

Practitioner Roundtable Program Implementation

*Strategies for the Effective Implementation of
Evidence-Based Practices in Out-of-School Time Programs*

Child Trends
November 13, 2008



Brief Overview

- Define program implementation and implementation research
- Describe the six “drivers” of successful implementation
- Assess the role of the “drivers” for the implementation of out-of-school time programs
- Connect these findings to our Roundtable today

What is Program Implementation?

- Implementation is a specified set of activities designed to put into practice a program model, intervention, or curriculum of known dimensions.
- Implementation is a “mission-oriented process involving multiple decisions, actions, and corrections.”

Stages of Implementation

- Exploration
- Preparation and Adoption
- Early Implementation
- Full Implementation
- Sustainability
- Innovation
- Implementation can take two to four years!

What is Implementation Research?

- *Implementation research* assesses the efforts of organizations to incorporate a new program or practice.
- *Intervention research* assesses the effects of particular services, treatments, or prevention efforts on program participants.

Why is Implementation Important?

Effective intervention practices +
Effective implementation practices =

Increased likelihood of positive outcomes
for children and families

“What Works for Effective Implementation”?

- Six “Drivers” of Successful Implementation
 - Staff Recruitment and Selection
 - Staff Training
 - Staff Coaching and Consultation
 - Facilitative Administration Support (agency management supports)
 - Systems-Level Partnerships
 - Decision-Support Data Systems (staff assessments; program evaluation)

What Role do the “Drivers” Play in Out-of-School Time Programs?

- Child Trends’ recent work in this area
 - Literature Review
 - Exploratory Study
 - Conducted interviews with program directors of evidence-based and innovative out-of-school time programs
 - Purpose of the interviews was to learn more the role of the “Drivers” in out-of-school time programs
 - Products
 - Series of Briefs
 - Special Reports

Staff Selection in Out-of-School Time Programs

- What do we know?
 - Successful recruitment strategies should be comprehensive and may include:
 - Capitalizing on media and technology
 - Encouraging peer recruitment
 - Conducting community outreach and form partnerships
 - Hiring volunteers
 - Successful selection strategies:
 - Considering staff's commitment to the program
 - Considering staff's skills and abilities to connect with youth
 - Considering staff's experience and credentials

Staff Selection, continued

- What do we need to know?
 - Which characteristics, skills, and credentials are necessary for specific roles?
 - How does staff selection impact program implementation?
- What do practitioners want to know?

Staff Training in Out-of-School Time Programs

- What do we know?
 - Present background information, theory, philosophy and values of new program or practice to staff
 - Introduce and demonstrate important aspects of new practice or skills
 - Provide staff opportunities to practice new skills and receive feedback in safe environment
 - Provide staff with ongoing support and follow-up training; program administration needs to support this
 - Allow sufficient time for training

Staff Training, continued

- What do we need to know?
 - What is the relationship between staff training, staff changes, and positive youth outcomes?
 - What challenges do staff face in implementing what they have learned in training in a “real” setting?
 - What innovative training methods are being used?
- What do practitioners want to know?

Staff Coaching in Out-of-School Time Programs

- What do we know?
 - Coaches should have coaching and content expertise
 - Coaching relationships should be built on respect, trust, and collegiality
 - Coaches and staff should meet frequently and engage in a wide range of activities
 - Program staff should allow themselves to experiment, practice and make mistakes
 - All coaching initiatives should be supported and promoted by program administration
 - Consider coaching as a long-term PD strategy

Staff Coaching, continued

- What do we need to know?
 - What are the most important qualities of a coach?
 - What types of coaching work best for particular programs?
 - How much time should coaches spend with staff?
 - What kinds of coaching activities are most effective?
 - What is the relationship between staff coaching, staff changes, and student achievement?
- What do practitioners want to know?