGS AS FAR RANGING AS CHILD WELFARE, HIV PREVENTION, TO CANCER PREVENTION, TO AGRICULTURE, TO MANUFACTURING.

SO THESE ARE JUST THE WIDE RANGING AREAS THAT IMPLEMENTATION SCIENCE IS BUILT UPON, AND I THINK IT'S

WHAT REALLY BRINGS THE FIELD TOGETHER IS REALLY UNDERSTANDING THOSE VARIABLES THAT COME INTO

PLAY WHENEVER WE'RE IMPLEMENTING SOMETHING NEW.

AND THAT THE DRIVERS TRIANGLE, FOR EXAMPLE, THE DATAS INDICATE ACROSS THE FIELDS THAT THOSE ARE THE

INDEPENDENT VARIABLES, MEANING THOSE ARE THE THINGS THAT PREDICT FIDELITY WHICH THEN PREDICT OUTCOMES.

SO THAT'S PROBABLY THE BEST ANSWER I CAN GIVE RIGHT NOW, AND I WISH I KNEW THE MODEL THAT WAS BEING REFERENCED, BUT THAT'S THE BEST I CAN DO RIGHT NOW.

>> GREAT.

THANK YOU.

OUR SECOND QUESTION IS ABOUT THE DRIVERS ASSESSMENT TOOL.

AND I'M GOING TO GO AHEAD AND EXPAND THAT QUESTION, THAT QUESTION CAME FROM MEGAN.

I WONDER IF ALLISON OR MELANIE, YOU CAN SPEAK TO THE DIFFERENT TOOLS AND RESOURCES THAT NIRN HAS AVAILABLE FOR FOLKS, AND FOR TOOLS THAT REQUIRE A LITTLE BIT MORE CONTEXT BEFORE BEING USED PERHAPS TRAINING OR SPECIFIC FACILITATOR TO IMPLEMENT THE TOOLS, WHAT ARE THE SERVICES THAT NIRN OFFERS THAT FOLKS CAN REACH OUT AND CONNECT WITH YOU ALL TO HELP THEM WITH THEIR WORK IN TERMS OF IMPLEMENTATION?

>> SURE.

I'LL GRAB THIS ONE, MELANIE.

MELANIE, DO YOU HAVE THAT ON THE END SLIDE, THE ACTIVE IMPLEMENTATION HUB?

I CAN'T WITH MY EYESIGHT SEE YOUR FINAL --

>> NO, IT'S --

>> OKAY.

I JUST -- WE CAN PUT THAT IN THE CHAT BOX FOR FOLKS.

IT'S CALLED THE ACTIVE IMPLEMENTATION HUB, SO IF YOU WENT TO OUR WEBSITE FOR NIRN, YOU SHOULD BE ABLE TO CONNECT TO THE ACTIVE IMPLEMENTATION HUSBAND -- HUB.

IT'S CONNECTED TO OUR OVERALL ORGANIZATIONAL SITE.

AND THE REASON THAT IS, IS BECAUSE IT'S PAID FOR BY THE U.S. DEPARTMENT OF EDUCATION TO -- IT'S AN ONLINE LEARNING HUB AROUND IMPLEMENTATION SCIENCE.

BECAUSE OF THAT, A LOT OF THE CONTEXTUALIZATION FOR THE MODULES THAT ARE ON THERE WE'LL MENTION, FOR EXAMPLE, TEACHERS AND STUDENTS.

YOU CAN REALLY INTERPLAY THAT WITH PRACTITIONER AND FAMILY, OR PRACTITIONER AND CLIENT.

AND IT SHOULD MAKE SENSE.

WE'RE IN THE MIDST OF MAKING SOME OF THE MODULES MORE GENERIC AND BUILDING OUT CASE SPECIFIC EXAMPLES.

BUT ON THAT ACTIVE IMPLEMENTATION HUB, YOU WILL FIND AN ENORMOUS AMOUNT OF MATERIAL, YOU'LL ACTUALLY FIND ONLINE LEARNING MODULES, SHORT LESSONS, SO THERE'S A LOT BASED IN ADULT LEARNING THEORY AND INSTRUCTIONAL DESIGN, SO IT TAKES YOU THROUGH THE CONTEXT AND HELPS YOU APPLY THEM TO THE WORK THAT YOU'RE DOING.

THERE'S ALSO A LIBRARY ON THERE OF OUR TOOLS, SO, FOR EXAMPLE, THE HEXAGON TOOL THAT WAS PRESENTED, MELANIE WENT THROUGH THE STAGES TODAY, THERE'S A STAGE-BASED TOOL, I THINK IT'S STAGES WHERE ARE YOU, SO THEY HAVE ALL THESE NAMES TO THE TOOLS, THEY'RE PRETTY EASILY NAVIGATED AND FOUND ON THE HUB.

WE HAVEN'T HAD ANY COMPLAINTS ABOUT NOT BEING ABLE TO FIND STUFF.

THE DRIVER'S ASSESSMENT, SO WE DO HAVE CAPACITY ASSESSMENTS FOR DIFFERENT LEVELS OF THE SYSTEM, THE DRIVERS ASSESSMENT IS MEANT TO BE APPLIED TO THE DELIVERY LEVEL, SO THAT'S THE DELIVERY LEVEL.

THERE ARE OTHER ASSESSMENTS THAT ARE MEANT TO BE APPLIED AT THE JURISDICTIONAL LEVEL.

SO NOT AT THE DELIVERY LEVEL.

THE DRIVERS ASSESSMENT WE HAVE NOT YET FINISHED THE SHORT COURSE FOR.

WHAT THAT MEANS IS, IS BEING ABLE TO WALK THROUGH AN INSTRUCTIONAL DESIGN MODULE AND LEARN HOW TO DELIVER AND FACILITATE THE DRIVERS ASSESSMENT.

WE HAVE NOT ACTUALLY FINISHED THAT YET.

WE ARE IN THE MIDST OF IT, HOPEFULLY WITHIN THE NEGOTIATION FEW MONTHS THAT WILL BE UP.

IF ANYONE WANTS TO SEE THE DRIVERS ASSESSMENT, YOU CAN REACH OUT AND WE CAN SENDS A PDF VERSION.

I JUST WANT TO NOTE, THOUGH, IT IS DEVELOPED TO BE FACILITATED BY OUTSIDE EXPERT FACILITATOR.

SO THAT WOULD BE SOMEONE AT NIRN OR SOMEONE WHO IS -- KNOWS A LOT ABOUT THE INSTRUMENT, AND WE CAN MAKE THOSE RECOMMENDATIONS.

AND I WILL SAY THAT'S BECAUSE WE DO KNOW THAT WHEN IT'S DONE VIA SELF-REPORT, THE ANSWERS ARE LESS VALID THAN WHEN THEY'RE DONE BY AN EXPERT FACILITATOR.

WE'RE HOPING TO GET PAST THAT AND DEVELOP THIS SHORT COURSE, BECAUSE WE WANT MORE AND MORE PEOPLE TO BE ABLE TO USE IT ON THEIR OWN.

BUT CERTAINLY IF FOLKS ARE INTERESTED IN A COPY OF IT WITH THAT KIND OF CAVEAT, I WOULD BE HAPPY TO SHARE IT WITH FOLKS.

>> GREAT.

THANK YOU SO MUCH, ALLISON.

I KNOW -- I AM MINDFUL OF THE TIME, I DON'T WANT TO KEEP FOLKS ON FOR TOO LATE.

I'M GOING TO GO AHEAD AND END THE Q AND A SECTION AND YOU DO HAVE ALLISON AND MELANIE AND MY EMAIL INFORMATION, SO IF ANY QUESTIONS COME UP LATER ON PLEASE FEEL FREE TO EMAIL US.AND WE'LL STAY IN TOUCH THAT WAY.

BEFORE I END, I WANT TO QUICKLY GO OVER SOME THINGS THAT PERHAPS SOME OF YOU ALREADY KNOW ABOUT AND TALK ABOUT ACCESS.

AND THAT'S THE NATIONAL HOTLINE TEEN DATING ABUSE HOTLINE, WHICH ARE AVAILABLE 24 HOURS A DAY AND SERVICES ARE OFFERED IN MULTIPLE LANGUAGES.

AND I'M GOING TO SPEED THROUGH HERE, THIS IS A LIST OF THE RESOURCE CENTERS, ALL OF WHICH HAVE EXPERTISE AND SPECIFIC ISSUES AND AS YOU CAN SEE, FUTURES, MY ORGANIZATION, THE ONE I WORK FOR, OPERATES THE NATIONAL HELP RESOURCE CENTER, SO IF YOU HAVE QUESTIONS PLEASE FEEL FREE TO REACH OUT TO ME ABOUT THAT.

I ENCOURAGE EVERYONE TO VISIT THEIR WEBSITES, BECAUSE THEY DO HAVE A LOT OF RESOURCES AND TO REALLY SUPPORT YOU IN YOUR WORK, SO TO MOVE THE FIELD FORWARD.

AND LASTLY, THERE ARE CULTURALLY SPECIFIC SPECIAL ISSUE RESOURCE CENTERS, AND AGAIN, THEY HAVE EXPERTISE WORKING WITH DIFFERENT COMMUNITIES WITH DIFFERENT REALITIES, CHALLENGES, ETC., AND I HIGHLY ENCOURAGE YOU TO EXPLORE THE WEBSITES AND THE RESOURCES AS WELL.

AND A LOT OF THEM PROVIDE, SOME OF THEM HAVE TECHNICAL ASSISTANCE, WHICH IS BASICALLY HELP, SO I RECOMMEND REACHING OUT DIRECTLY TO THEM AS WELL IF THAT'S SOMETHING YOU'RE INTERESTED IN.

AND WITH THAT, I'M GOING TO BRING THIS WEBINAR TO A CLOSE.

I WANT TO EXTEND A WARM THANK YOU TO OUR PRESENTERS FOR GIVING A WONDERFUL AND VERY IMPORTANT PRESENTATION TODAY.

MELANIE AND ALLISON, THANK YOU SO MUCH.

AS WELL AS TO FVPSA FOR SPONSORING AND SUPPORTING THIS WEBINAR, AND TO ALL OF YOU, OUR PARTICIPANTS FOR JOINING US TODAY.

AND ON THE SCREEN HERE YOU SHOULD BE SEEING A LINK TO A SHORT EVALUATION SURVEY THAT IS HYPER LINKED IF YOU CLICK ON IT, IT WILL TAKE YOU DIRECTLY TO THE WEBSITE.

IF IT DOESN'T, WHEN YOU CLOSE OUT THE SCREEN IT SHOULD POP UP FOR YOU AS WELL.

PLEASE FILL THAT OUT.

WE USE THE INFORMATION TO INFORM OUR FUTURE WEBINARS, SO ONCE AGAIN, THANK YOU SO MUCH, AND I HOPE YOU ALL HAVE A WONDERFUL DAY.

OH, AND FINALLY, AS A REMINDER, I WILL SEND OUT THE RECORDING LINK AND ALL OF THE WEBINAR MATERIALS AND THE RESOURCES TO THE GROUP AFTER THE WEBINAR AS WELL.

SO THANK YOU, THANKS ALLISON AND MELANIE, AND GOODBYE.

>> THANK YOU.