



Program Implementation: The Role of Organization-Level Activities

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

*Practitioner Roundtable
Child Trends
March 11, 2009*

Overview and Goals

- Define program implementation and implementation research
- Review 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?

- Program implementation is a series of activities designed to put into place an intervention with defined components.
- Program implementation is not a single event but involves multiple stages and takes place over time. It is an iterative process that involves ongoing decision-making.



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; or
 - How ongoing practices are being implemented.
- *Intervention research* assesses:
 - The effects of 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



What Works for Effective Implementation

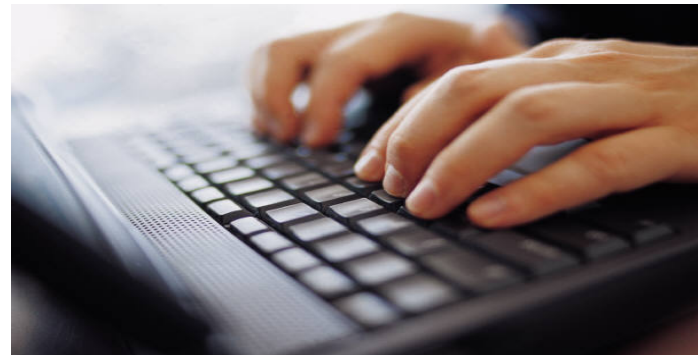
Six “Drivers” of Successful Implementation

1. Staff Recruitment and Selection
2. Staff Training
3. Staff Coaching and Consultation
4. Facilitative Administration Support (agency management supports)
5. Systems-Level Partnerships
6. 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
 - Three Research Briefs
 - Two Special Reports



Facilitative Administration Support in Out-of-School Time Programs

- What does the research say?
 - Facilitative administrators promote effective implementation by:
 - Setting goals and assembling the resources needed to meet them (qualified staff, key stakeholders)
 - Supporting program staff (staff training, coaching)
 - Utilizing decision-support data systems
 - Establishing a positive organizational culture and climate

Facilitative Administration Support, continued

- What does the out-of-school time field still need to know?
 - What leadership skills are most valuable for out-of-school time administrators?
 - What combination of staff training/coaching is necessary to effectively support staff? How can administrators best provide this support?
 - How can out-of-school time administrators best facilitate the use of decision-support data systems?
- What do practitioners want to know?

Systems-Level Partnerships in Out-of-School Time Programs

- What does the research say?
 - Systems-level partnerships are a feature of high-performing out-of-school time programs (OST-school, OST-families, OST-community)
 - Systems-level partnerships can support out-of-school time programs throughout the stages of implementation (developing a theory of change, staff training opportunities, sustainability)

Systems-Level Partnerships, continued

- Successful strategies for building systems-level partnerships include:
 - Looking to schools and community organizations
 - Seeking out partners who can contribute to program sustainability
 - Vetting all potential partners
 - Maintaining clear channels of communication throughout the implementation process

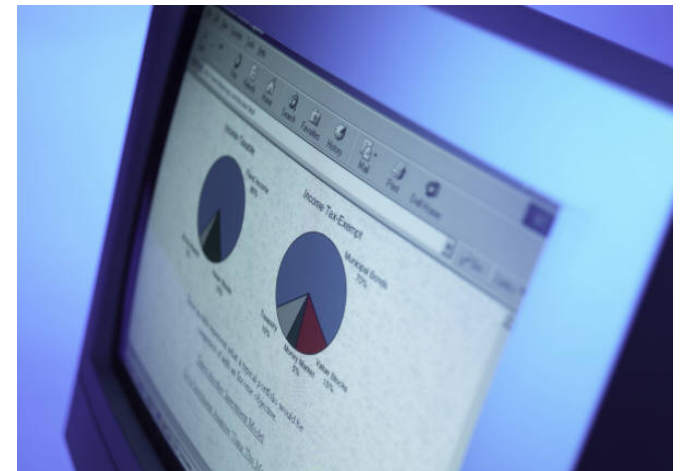


Systems-Level Partnerships, continued

- What does the out-of-school time field still need to know?
 - How can the “right” partners be recruited?
 - What role do systems-level partnerships play as purveyors of evidence-based practices?
 - What is the relationship between systems-level partnerships, effective implementation, and participant as well as community outcomes?
- What do practitioners want to know?

Decision-Support Data Systems in Out-of-School Time Programs

- What does the research say?
 - Four types of data are typically collected by out-of-school time programs: program quality data, fidelity data, outcome data, staff assessment data
 - Software packages are available but may not meet the needs of individual programs



Decision-Support Data Systems, continued

- Successful strategies for employing decision-support data systems include:
 - Starting small and staying focused
 - Building targeted systems-level partnerships
 - Collecting multiple types of program data
 - Monitoring the data being collected
 - Establishing comprehensive methods to assess staff performance

Decision-Support Data Systems, continued

- What does the out-of-school time field still need to know?
 - How can out-of-school time administrators best facilitate the use of decision-support data systems (choosing/creating a system, collecting/analyzing data, using data to inform decision making)?
 - What types of data are most important at which stages of implementation?
- What do practitioners want to know?

Child Trends Research Briefs:

The Role of Organization-Level Activities in Out-of-School Time Programs

- *How Program Administrators Can Support Out-of-School Time Staff*
 - Ashleigh Collins, M.A., and Allison Metz, Ph.D.
- *Building Systems-Level Partnerships*
 - Mary Burkhauser, M.A., and Allison Metz, Ph.D.
- *Data-Driven Decision Making in Out-of-School Time Programs*
 - Tawana Bandy, B.S., Mary Burkhauser, M.A., and Allison Metz, Ph.D.



4301 Connecticut Avenue, NW
Suite 350

Washington, D.C. 20008

Phone: 202-572-6000

Fax: 202-362-8420

www.childtrends.org

Child Trends DataBank at:

<http://www.childtrendsdatabank.org/>