



Using Implementation Science in Phases II and III





SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015

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Jacksonville, FL; May 12-13, 2015

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Session Outcomes

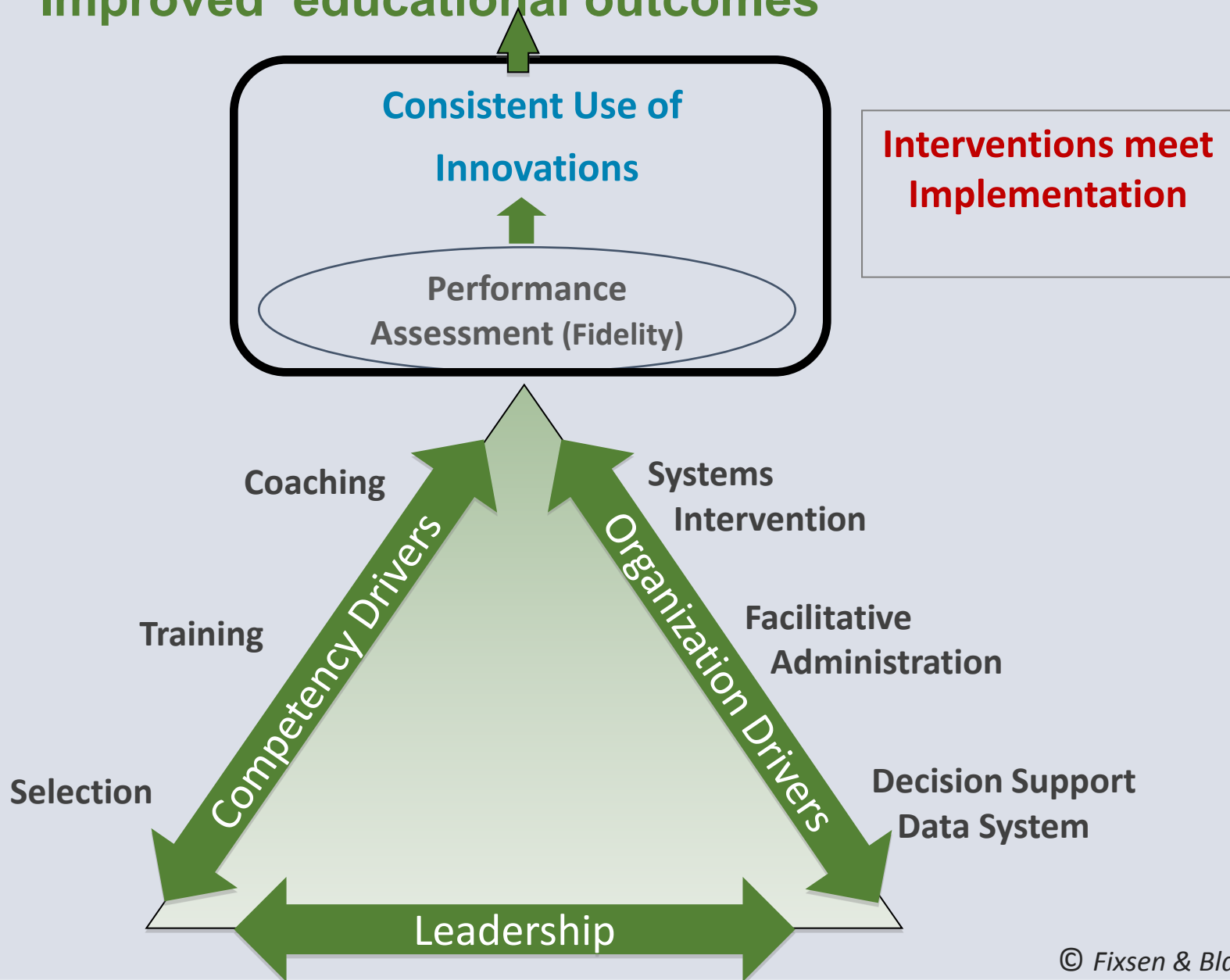
Participants will

- Review Implementation Science Frameworks and use in Phase I and Phase II
- Discuss components of the Implementation Frameworks and provide examples of Implementation Science in your state's SSIP Phase II
- Engage with tools and resources on Implementation Science for ongoing use and monitoring during Phase II and into Phase III

Proposed SSIP Activities by Phase

Year 1 - FFY 2013 Due Apr 2015	Year 2 - FFY 2014 Due Feb 2016	Years 3-6 FFY 2015-18 Due Feb 2017- Feb 2020
Phase I Analysis	Phase II Development	Phase III Evaluation and Implementation
<ul style="list-style-type: none"> • Data Analysis • Description of Infrastructure to Support Improvement and Build Capacity • State-identified Measurable Result • Selection of Coherent Improvement Strategies • Theory of Action 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development • Support EIS Program/LEA in Implementing Evidence-Based Practices • Evaluation Plan 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

Improved educational outcomes



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Active Implementation Frameworks

Active Implementation is guided by five frameworks:

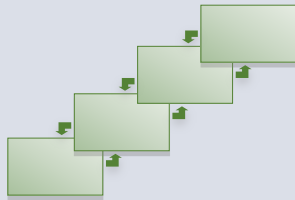
- Implementation Teams
- Usable Interventions
- Implementations Stages
- Implementation Drivers
- Improvement Cycles

Working together, they provide the foundation for putting evidence-based programs and evidence-informed innovations into practice

Implementation Science

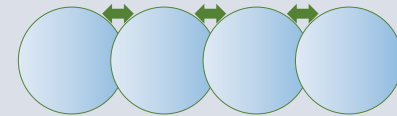
Active Implementation Frameworks

WHO



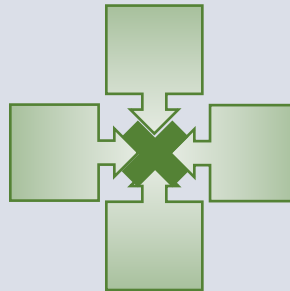
Teams

WHEN



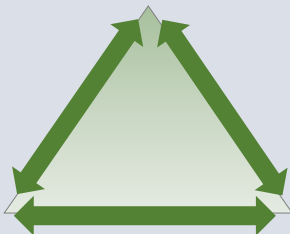
Stages

WHAT



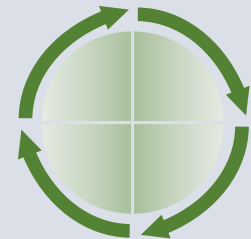
Usable
Interventions

HOW



Drivers

HOW

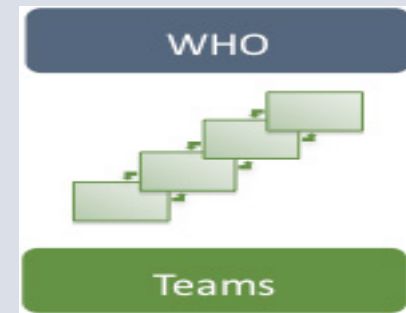


Cycles



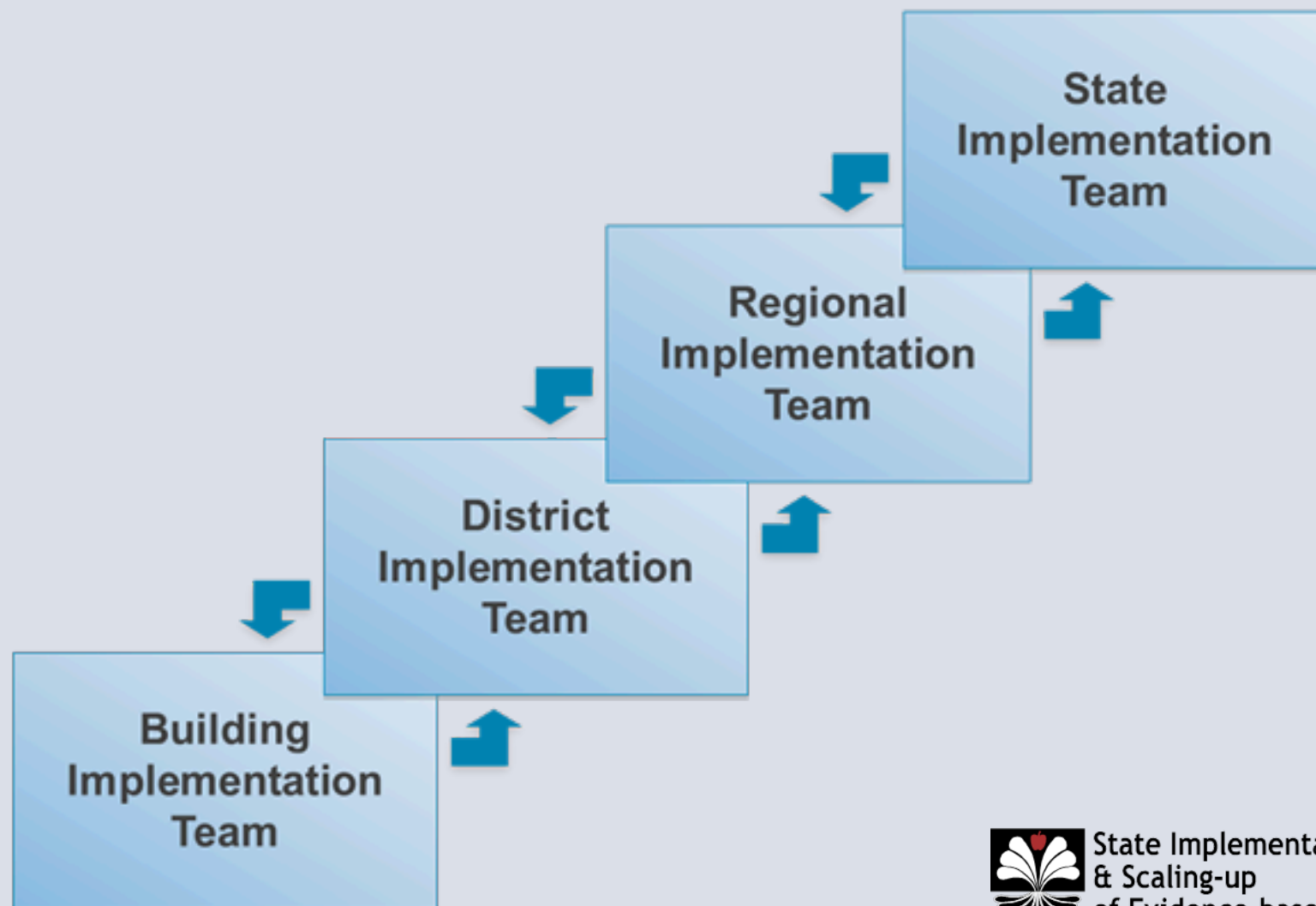
State Implementation
& Scaling-up
of Evidence-based Practices

Implementation Teams



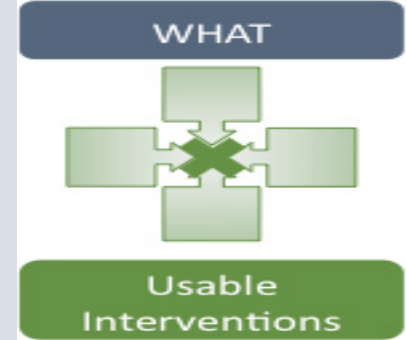
- Implementation teams provide an internal support structure to move selected programs and innovations through the stages of implementation.
- Ideal core competencies of an Implementation Team include:
 - Knowledge and understanding of the selected program or innovation including the linkage of components to outcomes
 - Knowledge of implementation science and best practices for implementation
 - Applied experience in using data for program improvement

Implementation Teams



State Implementation
& Scaling-up
of Evidence-based Practices

Usable Interventions



Interventions need to be teachable, learnable, doable, and be readily assessed in practice. The following criteria need to be in place to ensure that your intervention is usable:

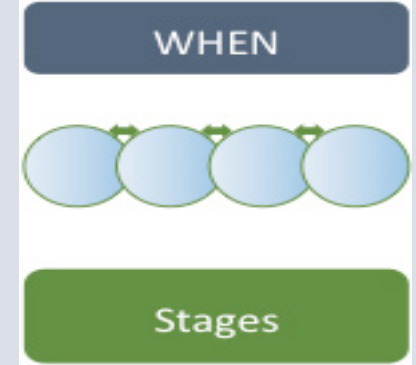
- Clear description of the program
- Clear essential functions that define the program
- Operational definitions of essential functions
- Practical performance assessment

Resources for Selecting Improvement Strategies and Aligning initiatives

- District Initiative Inventory
- Hexagon Tool
- District Capacity Assessment
- Terms of Reference
- Communication Protocol



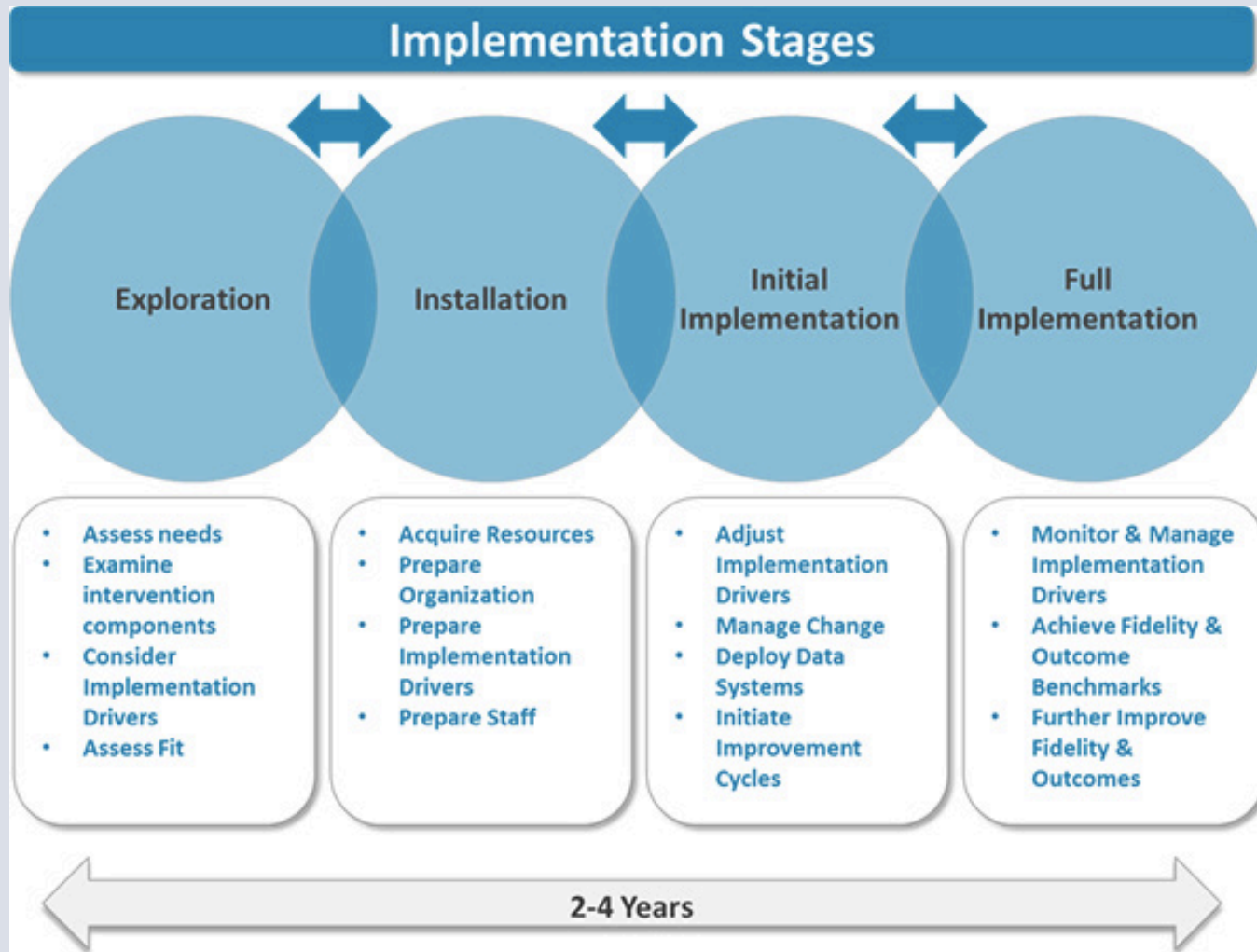
Implementation Stages



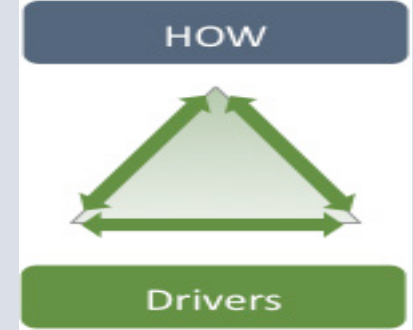
Implementation is a process involving multiple decisions, actions, and corrections to change the structures and conditions necessary to successfully implement and sustain new programs and innovations. Stages include:

- Exploration Stage
- Installation Stage
- Initial Implementation Stage
- Full Implementation Stage
- Sustainability

Stages of Implementation

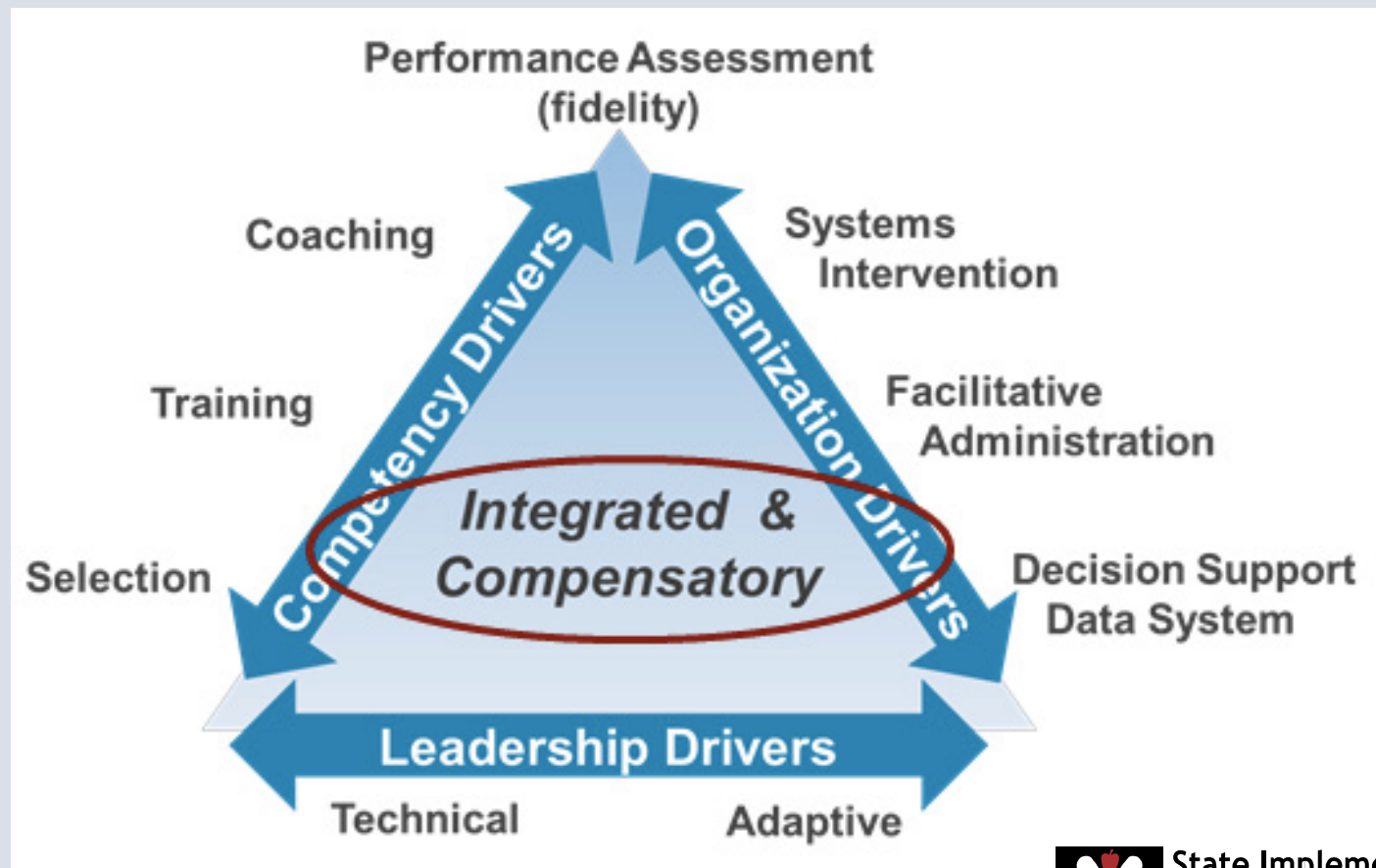


Implementation Drivers



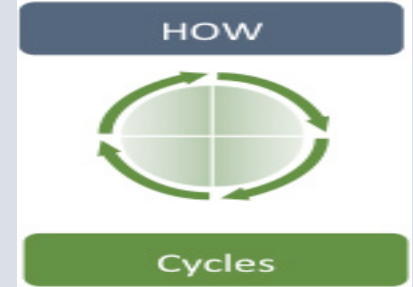
- Implementation Drivers are based on common features that exist among many successfully implemented programs and practices. The structural components and activities that make up each
- There are three types of Implementation Drivers:
 - Competency Drivers
 - Organization Drivers
 - Leadership Drivers
- When integrated and used collectively, these drivers ensure high-fidelity and sustainable program implementation.

Implementation Drivers



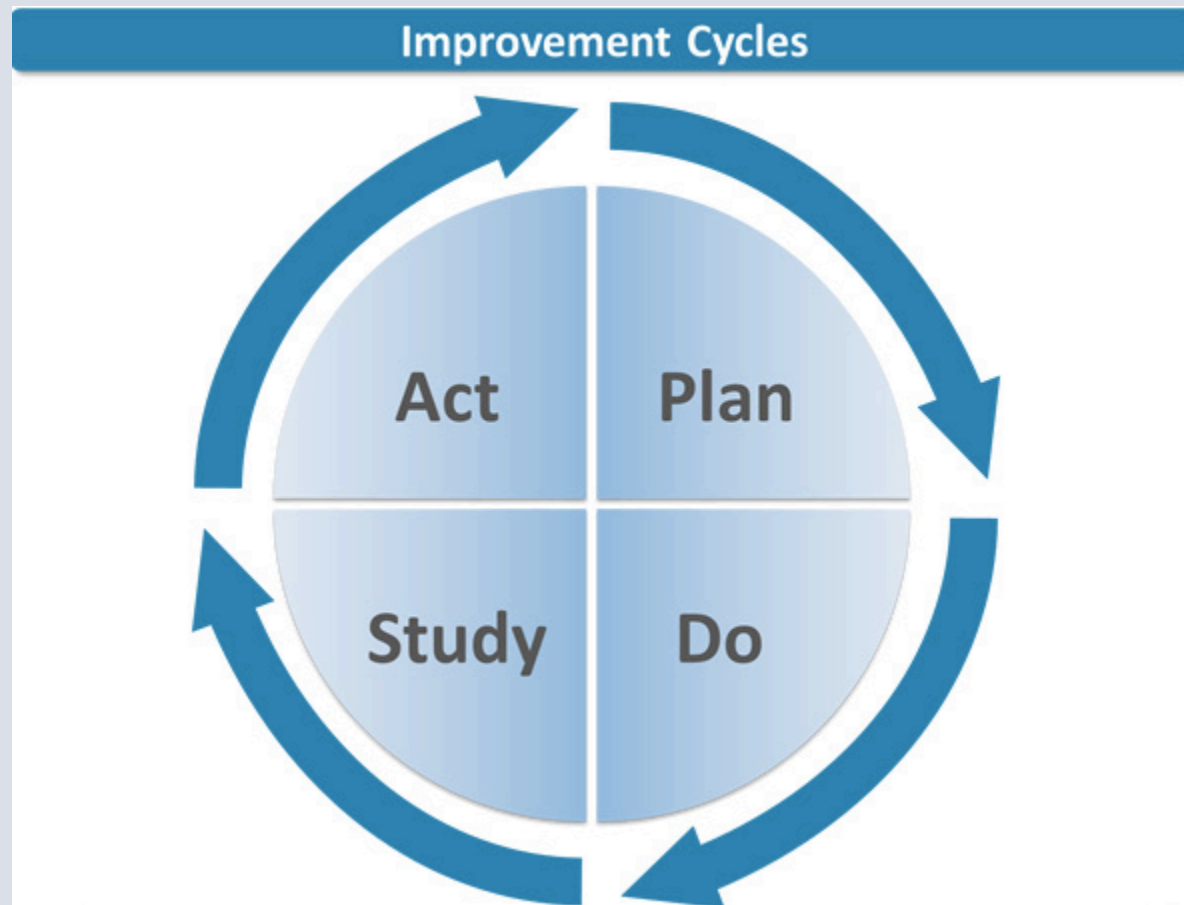
State Implementation
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Implementation Cycles



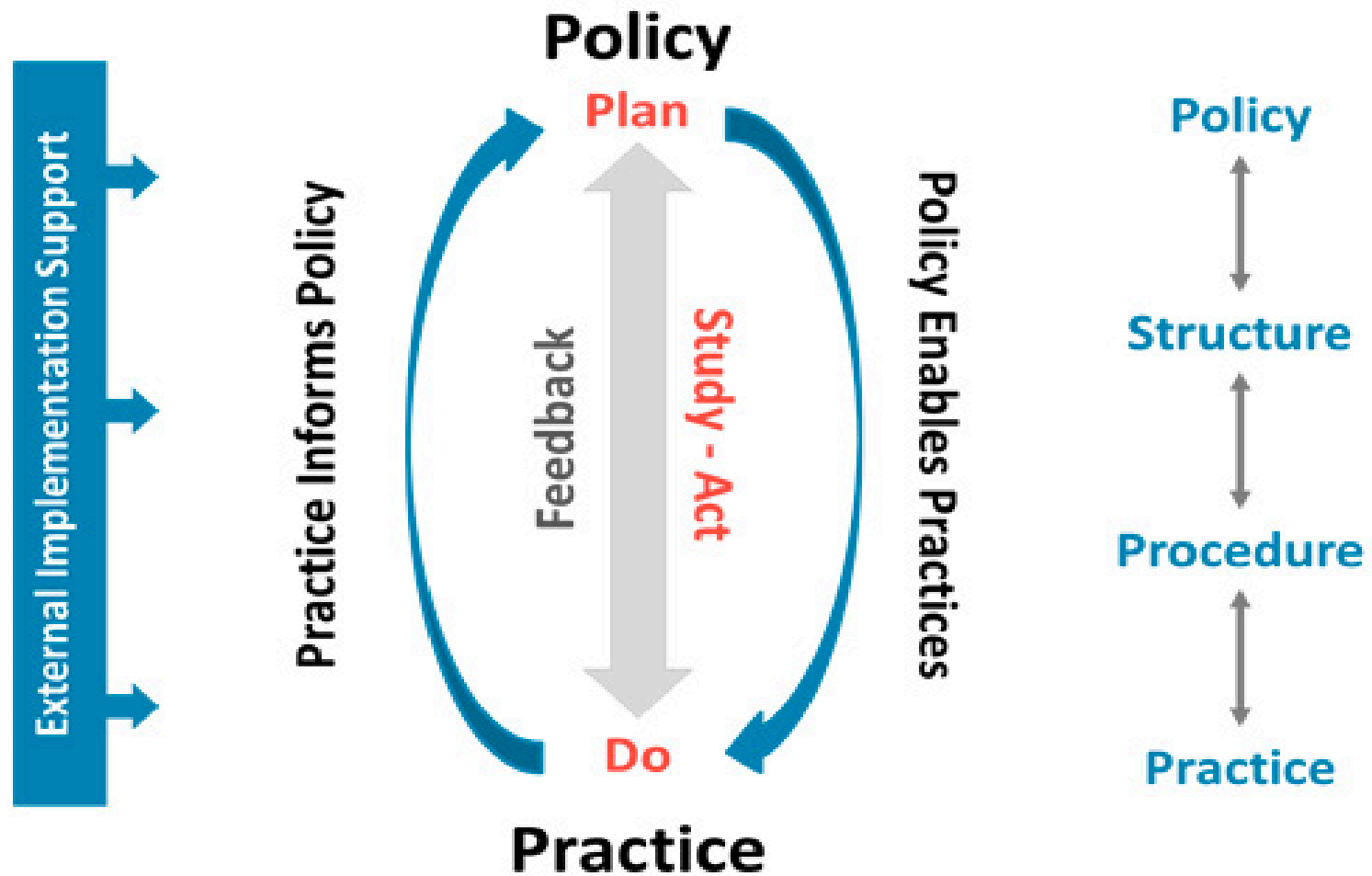
- Improvement Cycles support the purposeful process of change. Implementation teams use improvement cycles to change on purpose. Improvement cycles are based on the Plan, Do, Study, Act process.
 - Plan — identify barriers or challenges, using data whenever possible, and specify the plan to move programs or interventions forward as well as the outcomes that will be monitored.
 - Do — carry out the strategies or plan as specified to address the challenges,
 - Study — use the measures identified during the planning phase to assess and track progress, and
 - Act — make changes to the next iteration of the plan to improve implementation.

Improvement Cycles



State Implementation
& Scaling-up
of Evidence-based Practices

Practice-Policy Communication Cycle



Form Supports Function



State Implementation
& Scaling-up
of Evidence-based Practices

Designing and Monitoring Implementation: *SSIP Implementation Team Checklist*

- At you table, review the SSIP Implementation Team Checklist and the Practice Profile
- Discuss how Implementation Teams might use the checklist to:
 - Ensure implementation strategies are built into the overall design
 - Monitor use of implementation throughout the year.
- Share out your key discussion points with the large group.

SSIP Implementation Team Checklist

- Tool State Implementation Team to use as they work on developing their team and implementing their SSIP.
- This checklist should be completed quarterly by the SSIP Implementation Team to monitor the development and use of core implementation components in the development of their plan.

Practice Profiles

- Practice profiles enable a program to be teachable, learnable, and doable in typical settings.
- Operationally define what the program would “look like” if you were to observe the instructional or behavioral practices being used as intended in the school or classroom.
- Identify each core component of the program, with some developmental variations of this core component, and finally identify any unacceptable variations of this component. Use a separate form for each core component.

Implementation Resources

- AI Hub - <http://implementation.fpg.unc.edu/>
- ECTA Intensive TA for Implementing, Sustaining and Scaling up Evidence-based Practices to Improve Child Outcomes -
http://ectacenter.org/implement_ebp/implement_ebp.asp
- ECTA Considerations for Implementing Systems Change -
<http://ectacenter.org/sysframe/implement.asp>
- GRADS 360 – Use of Implementation Science and the SSIP - <https://osep.grads360.org/#program/implementation-science-and-the-SSIP>

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