

# *Building from “Usable Interventions:”*

## Understanding and Measuring Implementation Outcomes

*Session 4: Northern California Training Academy  
Research Evidence Use Practicum  
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# Today's Agenda

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9:00 – 9:30 am	Welcome Back, Intros, Recap
9:40 – 10:40	Building Linkages in Your Theory of Change – <u>YOU SHARE</u>
10:40 – 11:00	<i>STRETCH BREAK</i>
11:00 – 12:15 pm	Process of Implementation (Group Work Activity)
12:15 – 1:00	<i>LUNCH</i>
1:00 – 1:30	Measuring Implementation Outcomes
1:30 – 2:30	County Group Work
2:30 – 2:45	<i>STRETCH BREAK</i>
2:45 – 3:30	County Sharing
3:30 – 4:00	Homework, Q&A, Plus-Delta

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# Evidence-Based Strategies and Getting to Social Impact



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# Active Implementation: Strengthening Systems for Social Impact

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***Focus on both people and organizations***

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*People: What knowledge and skills do they need?*

## Training

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- Knowledge acquisition
- Skill Development (“rehearse and demonstrate”)
- Continue “buy-in” process
- Form a ‘community’

## Coaching

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- Enables ongoing practice of new, fragile skills in real-world context
- Develops professional judgement for application in varied situations and settings

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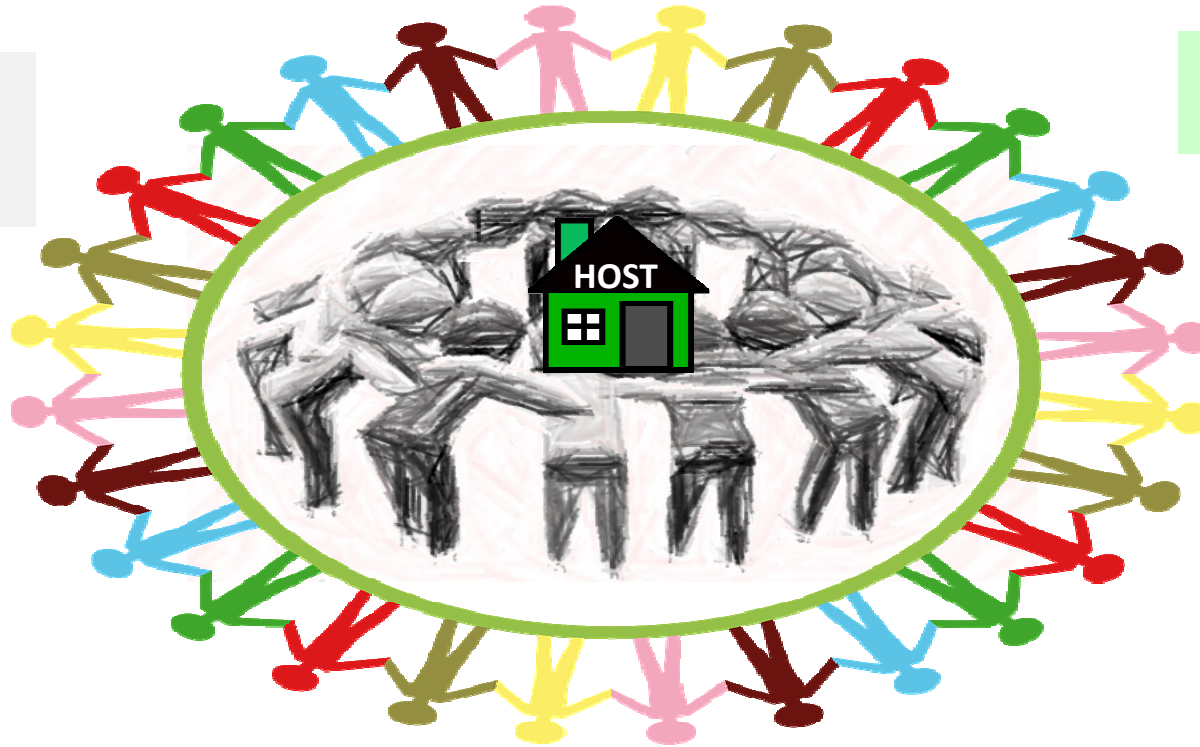
# *Organization and Leadership:* Implementation Structures and Processes

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Engage  
leadership at  
multiple levels

Use data  
for  
improve-  
ment

Meaningfully  
involve  
community  
partners



Create and  
nurture change

Manage  
addressing  
how to  
improve  
policies and  
practices

Gather and share  
feedback from  
staff at all levels  
about strengths  
and challenges

# “What it Takes” for Implementation

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1. A focus on **People** matters.
2. A focus on the **Organization** matters just as much if not more.
3. **Leadership** for change lives at multiple levels.
4. Supporting use of an intervention is a deliberate, ongoing **Process**.

*Using data for understanding and ongoing improvement*



**UC DAVIS**  
**EXTENSION**  
**CENTER FOR HUMAN SERVICES**

*“ . . . I think it’s because . . . So I plan  
to . . . ”*

## Building Linkages in Your Theory of Change



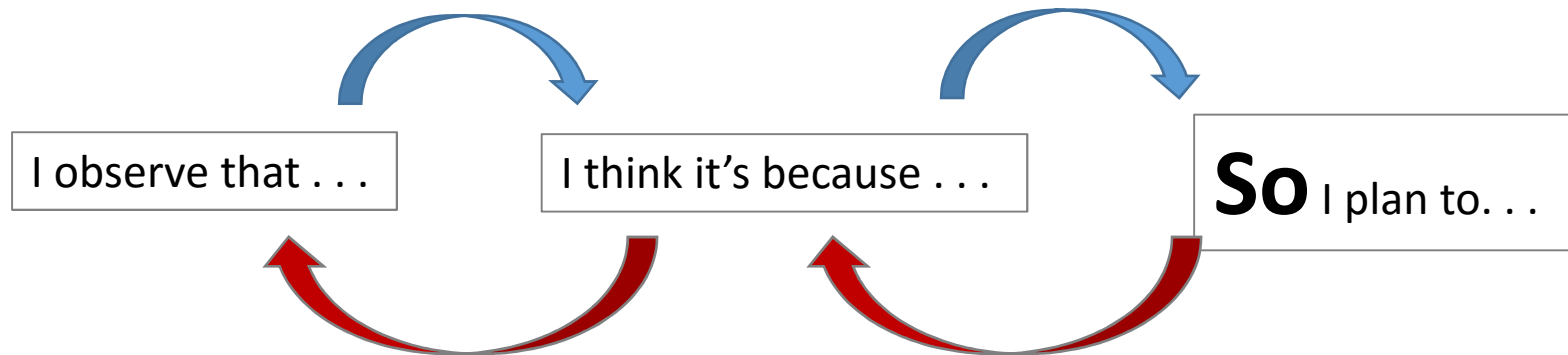
# Using Data & Information to Make the Case

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1. Defining the “problem” (“I observe that . . .”) as the absence of your proposed intervention is a trap.
2. Your proposed intervention should functionally link back to what you are observing and why you think it is happening (the “rationale”).

# Planning: Using Data to Clarify Rationales

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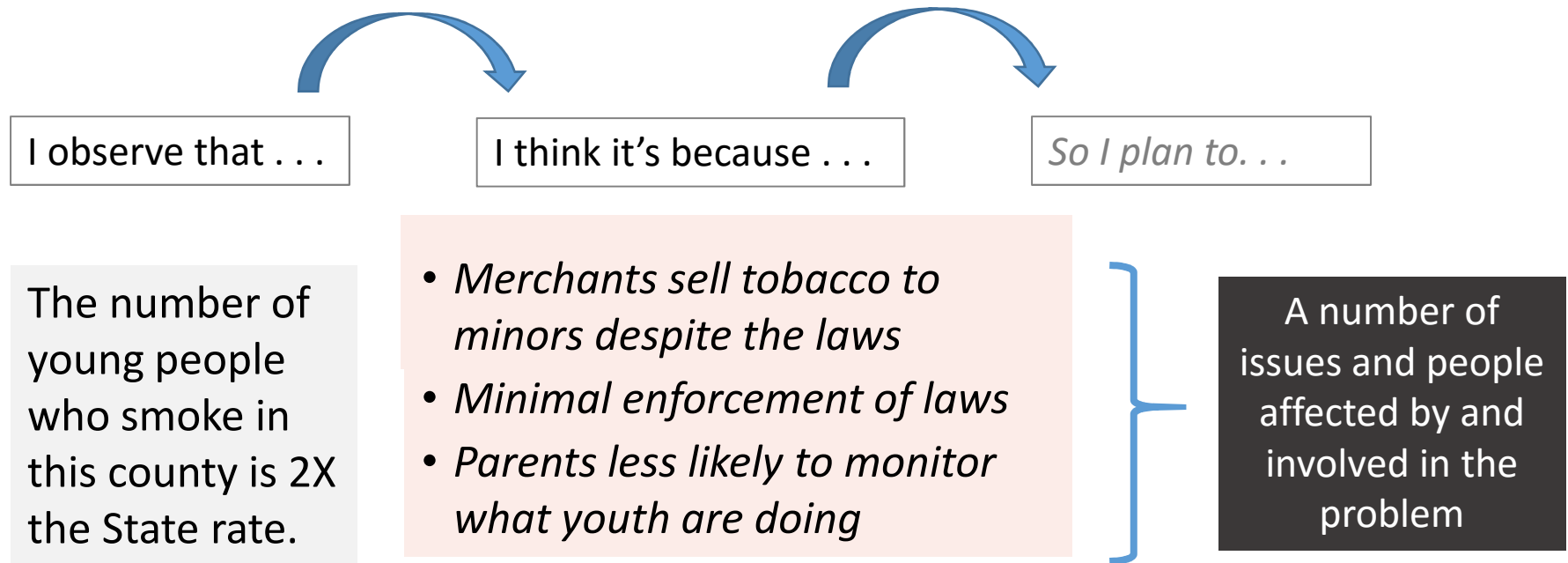


*How do proposed intervention components address key features of the problem?*

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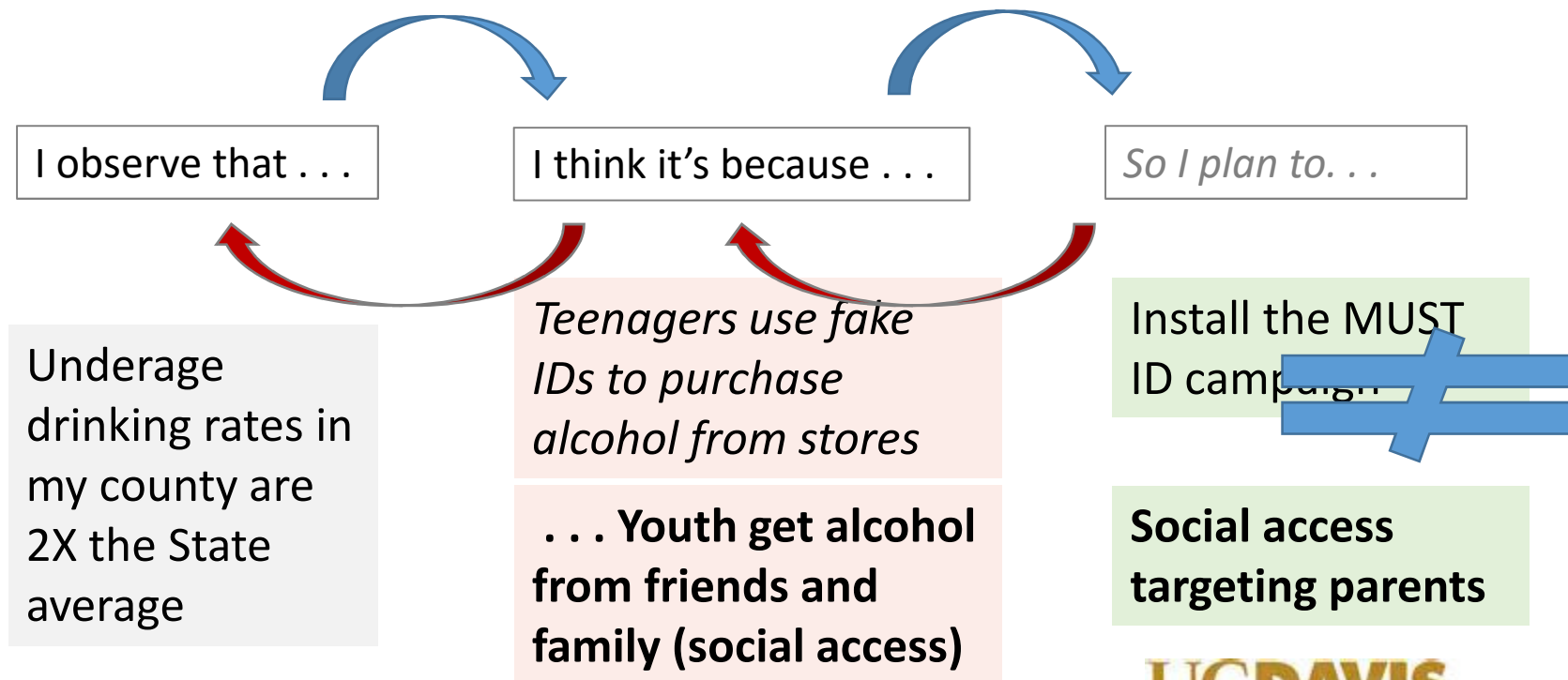
# Planning: Using Data to Make The Case

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# Planning: Using Data to Clarify Rationales



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# Ensuring Usable Interventions

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The Problem: Too many children in care for <1 month re-enter at a higher rate than those in care 1-3 months.

I think it's because parent and caregiver involvement is not taken into account or encouraged in the exit plans or activities

So I plan to . . . . Strengthen family engagement and support

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# Functional Linkages in Theory of Change (Ex)

So I Plan To . .	Intervention Component	<b>Essential Function:</b> How does this address the problem?	Whose behavior?	What does this look like?
Family Engagement	E.g., Outreach and Assessment	E.g. Immediacy	Case worker Parent, Family members	First contact happens within 14 days
		E.g., Tailored to parents of young children	Case worker	Use of revised forms?
	E.g., Parent Partner	E.g., peer-to-peer	Parent Partner (PP) Case worker	Both attend visits, greet the parent/family. Time talking is split 60/40% (PP/worker). Both involved in checking for clarity, communicating next steps
	E.g., Support for services	E.g., Intensive, then flexible	Parent Partner Case worker Service referral org	Follow-up outreach and contact happens proactively every 7-10 days for first month. Then . . .
	E.g., Support in context	Parent Partner Case worker	Parent Partner Case worker	At least two contacts per month happen in person in the home

# Functional Linkages in Theory of Change: County Feedback

So I Plan To . .	Intervention Component	Essential Function: What feature of the problem does this address?
Family engagement	Family meeting about exit	Ask them, discuss vs. prescribe. Present, active role of natural supports. Accountability (with others, with self; documented)
	Early engagement, identify natural supports	Timely, immediacy
Thorough assessment of the family for reunification	Complete SDM family reunification tool	Know right, targeted questions to ask for discussion about risk & safety Guidance and accountability (supervisor role in case reads) with constructive feedback loop
Appropriate and valid use of tools based on case needs	Training Unit/Redu. Case Loads “What, Why, For What” (tools) Change back to ER or OG	Practice (county and tools), coaching, feedback Timely; using definitions; critical thinking;
Age-specific services	Parent Child Visitation	Frequency – more intensive, maybe 2X more
	Age-specific services	Customization – assessments and referrals Accountability – both service providers (performance based contracting; also state is doing behaviorally based case plans)
Monitoring and Support	Post permanency FTM	Continuing connection/support in reintegration (30, 60, 90 day)
	Community Broker “PHNs”	Broker to supports and services in community, connected to agency, but not the face of the agency; in-home




# *Stretch BREAK* (15 mins)

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## Functional Linkages in Theory of Change: County Feedback *Cont.*

So I Plan To . .	Intervention Component	Essential Function: What feature of the problem does this address?
Assessments and Engagement	Upfront assessments (including SDM)	Timely; Rigor/Thoroughness; Strategic “asks;” Customization; Peer – Monitoring (supervisor review of others’ cases); Follow-up and Adjustment;
	Family and natural supports	Immediacy (CFT), Teaming with Family; “I understand the plan” and “I understand my role in the plan”
Family engagement (front end); Building Relationships	Parent Partner, Americorp	Peer support; exchange with people with lived experience (involvement with CW, not specifics of the case per se); shift to “power-with;”
	Orientation (to CWS)	Immediacy/Onset; With PP, CPs; 80/20 active roles; lift family voice; in safe environment. Humility (take badges off); shift to “power with” (equalize); fun too. With workers not case worker per se.
Family support	Mentoring (who gets referred? Outside CWS))	[once in case plan] Peer - mentor with experience with the system; Community support system
	Tight linkage w/ongoing service	With Wraparound
Incorporating other underlying needs for exit plan	Awareness of developmental needs, milestones	Specialized focus on need for this population (families with kids 0-12 mo) Circle of support, within agency and around family
	Partner Champions	Peer support in issues among families with children 0-5

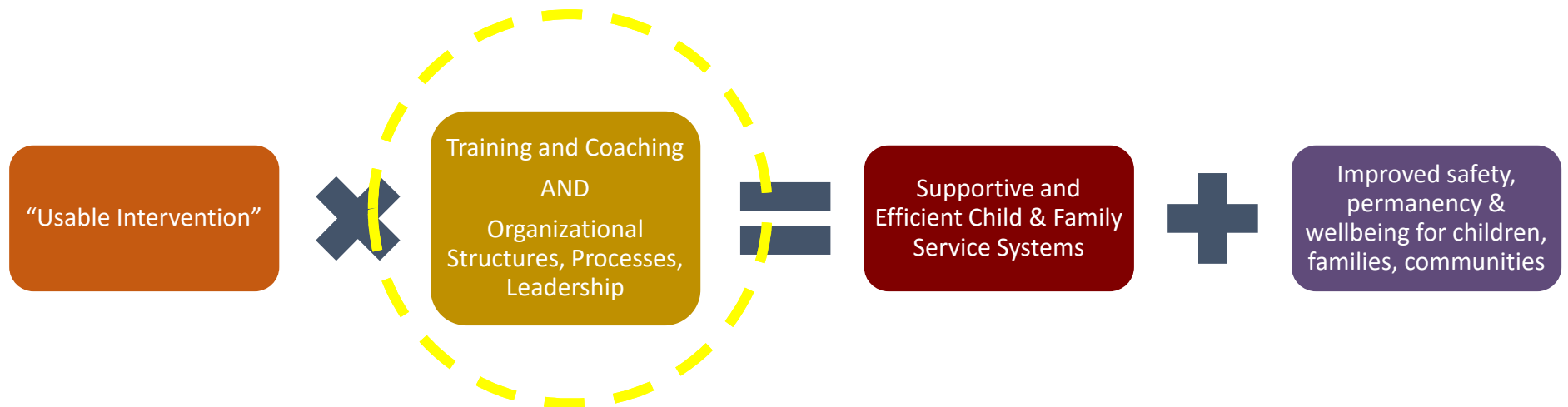
# The Process of Implementation

*What does it take to  
support use of  
interventions?*

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# Active Implementation: Focus on both People & Organizations

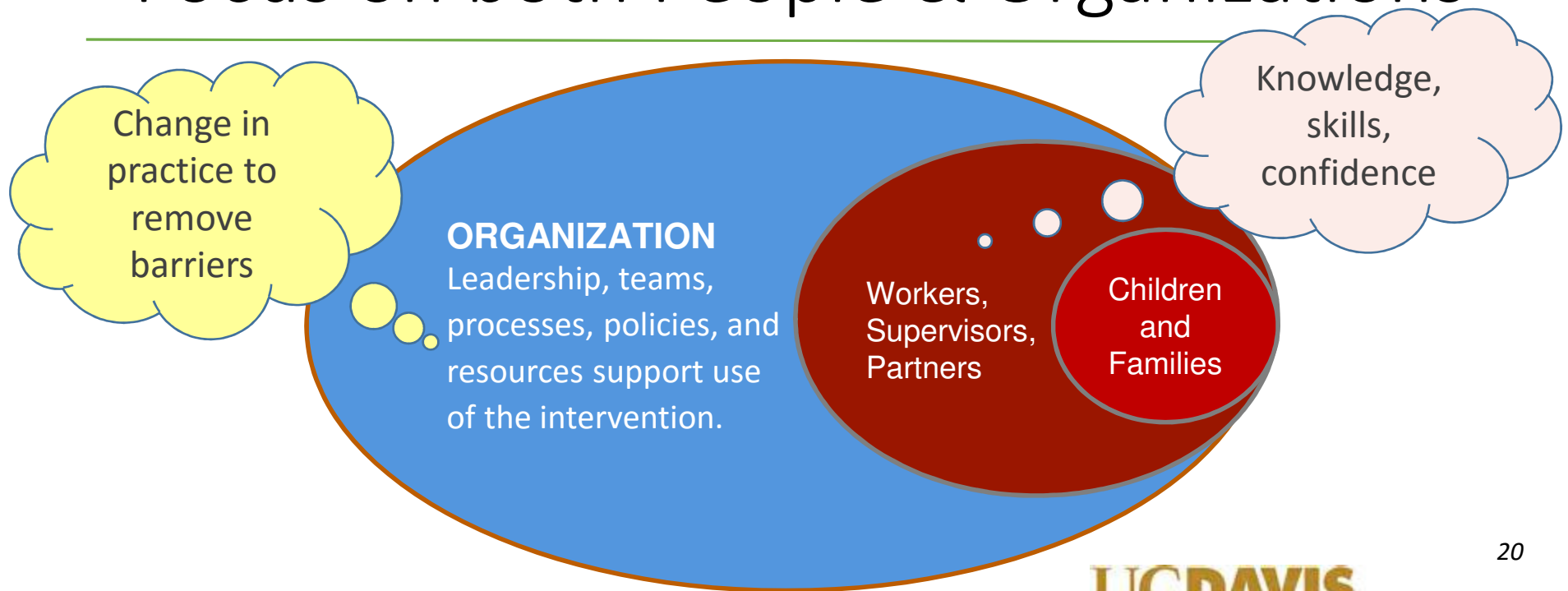
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*Make "it" teachable, learnable, doable, assessable, and repeatable in practice*

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# Active Implementation: Focus on both People & Organizations



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# The Process of Implementation

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- People: Who? What knowledge and skills do they need to do the intervention?  
E.g., critical thinking, active listening, new exit plan process, coaching on using revised forms
- Organization: What may help/get in the way of delivering the intervention? How might you manage that?  
E.g., time to participate in coaching sessions, feedback loops, formal practices for partnering, supervisor support, relationships with courts

# Supporting Use of the Intervention (County Ex.)

So I Plan To . .	Intervention Component	Essential Function: What feature of the problem does this address?	Whose behavior? What do they need? What about the org may help/get in the way? (noted in HW#3)
Family engagement	Family meeting about exit	Ask them, discuss vs. prescribe. Present, active role of natural supports. Accountability (with others, with self; documented)	<ul style="list-style-type: none"> <li>Workers may need training and coaching on facilitation and active listening skills</li> <li>Workers may need training and coaching on documenting essential components of family-engaged exist plan, including getting and documenting shared buy-in</li> </ul>
	Early engagement, identify natural supports	Timely, immediacy	<ul style="list-style-type: none"> <li>Organization may need to define and broadly share policy-practice for ensuring outreach/assessment completed in shorter time frame</li> </ul>
Thorough assessment of the family for reunification	Complete SDM family reunification tool	Know the right, targeted questions to ask to spark discussion about risk and safety Guidance and accountability (supervisor role in case reads) with constructive feedback loop	<ul style="list-style-type: none"> <li>Workers may need training and coaching on the “right” questions, what tools may apply to case and why, and how to apply them</li> <li>Supervisors may need coaching for identifying worker evidence of “thorough” assessment in case plans</li> </ul>



- *LUNCH* -  
Regroup at 1:00pm-ish

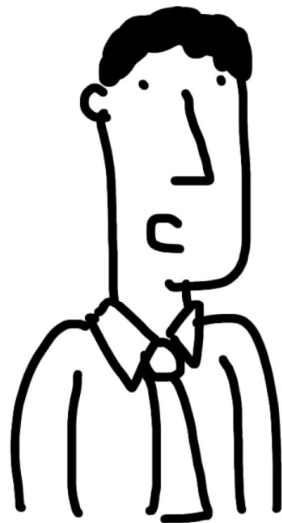
# Measuring Implementation Outcomes

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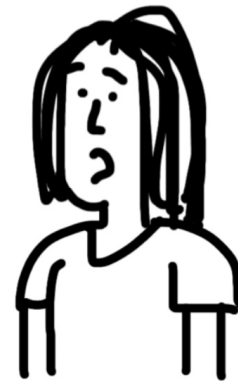


## Thinking About Measuring Implementation

Can you describe how the program is doing?



No, but I can give you some numbers based on crazy assumptions and lots of big data.



[freshspectrum.com](http://freshspectrum.com)

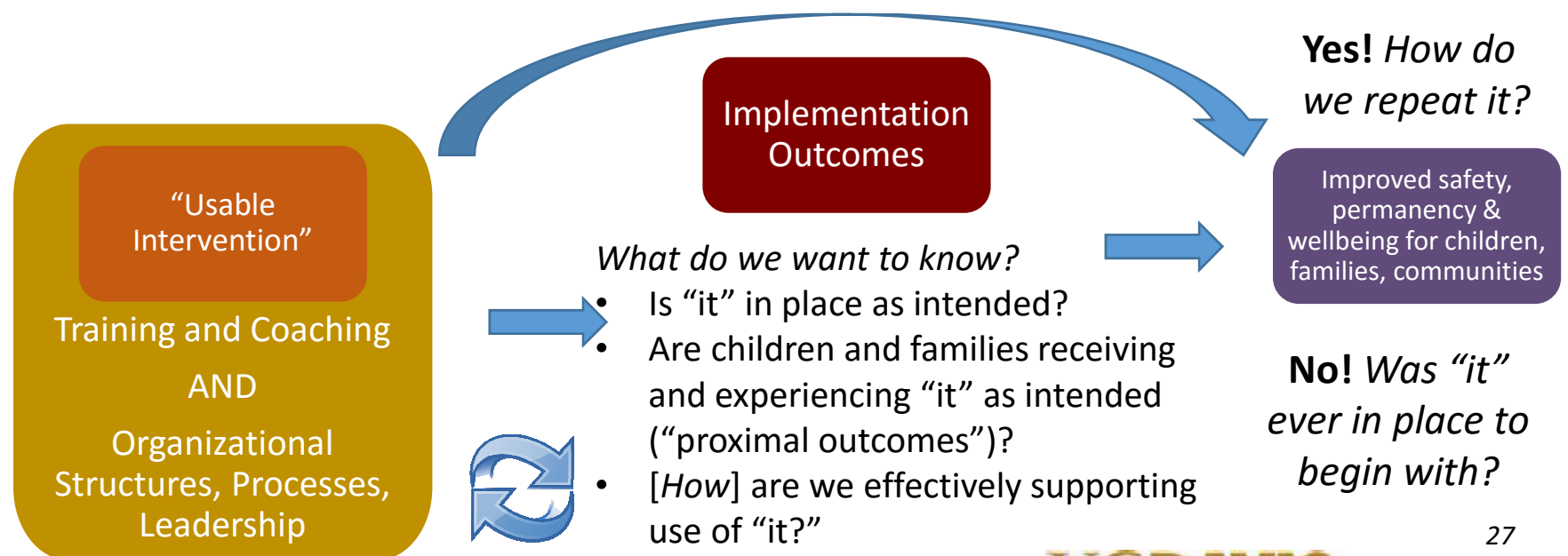
# Active Implementation: Focus on both People & Organizations

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# The Process of Implementation: What do we want to know?



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# Implementation Process and Outcomes

What do you want to know?	Dimension of Implementation
Is training happening? When? With whom? Is training addressing essential components?	<i>Provision</i> of implementation support <i>Quality</i> of implementation support
Are workers participating in coaching? Are workers satisfied with coaching? Are worker skills improving after coaching?	<i>Provision</i> of implementation support <i>Quality</i> of implementation support <i>Outcome</i> of implementation support
Are outreach visits happening within defined time and in appropriate setting?	<i>Fidelity</i> – “adherence” to approach
Are families interacting with broader circles of natural supports? Are families feeling more engaged?	<i>Proximal child and family outcomes – the experience of children and families in the intervention</i>

# Implementation Process and Outcomes

What do you want to know?	How are you going to know it?
Is training happening? When? With whom? Is training addressing essential components?	<i>Counts from training delivered</i> <i>Review of objectives/activities; pre-post survey of knowledge change by key content</i>
Are workers participating in coaching? Are workers satisfied with coaching? Are worker skills improving after coaching?	<i>Counts from coaching logs</i> <i>Coaching survey for workers</i> <i>Observational assessments</i>
Are outreach visits happening within defined time and in appropriate setting?	<i>Case record reviews; other data entries</i>
Are families interacting with broader circles of natural supports? Are families feeling more engaged?	<i>Case record reviews</i> <i>Family questionnaire</i>



# County Group Work *with Measuring Implementation*

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# The Process of Implementation

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- People: Who? What knowledge and skills do they need to do the intervention?
- Organization: What may help/get in the way of delivering the intervention? How might you manage that?



# Implementation Process and Outcomes

What do you want to know (questions)?	How are you going to know it? (measures, ideas about data sources)
2 - Implementation Supports (for individuals, in the organization)	
2 – Fidelity (guided by essential functions of your intervention)	
2 - Short term outcomes (child/family, system)	
Other:	



*Stretch BREAK*  
(15 mins)

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# Implementation Supports – County Feedback

What do you want to know?	How are you going to know it?
Are SW facilitation skills improving after training?	Direct observation, evidence at 14-day mark and the exit plan
Is the revised tool feasible to use?	Feedback loops (“interview”)
Are workers going to SDM trainings? Getting the training they need? Is Training and Coaching happening regularly/enough?	Counts, when; plus satisfaction feedback from participants (.g., is training helping me address aspects of my work?)
Are workers utilizing coaching after training? Are sups offering?	Counts; survey about quality, utility – even factors that help, hinder
Are sups facilitating workers attending coaching?	Surveys of both workers and supervisors
Is training resulting into clear roles and responsibilities in action plan (PHN, SW)?	Results from activities in training sessions
Are SWs using the right questions in the assessments?	Completed quest. to share with sup during staffing
Are cases being referred to mentors?	
Do mentors understand what they are supposed to be doing? Alignment with agency expectations.	

## Fidelity – accountability to essential functions (County Feedback)

What do you want to know?	How are you going to know it?
Is use of the tool consistent across use by different units?	
Do sups have appropriate training to assess worker knowledge to use tool?	
Are visits happening during time frame? Documented?	Database and reports
Do workers have more and relevant information to complete assessment?	
Are post perm meetings actually happening?	Records
Are community brokers connecting families with community supports?	PHN service referral networks
Are all the questions being asked and is it complete? (assessment)	
Are families linked to services more immediately?	Count of attendees from orientations
Are mentors meeting with families under framework of expectations?	Logs, feedback meetings
Are roles and responsibilities being clearly documented in action plans?	Review of action plans
Are staff demonstrating the value of principles/behaviors of intervention?	Family voice documented in case file



## Proximal child/family, system outcomes – County Feedback

What do you want to know?	How are you going to know it?
Does the family have a clearly defined circle of natural supports? With clear roles?	
Is use of the tool, correctly applied, increasing?	Online survey tool for sups to document case reads
Are families more aware of and can connect to community supports?	Surveys
Are SW maintaining connections with case even if not lead?	F/U surveys with PHN – partnership connection
Are families engaging in services as mutually defined and owned in plan?	Contract monitoring, levels of engagement, surveys from different audiences
Are families driving the safely planning?	Survey families and workers
Are families benefiting from participating in mentoring?	Surveys

# *HOMEWORK #4: Measuring Implementation*

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# Session #4 Homework *(building from Session #3)*

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- I. Determine a manageable set of intervention components (2-4) and associated essential functions, whose behavior they involve, what that behavior looks like in operation
- II. Determine implementation supports that may be needed for both people (2) and the organization (2)
- III. Define how to measure implementation process and outcomes
  - I. What do you want to know? *(see Handout; 3 categories)*
  - II. How will you know it?
  - III. Where can you get this information? What is available, what might you need to create to get it?

<https://www.acf.hhs.gov/cb/resource/framework-workgroup> *(first two phases may be a useful resource)*

# Homework Schedule

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Session #4

May 17 (today)

*You Submit Draft H/W*

May 26

My Feedback to You

May 31

Session #5

June 6

Only 3  
weeks!

# Homework and Questions

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*Implementation Support and Capacity Building*