

## USING IMPLEMENTATION SCIENCE TO SPARK JOY

A Step-by-Step Approach to Organize, Assess, and Achieve  
Your Parent Center's Goals

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### Before



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### After



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## About Our Presenter



Pam Kelley, Ph.D. is President of Kelley Analytics, LLC, located in Princeton, New Jersey. She has over fifteen years' experience as a program evaluator, researcher, and data analyst, specializing in assessing interventions designed to improve social services and systems integration for underserved and special needs populations.

Prior to founding Kelley Analytics, Dr. Kelley worked as a research associate with the National Institute for Early Education Research at Rutgers University, where she investigated economic cost and quality relationships in early education programs. Dr. Kelley also served as the Director of Evaluation for the Central New Jersey Maternal and Child Health Consortium, where she designed and implemented evaluations of state-funded programs designed to promote healthy outcomes across the life course.

Some of her recent work includes an evaluation of a statewide special education volunteer advocate program, evaluation of a national program to promote developmental screening in pediatric primary care practices, and an evaluation of statewide community partnerships in improving the integration of education, health, and social service systems.

Prior to earning her Ph.D. in Social Work with a Policy concentration from Columbia University, Pam worked as a counselor for runaway and homeless youth and their families. The understanding and insights she gained as a youth and family counselor continue to inform her work today as a researcher, data analyst, and evaluator.



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## Presentation Outline

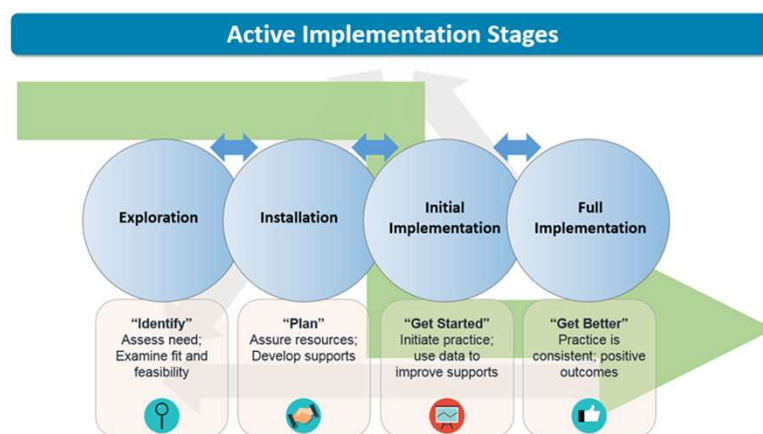
- Overview of Implementation Science
- Benefits
- Techniques
- Examples
- Questions and Answers

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# Overview

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## The Process of Implementation



Source: Frank Porter Graham Child Development Institute <https://sisep.fpg.unc.edu/news/sisep-enotes-september-2016>

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## What is Implementation Science?

Implementation science strives to understand the critical factors and conditions that ensure effective practices are successfully carried out and sustained in typical service settings, whether that practice is just being developed or has already built substantial evidence. It's a field that recognizes that real life often doesn't line up with the parameters of a controlled evaluation — and that leadership qualities and transitions, communication and community dynamics can play a significant yet underappreciated role. (Annie E. Casey Foundation, 2017)

Implementation science is the study of factors that influence the full and effective use of innovations in practice. The goal is not to answer factual questions about what is, but rather to determine what is required. (National Implementation Research Network, 2015)

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## Implementation Evaluation

*Implementation Evaluation:* is a technique used to assess whether an organization's or program's activities have been carried out as intended.

Results of an implementation evaluation will strengthen your ability to report on your organization or program and use information to improve future activities. It allows you to track information related to Who, What, When and Where questions:

- Who did you serve?
- What activities did you do?
- When did your activities take place?
- Where did your activities take place?
- What are the barriers and facilitators to implementing your activities?

(Source: Centers for Disease Control and Prevention <https://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf>)

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## Benefits of Implementation Evaluation

- To gain insights about an organization/program and its operations – helps us see where we are going and where we are coming from, and to find out what works and what doesn't
- To improve practice – to modify or adapt practices to enhance the success of activities
  - Outreach and recruitment of participants
  - Participant attendance or service use
  - Participant satisfaction
  - Staff involvement
  - Building community partnerships
- To increase understanding of, and confidence in, outcome findings
- To build capacity - increase funding, enhance skills, strengthen accountability
- To inform replication and scale up
- To improve dissemination of best practices

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## Program Evaluation Types

### IMPLEMENTATION

Answers: How does this program work?

Focuses on: Descriptions and details of operations and services.

Examples:

- Intensity (how much of) and quality of the services provided
- Context and community in which a program is delivered
- Demographic characteristics of participants
- Collaborative partnerships
- Staffing and training

### OUTCOMES

Answers: Did this program work?

Focuses on: Effects of the activities/services on the participants.

Examples:

- Increased knowledge
- Improved skills
- Increased confidence
- Changed behaviors
- Improved quality of life



*It is important to note the usefulness of conducting implementation evaluation while you are conducting outcome evaluation. If the outcome evaluation shows that the program did not produce the expected results, it may be due to program implementation issues. Therefore, it is recommended that if you conduct outcome evaluation, you also conduct implementation evaluation.*

(Source: Centers for Disease Control and Prevention <https://www.cdc.gov/std/Program/pupest/Types%20of%20Evaluation.pdf>)

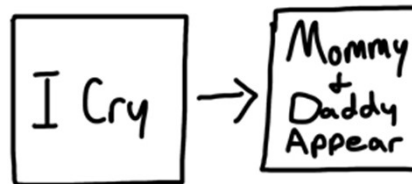
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# Logic Model Template with Examples

IMPLEMENTATION			OUTCOMES		
INPUTS (RESOURCES)	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES
<i>In order to accomplish our planned activities we will need the following resources:</i>	<i>In order to achieve our goals, we will accomplish the following activities:</i>	<i>We expect that accomplishing these activities will produce the following tangible evidence, or service delivery:</i>	<i>We expect that accomplishing these activities will lead to the following results: [within approx. 1 year]</i>	<i>We expect that accomplishing these activities will lead to the following results: [in approx. 1-3 yrs.]</i>	<i>We expect that accomplishing these activities will lead to the following result: [in approx. 3-5 yrs.]</i>
<ul style="list-style-type: none"> <li>Funding</li> <li>Staff</li> <li>Partners</li> <li>Technology</li> </ul>	<ul style="list-style-type: none"> <li>Develop training curriculum</li> <li>Train staff to present training curriculum</li> <li>Implement training curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Training presentation slides (curriculum)</li> <li>Training completed by [5] staff</li> <li>Training attended by [100] parents</li> <li>[3] training events held in each region of the state</li> </ul>	Training participants will increase their knowledge and skills related to advocating for their children	Training participants will apply their new knowledge/skills by advocating for their children at IEP meetings	Training participants' children will have improved academic outcomes and families will have improved well-being/quality of life

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Baby's first logic model



fresh spectrum

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## Implementation Evaluation: Four Steps

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1. Form a working group (between 2 – 6 members)
2. Develop or revisit the logic model
3. Develop evaluation questions
  - How satisfied are parents with our services?
  - What additional training do parents want/need?
  - Do we need to translate our educational materials into any additional languages?
4. Choose appropriate data sources and assessment methods

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## 1. Form a Working Group

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Engage a working group (between 2 – 6 members) to assist with the following:

- Determine and prioritize key evaluation questions
- Develop data collection instruments
- Facilitate data collection
- Implement evaluation activities
- Increase credibility of analysis and interpretation of evaluation information
- Ensure evaluation results are used

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## 2. Develop or Revisit the Logic Model

A logic model is a visual representation of the relationships between a program's planned work and its intended results.

- Logic models identify a program's available resources (inputs), what the program does or the services it provides (activities), the program's reach and direct products of its activities (outputs) and what the program expects to achieve (outcomes)
  - Provides stakeholders with a shared frame of reference about how the program is expected to work
  - Helps to guide decisions about what will be measured

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## 3. Develop Evaluation Questions

Use the logic model as a guide to develop a set of evaluation questions for the evaluation to answer. These questions will help to further focus your evaluation and should reflect the informational needs and priorities of your working group.

It may help to think: *"What are the questions we want the evaluation to answer?"* and *"What is it we really want to know about what we do?"*

### Example Questions:

How many families were reached?	To what extent were the activities implemented as planned?
What are the demographic characteristics of families served?	What kinds of things facilitated the implementation of services?
What other organizations did we partner with?	What were the barriers to implementing services?
Which resources on our website were viewed and/or downloaded the most?	What recommendations do participants have for improving services?
What were the topics of the trainings that were held?	

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## 4. Choose Appropriate Data Sources and Assessment Methods

- Common Data Sources
  - Attendance Sheets
  - Training Registration Forms
  - Satisfaction Surveys
  - Resource Distribution Logs
- Common Assessment Methods
  - Frequency Counts (Quantitative)
  - Percentages (Quantitative)
  - Summary of Open-Ended Survey Responses (Qualitative)

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## Data Planning Grid Example

Evaluation Question	Data Source	Method	Person/s Responsible
How many parents were trained?	Training attendance sheets	Frequency counts	Training coordinator
How many families accessed web resources?	Website analytics (Google Analytics)	Frequency counts	Website manager
How satisfied were families with services?	Satisfaction Survey	Percentages who report Very satisfied, Somewhat satisfied, Dissatisfied, Very dissatisfied)	Program coordinator

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# Putting It All Together: Examples

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	A	B	C
1	<b>Implementation Assessment Tool</b>		
2	<b>Activity Type/Description</b>	<b>End of Year 1: Assess Your Level of Implementation ( 0-5 scale)</b>	<b>Comments, examples, clarifications (Optional)</b>
3	Hire Staff		
4	Develop training curriculum	5 - Full / Complete / Consistent Implementation	
5	Test training Curriculum	4 - Almost completely	
6	Recruit training participants	3 - Moderate / Medium Implementation	
7	Train 100 parents	2 - Just starting / Not consistent	
8	Hold 3 trainings in each state region	1 - Planning stages	
9		0 - Not yet / Not at all	
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Excel Spreadsheet with Five-Point Scale Dropdown List

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SAMPLE TABLE FOR ANALYZING INFORMATION ON IMPLEMENTATION OBJECTIVES

Implementation Objective	Actual Implementation	Differences? (Yes/No)	If Yes, Reasons for Change	Barriers Encountered	Facilitating Factors
8 drug abuse education class sessions per year	6 drug abuse education class sessions the first	Yes	Delay in start up time during the first year	Difficulty finding qualified staff Delay in curriculum development	Agency experience in implementing similar types of programs Assistance of volunteers with the sessions
Each session will last for 2 weeks	First 2 sessions lasted for 2 weeks, last 4 sessions for 1 week	Yes	Participants could not consistently attend for 2 weeks	Youth lost interest during the second week	Available participants in the shelter
Each class will be for 2 hours	First 2 sessions, classes were for 2 hours each day; last 4 sessions were for 3 hours each day	Yes	Since the time was shortened, had to extend the intensity of classes to cover the curriculum material	None	Experienced staff able to cover the curriculum during the shortened time span
Classes will be given for 5 days of each week	5 days a week	No		Problems with crisis intervention youth attending for all 5 days	Staff availability

Source: Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). *The program manager's guide to evaluation*.  
[http://www.acf.hhs.gov/programs/opre/other\\_resrch/pm\\_guide\\_eval/reports/pmguide/pmguide\\_toc.html](http://www.acf.hhs.gov/programs/opre/other_resrch/pm_guide_eval/reports/pmguide/pmguide_toc.html)

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# Questions?

ASK THE EVALUATOR

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Thank you!