



# Effective Implementation of Complex Projects under the Child Care and Development Fund (CCDF)

As 2016 begins, States have identified and moved to put in place the direct, straightforward, and easy requirements of reauthorization. Still remaining are those requirements that need additional resources, collaboration, or new ways of thinking. Effective implementation is more than a contributing factor in setting initiatives up for success. Research has demonstrated that the quality of implementation contributes significantly to outcomes. If a program is poorly or even moderately well implemented, it is likely that its goals will not be achieved or that results will be less significant.

When implementation is high quality, success is more likely. Programs that are effectively implemented stand a better chance of achieving intended outcomes and producing positive results for children. Successful implementation is about making it happen.

## Overview

Successful planning and implementation are informed by the following key principles. These principles will help set the stage for the peer learning forum.

1. **Be inclusive, transparent, and influential.** Involve a variety of stakeholders when appropriate, ensure that the process is transparent, and include those who can influence state policies.
2. **Be driven by current research and a theory of change.** Base planning on current research and have a framework that guides decisions toward a clear endpoint.
3. **Account for the realities of each State's policy and political context.** Take realistic stock of the State's current policies and policy instruments; understand others' opinions and public and political support.
4. **Result in a set of actionable priorities.** Establish both short- and long-term priorities; identify items that can be achieved to show outcomes.

## Schedule

Four webinars are planned. The first webinar, in addition to ensuring appropriate peer introductions, will focus on implementation frameworks and introduce the work of each State, its current status, and core strengths and challenges. The second webinar will focus on adaptive-leadership aspects of implementation science and will involve practical application for each participating State. The third webinar will focus on how each State is progressing with implementing its identified project. This webinar will include an outside peer consultant along with representatives from the State Capacity Building Center. The final webinar will focus on moving forward with



implementation problem solving and provide an opportunity for participants to share results and outcomes of their projects to date.

- ◆ Webinar 1 Planned for mid-May 2016
- ◆ Webinar 2 Planned for mid-June 2016
- ◆ Webinar 3 Planned for late August 2016
- ◆ Webinar 4 Planned for late September 2016

(Actual dates and times will be determined based on participant availability.)

## Webinar Series Details

### Webinar 1. Implementation Frames: Implementation Science and Other Implementation Structures

Implementation science is the study of the process of implementing programs and practices that have some evidence from the research field to suggest that they are worth replicating. Implementation science helps with the move from policy and research to fully operational program; that is, what it takes to make a program successful in the field. Implementation frames such as Plan, Do, Act will be discussed. During this webinar, participants will share their States' complex problems. They will begin to understand how an implementation frame can inform the work and to articulate which implementation framework they will apply to their project.

**Presenter:** Tamara Halle or Kelly Maxwell (researchers known for work on implementation science).

#### Learning Outcomes

- ◆ Participants will have knowledge of different theories of implementation.
- ◆ Participants will have a basic understanding of implementation science.
- ◆ Participants will have knowledge of each participating State and its complex project.

#### Resources

- Blase, K., van Dyke, M., & Fixsen, D. (2013). *Implementation drivers: Assessing best practices*. Chapel Hill: Frank Porter Graham Child Development Institute, University of North Carolina Chapel Hill. Retrieved from [http://www.implementation.eu/sites/default/files/resources/implementation\\_drivers\\_assessing\\_best\\_practices.pdf](http://www.implementation.eu/sites/default/files/resources/implementation_drivers_assessing_best_practices.pdf).
- Halle, T., Metz, A., & Martinez-Beck, I. (2013). *Applying implementation science in early childhood programs and systems*. Baltimore: Brookes Publishing.
- Metz, A., Naoom, S. F., Halle, T., & Bartley, L. (2015). *An integrated stage-based framework for implementation of early childhood programs and systems*. OPRE research brief 2015-48. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families.
- National Implementation Research Network. (n.d.). *Implementation drivers: Action plan*. Retrieved from <http://implementation.fpg.unc.edu/resources/implementation-drivers-action-plan>.
- National Implementation Research Network. (n.d.). Module 4: Implementation stages [Web page]. In *Active Implementation Module Series*. Retrieved from <http://implementation.fpg.unc.edu/module-4>.
- Van Dyke, M., Blase, K., Sims, B., & Fixsen, D. (2013). *Implementation drivers: Team review and planning*. Chapel Hill: Frank Porter Graham Child Development Institute, University of North Carolina Chapel Hill. Retrieved from [http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-ImplementationDriversTeamReviewAndPlanning\\_0.pdf](http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-ImplementationDriversTeamReviewAndPlanning_0.pdf).



## Webinar 2. Adaptive Leadership: A Leadership Framework to Guide Implementation of Complex Projects

Adaptive leadership is a practical leadership framework that helps individuals and organizations adapt and thrive in challenging, changing environments. It entails being able to take on the gradual but meaningful process of change, both individually and collectively. It teaches leaders to identify and tackle systemic change through a process of confronting the status quo and identifying technical and adaptive challenges.

**Presenter:** Harriet Dichter (leader with state-level experience).

### Learning Outcomes

- ◆ Participants will have an understanding of adaptive leadership and its practical implications for their work.
- ◆ Participants will be able to share examples of the use of adaptive leadership in implementing their complex projects.
- ◆ Participants will have a clear understanding of the importance of leadership in successful implementation of complex projects.

### Resources

- Bridges, W. (2009). *Managing transitions: Making the most of change*. Boston: Da Capo Press.
- Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*, 75(1) 124–34.
- Heifetz, R. A., Linsky, M., & Grashow, A. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston: Harvard Business Review Press.
- National Implementation Research Network. (n.d.). Module 3: Leadership drivers [Web page]. In *Active Implementation Module Series*. Retrieved from <http://implementation.fpg.unc.edu/module-3>.

## Webinar 3. State-by-State Highlights and Progress Report: Implementing a Complex Project Using an Implementation Framework

Participants will share changes made, as well as modifications and progress in implementation. They will also identify additional supports needed to move their complex projects forward. The peer consultant will provide additional insights and strategies based on their implementation experiences.

**Presenters:** State Capacity Building Center staff.

### Learning Outcomes

- ◆ Participants will demonstrate knowledge of how implementation frames are being used to implement complex projects.
- ◆ Participants will share strategies and how resources and materials are used to implement projects at the state level.

### Resources

- University of California, Berkeley. (n.d.). Implementation toolkits [Web page]. Retrieved February 17, 2016, from <http://calswec.berkeley.edu/toolkits>.
- Smith, B., Hurth, J., Pletcher, L., Shaw, E., Whaley, K., Peters, M., & Dunlap, G. (2014). *A guide to the implementation process: Stages, steps and activities*. Chapel Hill, NC: Early Childhood Technical Assistance Center. Retrieved from <http://ectacenter.org/~pdfs/implementationprocess/implementationprocess-stagesandsteps.pdf>.
- Work Group for Community Health and Development, University of Kansas. (n.d.). Toolkits [Web page]. Retrieved February 17, 2016, from <http://ctb.ku.edu/en/toolkits>.



## Webinar 4. Moving Forward: Next Steps, Challenges, Opportunities, Solutions, and Results Based on Coaching and Lessons Learned

Participants will have an opportunity to share challenges, opportunities, and solutions associated with implementation of the complex project. States will share next steps and future planning opportunities. Resources, toolkits, and other materials will be provided to support continued implementation.

**Presenters:** State participants.

### Learning Outcomes

- ◆ Participants will identify possible implementation challenges and develop strategies to eliminate or minimize these barriers.
- ◆ Participants will have knowledge of resources and materials to support implementation of complex projects.

### Resources

Halle, T., Paulsell, D., Daily, S., Douglass, A., Moodie, S., & Metz, A. (2015). *Implementing parenting interventions in early care and education settings: A guidebook for implementation*. OPRE report 2015-94. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families.

Ontario Centre of Excellence for Child and Youth Mental Health. (2013). *Implementing evidence-informed practice: A practical toolkit*. Ottawa, Ontario: Author.

University of Kansas Center for Public Partnerships and Research. (2014). *Plan Do Study Act (PDSA) cycle overview*. Lawrence, KS: Author.

## Coaching Component

The coaching component of this forum will be based on an individual approach that includes identifying both personal and group goals. After each webinar, the coach will follow up to ensure transfer of learning and understanding of how the content might be applied to the complex project within the context of each State. Coaches will work with each state team to support the development of the state progress report (webinar 3). The state team and coach will develop a follow-up plan to ensure that any additional technical assistance needs are identified and communicated to partners in the Early Childhood Training and Technical Assistance System.

The coaching component for this forum will be based on the framework developed by Oakley and Kurg: **Leadership Made Simple**. This frame is built on the following five questions that will be used to structure the coaching component:

1. What is already working?
2. What makes it work?
3. What are we trying to accomplish?
4. What are the benefits of achieving the objective?
5. What can we do more, better, or differently to move closer to the objective?

Repeated use of this strength-based approach ensures that state teams are encouraged by success, identify the strengths of their team, articulate the goal and benefits of the work, and identify steps needed to achieve the objective.

## State Capacity Building Center Staff Leading Webinars and Facilitating Coaching

- ◆ Julie Ingersoll
- ◆ Gail Kelso
- ◆ Desireé Reddick-Head