Developing Capacity to Successfully Scale Triple P
The North Carolina Implementation Capacity for Triple P Project
Helping Families Change Conference
Thursday March 1st, 2018
What is NCIC-TP?

To provide to NC counties and statewide partners interested in or currently scaling-up Triple P information, learning, and enhanced implementation support based on TPIE, TPIE-Qualitative, and continually emerging evidence and models from implementation science and practice.
The NCIC-TP Project: Target Audiences

State, regional, and local Triple P coordinators
Community and local service agency leaders
Funders, policymakers, and other statewide partners
Other providers of intermediary support in NC
NCIC-TP Acknowledgements

NCIC-TP is a project of *The Impact Center at FPG*

**Project (& Triple P in NC) Funders**

NC Health and Human Services

[Signature]

THE DUKE ENDOWMENT

**Key Project Collaborators & Supporters**

[Logos and names]
"I think you should be more explicit here in step two."


**Co-Creation**


**Local Implementation Capacity & Performance**


**Triple P System Optimization**


From various angles, to present and discuss the active implementation support being provided through the North Carolina Implementation Capacity for Triple P (NCIC-TP) project.
Order of Presentations

1. NCIC-TP support for Wake County Triple P Coalition
   Renée Boothroyd and colleagues

2. Measuring NCIC-TP implementation support
   Rebecca Koppolo and colleagues

3. NCIC-TP online learning strategies
   Julie Chin and colleagues

4. Increasing statewide intermediary supports in NC
   Robin Jenkins, Sharon Hirsch, and colleagues
Other Symposium Participants

Chair
Will Aldridge

Discussant
Nicole Young
Housekeeping

Please check to make sure mobile devices are on silent or vibrate
Housekeeping

There will be time for discussion and questions after Nicole’s remarks.

KEEP CALM AND Hold your QUESTIONS
Questions?

THE IMPACT CENTER

at FPG
Building Capacity for Stronger Systems & Communities

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Disclosure: Will Aldridge’s costs to participate in the Helping Families Change Conference were supported in part by the University of Queensland. This support has been disclosed to UNC-Chapel Hill.
Developing Capacity to Successfully Scale Triple P: The NCIC-TP Project

NCIC-TP Support for Wake County Triple P Coalition

Renée Boothroyd, LaTanya Moore, Robin Jenkins, & William Aldridge, The Impact Center at FPG Child Development Institute, UNC - Chapel Hill
Ashley Lindsay & Dr. Audrey Bunch, Wake County Triple P, Project Enlightenment, Wake County Public School System, Office of Early Learning
Mary Haskett, Wake County Triple P, North Carolina State University
Framed by the implementation capacity theory of change,

- Anchor implementation support activities in core capacity and performance goals
- Introduce a set of stage-based core components that describe implementation support roles
- Illustrate concrete implementation support processes and activities with the Wake County Triple P Project
- Demonstrate early progress in implementation capacities being developed with the Wake County Triple P Project
NCIC-TP’s Integrated Theory of Change for the supporting the implementation and scale-up of the Triple P system of interventions

Primary Goals of Direct Implementation Support

Co-Creation Partner Support → Local Implementation Capacity → Performance → Triple P System Optimization → Population-level Child & Family Outcomes

Sustainment

(Aldridge, Boothroyd, Veazey, Powell, Murray, & Prinz, 2016)
### Integrated Theory of Change for Successful, Sustainable Implementation & Scale Up

#### Co-Creation & Partner Support
- Service agency leadership & staff
- State/local funders & policymakers
- Triple P America
- Intermediary organizations
- Local community members
- Triple P developers & researchers

#### Local Implementation

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership &amp; implementation teams</td>
<td>Leading &amp; supporting implementation</td>
</tr>
<tr>
<td>Workforce development infrastructure</td>
<td>Developing confident &amp; competent practitioners</td>
</tr>
<tr>
<td>Quality &amp; outcome monitoring</td>
<td>Gathering, analyzing, &amp; reporting data</td>
</tr>
<tr>
<td>Media &amp; networking capacity</td>
<td>System-wide learning &amp; improvement</td>
</tr>
<tr>
<td></td>
<td>Mobilizing knowledge &amp; behavior change</td>
</tr>
</tbody>
</table>

#### Triple P System Optimization
- Accessibility
- System alignment
- Feasibility
- Appropriateness
- Fidelity
  - Adherence
  - Quality
  - Caregiver engagement
  - Dosage
- Acceptability
- Reach
- Cost
- Sustainability

#### Population-level Outcomes
- State Triple P evaluation indicators
- Other selected child wellbeing indicators
- Other selected family wellbeing indicators
- Selected community wellbeing indicators

---

**Sustainment**
1. Build collaborative relationships
2. Assess community wellbeing goals & current implementation processes
3. Facilitate agreements about implementation improvement goals, strategies, & early wins

**Readiness & Exploration (Exploration Stage)**

4. Provide adult learning for local leaders and teams (implementation science)
5. Facilitate local implementation capacity development using PDSA techniques

**Capacity Development (Installation Stage)**

6. Expose the system to the full work of implementation
7. Provide supportive behavioral coaching for leaders and teams
8. Facilitate collective learning and adaptive problem solving

**Supported Performance (Initial Implementation)**

9. Reinforce local-regulation of implementation processes
10. Transition the implementation support role

(Aldridge, Brown, Bumbarger, & Boothroyd, under review)
Wake County Triple P Project

Project Enlightenment, part of the Wake County Public School System (WCPSS), serves as the lead agency for the coalition, consisting of approximately 25 community service agencies delivering variants of the Triple P system to community parents and families.
External Implementation Support

1. Build collaborative relationships
2. Assess community wellbeing goals & current implementation processes
3. Facilitate agreements about implementation improvement goals, strategies, & early wins

Readiness & Exploration (Exploration Stage)

Capacity Development (Installation Stage)
- Provide adult learning for local leaders and teams (implementation science)
- Facilitate local implementation capacity development using PDSA techniques

Supported Performance (Initial Implementation)
- Expose the system to the full work of implementation
- Provide supportive behavioral coaching for leaders and teams
- Facilitate collective learning and adaptive problem solving

Local Regulation (Full implementation)
- Reinforce local-regulation of implementation processes
- Transition the implementation support role

Local Implementation
- Capacity
- Performance

(Aldridge, Brown, Bumbarger, & Boothroyd, under review)
Readiness & Exploration  
(Exploration Stage)

**IMPLEMENTATION SUPPORT CORE COMPONENTS**

1. Build collaborative relationships
2. Assess community wellbeing goals & current implementation processes
3. Facilitate collaborative agreements about implementation improvement goals, strategies, & early wins

**IMPLEMENTATION SUPPORT PROCESSES & ACTIVITIES (Ex.)**

- Food, conversation, personal check-ins (clarify roles, relationships, group agreements, hopes, concerns)
- Share/review local, relevant materials
- Semi-structured interviews
- Community & Agency-level Capacity Assessments
- Collaborative Strategic Planning

(Aldridge, Brown, Bumbarger, & Boothroyd, under review)
<table>
<thead>
<tr>
<th>Implementation Capacity: Core Area</th>
<th>PRIORITY GOALS (illustrative)</th>
<th>STRATEGIES (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-creation Partners</td>
<td>Greater agencies’ ownership of collaborative process</td>
<td>Redesign coalition &amp; committee structure to ensure community ownership</td>
</tr>
<tr>
<td>Quality &amp; Outcome Monitoring System</td>
<td>Infuse monitoring and evaluation, grounded in a theory of change, throughout coalition and agencies to ensure shared accountability</td>
<td>Anchor local evaluation questions across funders in NCIC-TP Logic Model. Roll out using improvement cycles (e.g., PDSAs)</td>
</tr>
<tr>
<td>Leadership &amp; Implementation Teams</td>
<td>Formalize a Community/Coalition Implementation Team with dedicated time, effort, resources <strong>AND</strong> Re-establish a set of engaged and effective community service agencies with identified leadership and implementation team structures</td>
<td>Move to a formal Community Coalition structure that integrates implementation best practices and collective impact <strong>AND</strong> Move to quarterly coalition meetings with new design and leadership team structure</td>
</tr>
</tbody>
</table>
4. Build collaborative relationships
5. Assess community wellbeing goals & current implementation processes

Capacity Development (Installation Stage)
- Provide adult learning for local leaders and teams (implementation science)
- Facilitate local implementation capacity development using PDSA techniques

Supported Performance (Initial Implementation)
- Expose the system to the full work of implementation
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Local Regulation (Full Implementation)
- Reinforce local-regulation of implementation processes
- Transition the implementation support role

External Implementation Support → Local Implementation
- Capacity → Performance

Readiness & Exploration (Exploration Stage)
- (Aldridge, Brown, Bumbarger, & Boothroyd, under review)
Raleigh/Wake Triple P Coalition Leadership Team
Service Agency Executive Leaders & Implementation Coordinators

Coalition Implementation Team
Coordinator, Evaluator, Triple P Parent Educators (2)

Community Connections Committee
Key Parents/Families, Community Leaders, Funders, & Policymakers

Learning Committee
Including Parents/Families

Focus of Implementation Support

As Needed

Lead Agency

Service Agency
Capacity Development
(Installation Stage)

**IMPLEMENTATION SUPPORT CORE COMPONENTS**

4. Provide adult learning for local leaders and teams (implementation science and best practices)

5. Facilitate local implementation capacity development (using PDSA techniques as appropriate)

**IMPLEMENTATION SUPPORT PROCESSES & ACTIVITIES (Ex.)**

- Professional development (i.e., orientation of community and agency teams to leadership and management functions for implementation and multi-level structures for activating them)
- Utilized tools to operationalize coalition- and agency-level data about leadership and implementation teams
- Supported Local Coalition Coordinator to PDSA agency team development process

(Aldridge, Brown, Bumbarger, & Boothroyd, *under review*)
Developing Implementation Capacities: Early Progress

**Collective IDA-TP Scores**
Sample of Agencies in Raleigh Triple P Coalition (n=2)
Jan., 2017, Aug 2017, Feb 2018

- **Agency Implementation Capacity**
  - Jan., 2017: 75%
  - Aug, 2017: 84%
  - Feb, 2018: 88%

- **Index**
  - Jan., 2017: 59%
  - Aug, 2017: 82%
  - Feb, 2018: 85%

- **Agency Implementation Drivers Summary**
  - Feb, 2018: 85%

(over 80% in place)

Good (70-80% in place)
Ongoing Learning

• Join subject-matter and contextual expertise to co-design and address priorities in core areas of implementation infrastructure and best practices to support use of Triple P.

• Implementation support activities get traction when they are clearly integrated with local change agents and activities.

• The utility and ongoing improvement of implementation support will depend on tracking and using data to understand and optimize it (e.g., dosage, reach, engagement, relevance, quality, feasibility).
Thank You & Disclosure

Special Thanks to:

Members of The Impact Center at FPG
- Will Aldridge
- LaTanya Moore
- Rebecca Roppolo
- Wendy Morgan
- Jenna Barnes
- Kimberly Ruck
- Jennifer Robinette

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Measuring External Implementation Support

Development of a System for Quality and Outcome Monitoring

Rebecca H. Roppolo
William A. Aldridge II
Renée I. Boothroyd

The Impact Center, FPG Child Development Institute, University of North Carolina at Chapel Hill
• What does NCIC-TP do?
  • Re-Orient to Core Components
  • Schematic connecting Core Components to Outcomes

• How do you measure that?
  • Indicators
  • Data Collection
  • Data Visualization for NCIC-TP QI Practices
Integrated Theory of Change for Successful, Sustainable Implementation & Scale Up

External Implementation Support → Local Implementation Capacity → Performance → Triple P System Optimization → Population-level Outcomes

Sustainment

(Aldridge, Boothroyd, Veazey, Powell, Murray, & Prinz, 2016)
Core Components

How do we operationalize external implementation support?

...what’s in that grey arrow?
External Implementation Support

**Readiness & Exploration** (Exploration Stage)
- Build collaborative relationships
- Assess community wellbeing goals & current implementation processes
- Facilitate collaborative agreements about implementation improvement goals, strategies, & early wins

**Capacity Development** (Installation Stage)
- Provide adult learning for local leaders and teams (implementation science and best practice)
- Facilitate local implementation capacity development (using PDSA techniques as appropriate)

**Supported Performance** (Initial Implementation)
- Facilitate experiential & inhibitory learning opportunities within the system
- Provide supportive behavioral coaching for leaders and teams
- Facilitate collective learning and adaptive problem solving

**Local Regulation** (Full Implementation)
- Reinforce local-regulation of implementation processes
- Transition the implementation support role

(Aldridge, Brown, Bumbarger, & Boothroyd, under review)
Support Schematic

How does this lead to improved local implementation capacity and performance?

...why do you think that will work?
Build collaborative relationships

Assess community wellbeing goals & current implementation processes

Facilitate collaborative agreements about implementation improvement goals, strategies, & early wins

Facilitate experiential and inhibitory learning opportunities

Facilitate collective learning and adaptive problem solving

Provide supportive behavioral coaching for leaders and teams

Greater knowledge and skills among local leaders and teams

Provide adult learning for local leaders and teams

Greater implementation capacity of system

Greater self-regulation by leaders and teams

Facilitate local implementation capacity development

Reinforce local-regulation of implementation processes

Transition the implementation support role

Assess community wellbeing goals & current implementation processes

Facilitate experiential and inhibitory learning opportunities

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Reinforce local-regulation of implementation processes

Transition the implementation support role

Quality and Outcome Monitoring System

Now that we’re clear about what we’re trying to accomplish...

...how does that help you get better?
How does this work?
What are we measuring?

Support Outcome Measures

1. Brief Alliance Inventory
2. Implementation Support Collaboration
3. Contact with External Providers of Support
4. Knowledge [to be developed]
5. Skills [to be developed]
6. Confidence and competence across implementation capacity domains
7. Community Capacity Assessment
8. Implementation Drivers Assessments

Process Output Measures

1. Exploration Discussion Guide
2. Goals, Strategies, Early Wins document
3. Transition Strategy
What else are we measuring?

Implementation/Process Outcomes

1. Reach
2. Engagement
3. Dose
4. Adherence
5. Quality
6. Accessibility
7. Acceptability
8. Appropriateness
9. Feasibility
10. Adoption
11. Sustainability

Theoretical Rationale

Characterized by Proctor et al. (2011) “Outcomes for Implementation Research: Conceptual Distinctions, Measurement Challenges, and Research Agenda”

Provide a diversity of indicators to measure external implementation support performance and inform quality improvement efforts.
**Technical Assistance Evaluations**  
After each scheduled or responsive call, meeting, or email

- Format of Support
- Invited Participants
  - Reach
  - Engagement
- Dose
  - By Core Components
  - By Site Goals
- Core Component Adherence

**Site-Visit Evaluations**  
After every in-person visit to site

- Implementation Outcomes
  - Acceptability
  - Appropriateness
  - Quality
  - Likelihood of Use

**Quarterly Evaluations**  
After every three months

- Collaborative Relationship
- Self-Regulation of Implementation Processes
- Contextual Factors

**Institutionalization**
- Acceptability
- Appropriateness
- Quality
- Likelihood of Use
- Institutionalization
- Accessibility
- Actual Use

**Collaborative Relationship**
- Self-Regulation of Implementation Processes
- Contextual Factors
- Implementation Outcomes

**Contextual Factors**
- Implementation Outcomes
- Institutionalization
- Accessibility
- Actual Use

**Format of Support**
- Invited Participants
  - Reach
  - Engagement
- Dose
  - By Core Components
  - By Site Goals
- Core Component Adherence

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- Implementation Outcomes
  - Acceptability
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  - Quality
  - Likelihood of Use

**Quarterly Evaluations**  
After every three months

- Collaborative Relationship
- Self-Regulation of Implementation Processes
- Contextual Factors
Improving NCIC-TP Implementation Support

Quarterly Action Planning Data Dashboards

...so what?
Technical Assistance Events

Frequency of Contact

Visual of quarter’s support by Core Component

Reach & Engagement

Cumulative dose of Core Components by month

Dose by Core Component each month
Dose of Capacity Development and Supported Performance per Goal

Cumulative dose by Goal each month

Breakdown by Goals, this quarter vs. YTD
### TA Tracker
- 2-3 per month

### Site Survey
- 1 in November

### Quarterly
- 2 total

#### Implementation Outcomes
- Reach
- Engagement
- Quality
- Feasibility
- Appropriateness
- Acceptability
- Use: Likelihood
- Use: Reported
- Accessibility
- Sustainability

**Pine County - Example**
Quarterly Action Planning
December 2017

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Average</th>
<th>Sept.</th>
<th>Dec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Engagement</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Quality</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Feasibility</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Appropriateness</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Acceptability</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Use: Likelihood</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Use: Reported</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Accessibility</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Sustainability</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
</tbody>
</table>
### Local Regulation of Implementation – confidence and competence

- **Co-creation partners, leadership & teams, quality & outcome monitoring**
- **Workforce development, and media & networking**

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#### Implementation Support Collaboration

#### Brief Alliance Inventory

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#### Collaborative Relationship

**External Implementation Support Scales**

<table>
<thead>
<tr>
<th>Scale</th>
<th>NCC-TP</th>
<th>BA</th>
<th>Example</th>
<th>NCC-TP</th>
<th>BA</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness of reports</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
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<td>Compliance with technical assistance</td>
<td>4.7</td>
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<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
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<tr>
<td>Calls and emails promptly returned</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Advanced development of resources</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Compliance from office NCC-TP</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Compliance from site</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Overall score for each component</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

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#### Self-Regulation of Implementation Functions

**Overall Support Function**

- Co-Creation Partners
- NCC-TP
- BA
- Example

**Brief Alliance Inventory**

- NCC-TP BA Example
- 4.42 4.36 4.00 4.92
- 4.78 4.58 4.61 4.71
- 4.60 4.37 4.91 4.81

---

---
Build collaborative relationships

Assess community wellbeing goals & current implementation processes

Facilitate collaborative agreements about implementation improvement goals, strategies, & early wins

Facilitate experiential and inhibitory learning opportunities

Facilitate collective learning and adaptive problem solving

Provide supportive behavioral coaching for leaders and teams

Provide adult learning for local leaders and teams

Greater knowledge and skills among local leaders and teams

Facilitate local implementation capacity development

Greater implementation capacity of system

Stronger working alliance between local leaders and teams with external support

Greater self-regulation by leaders and teams

Reinforce local-regulation of implementation processes

Transition the implementation support role

Sustained, independent implementation performance

Stronger working alliance between local leaders and teams with external support

Greater self-regulation by leaders and teams

Sustained, independent implementation performance

NCIC-TP
North Carolina Implementation Capacity for Triple P

UNC
FPG CHILD DEVELOPMENT INSTITUTE

James S. Duke
THE DUKE ENDOWMENT

NC Health and Human Services
Thank you!

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Helping Families Change Conference 2018
Santa Rosa, California
Thank You & Disclosure

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NCIC Online Products to Increase Learner Knowledge and Skills Toward Building Capacity for Triple P Implementation

Julie Chin
Wendy Morgan
William A. Aldridge II
Renée I. Boothroyd
Robin Jenkens
LaTanya Moore
Rebecca H. Roppolo

The Impact Center at FPG Child Development Institute,
University of North Carolina at Chapel Hill
Learning Approaches

Online Products & Tools

Build Knowledge, Skills, Performance

TRAINING

ABILITY

GROWTH

CONFIDENCE

EXPERIENCE

KNOWLEDGE

COMPETENCE

ONLINE LEARNING

NCIC-TP
North Carolina Implementation Capacity for Triple P

UNC
FPG Child Development Institute

James H. Duke
The Duke Endowment

NC
Health and Human Services
Learning & Development Team

Wendy Morgan, PhD
Learning and Development Strategist

Julie Chin
Education Technology Specialist
**NCIC-TP**
North Carolina Implementation Capacity for Triple P

**UNC**
FPG Child Development Institute

**The Duke Endowment**

**Sustainment**

**Local Implementation**
- **Capacity**
  - Provide adult learning for local leaders and teams (implementation science and best practice)

**Supported Performance**
- Facilitate experiential & inhibitory learning opportunities within the system
- Facilitate collective learning and adaptive problem solving
- Facilitate local implementation capacity development (using PDSA techniques as appropriate)

**Locational Regulation**
- Reinforce local-regulation of implementation processes
- Transition the implementation support role

**Readiness & Exploration**
- Build collaborative relationships
- Assess community wellbeing goals & current implementation processes
- Facilitate collaborative agreements about implementation improvement goals, strategies, & early wins

(Aldridge, Brown, Bumbarger, & Boothroyd, under review)
Universal Design for Learning

Targeted Learning

Blended Learning Approaches

Learner Data Collection
Universal Design for Learning

Affective networks: THE WHY OF LEARNING
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Recognition networks: THE WHAT OF LEARNING
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.

Strategic networks: THE HOW OF LEARNING
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

→ Stimulate interest and motivation for learning
→ Present information and content in different ways
→ Differentiate the ways that students can express what they know
Targeted Learning Approach
Learning Approaches

Blended Learning Approach

In person

Online Learning

BLENDED LEARNING
Learner Engagement

Vision is our most dominant sense.

90% Of the information transmitted to the brain is visual

65% Of people are visual learners

We learn and remember best through pictures.

From “Brain Rules” by Molecular Biologist John Medina
Check out more examples!

http://ncic.fpg.unc.edu/lessons-learned
Online Products & Tools
Module One Community Readiness for Scaling Up Triple P

Identify necessary co-creation partners

Sequence tasks toward building a coalition

Identify level of fit with Triple P

Build Knowledge, Skills, Performance
Module One  Community Readiness for Scaling Up Triple P

Construct a summary speech

Build Knowledge, Skills, Performance
Gain buy-in from partners during a simulated group discussion.

Module One
Community Readiness for Scaling Up Triple P
Learner Data Collection

Who’s taking the course?

Personalized Feedback & Reports

Performance Data Outcomes

Build Knowledge, Skills, Performance
Identify most “ready” agencies, evaluators, funders, and community members to partner in scale-up efforts, based on the following criteria:

**Agency:** willingness, ability, fit

**Evaluators:** affordability, alignment

**Funders:** ability, stability, fit

**Community members:** demonstrated commitment, collaborative nature, connections
PART I: Agency Partners
When we think about agencies, it’s important to consider:

**Willingness:** For example, demonstrated interest such as how much they attended local exploration meetings for Triple P, demonstrated commitment to evidence-based programs

**Ability:** For example, does their staff have capacity to take on Triple P? Are leaders willing to be involved and commit the needed resources to making Triple P work in their agency? In a time of transition, does the agency have the time to commit to something new?

**Fit:** For example, Triple P fit with their agency mission, their objectives around parenting support, certain protocol and procedures such as financing methods

Choose two “ready” agencies:

Which agencies might be “more ready” partners for implementing Triple P in Pine County?

Let’s explore some possibilities.

In the following scenes, use the arrows to research each agency and select the agencies that are ready to join your coalition.

Click next to get started.
Learner Data Collection

Who’s taking the course?

Personalized Feedback & Reports

Performance Data Outcomes

Build Knowledge, Skills, Performance
Future Modules

Module 3
Leadership & Implementation Teams

Module 4
Implementation Drivers Assessment

Module 5
Quality & Outcome Monitoring

Future Needs:
Coaching
Fidelity Assessment
Policy
Next Steps

Provide larger, integrated strategies

Identify goals of all products and processes

Identify ways of evaluating products and processes that will direct new versions, indicate successes & ROI

Fold new counties, EBPS, into the overall strategy

Learning Approaches and Strategies

Build Knowledge, Skills, Performance

Online Products and Tools
Welcome Feedback

http://ncic.fpg.unc.edu/node/22
Increasing Intermediary Supports for Triple P in NC

Robin Jenkins
*The Impact Center at FPG Child Development Institute, UNC-Chapel Hill*

Sharon Hirsch, President/CEO
*Prevent Child Abuse NC*

Karla Buitrago, Prevention Director
*Prevent Child Abuse NC*

William A. Aldridge II
*The Impact Center at FPG Child Development Institute, UNC-Chapel Hill*

Helping Families Change Conference, March 1st, 2018
An intermediary organization is defined as a statewide center or partnership that supports state and local child- and family-serving agencies in designing, implementing, and sustaining evidence-based programs like Triple P (Mettrick et al., 2015).
Proactive & Responsive Implementation Support

Helping to ensure multi-level capacity and performance to scale Triple P with success and sustainability.

Often involves helping to ensure:

- Leadership and team structures for implementation
- Workforce development infrastructure
- Quality and outcome monitoring systems for improvement
- Media and networking capacity to expand beyond direct services

Proactive & Responsive Implementation Support focuses on building organization and leadership capacity in support of additional functions.
Helping to ensure that the right co-creation partners are at the table to support a hospitable context to achieve Triple P goals.

Helping to ensure widespread and consistent messaging about positive parenting and collaborative accomplishments.

**Often involves helping to ensure:**
- Cross-agency involvement and statewide support partners
- Co-creation process at community levels
- Consistent messaging for shared values, principles, and strategies
- Tailored communications for state and local contexts
Policy & Finance Support

Helping to ensure hospitable policy and financial environments for Triple P and supporting partners to navigate them with confidence.

*Often involves helping to ensure:*

- Clear state and local policies that are aligned with:
  - Triple P programming
  - Community implementation and scaling needs
- Local and statewide partners are confident navigating policy and finance to optimize Triple P sustainability
Research, Evaluation, & Data

Linking

Helping to ensure the improvement of state and local Triple P efforts through data monitoring, benchmark evaluation, and connecting research to practice.

**Often involves helping to ensure:**
- Comprehensive evaluation design
- Systematic data collection, analysis, and reporting
- The use of research and data for continuous quality improvement at all levels
Workforce Development

Helping to ensure that practitioners can competently and confidently deliver Triple P as intended and in ways that are responsive to parent needs and preferences.

Often involves helping to ensure:
- Triple P is usable within practitioners’ local contexts
- The right practitioners are selected to deliver Triple P
- Triple P training is accessible
- Consistent, high quality coaching support after Triple P accreditation
Multi-Level Model of Implementation Support in NC’s Triple P System

NC Triple P State Learning Collaborative

Lead Agency

Service Agency

Service Agency

Service Agency

Service Agency

Service Agency

Intermediary Organization(s)

Feedback

Support

Practitioners' Responsive & Effective Delivery of Triple P

Parent and Family Wellbeing & Self-Regulation

NC TriP America

FPG NCIC-TP

PCANC

Prevent Child Abuse North Carolina

North Carolina Implementation Capacity for Triple P

PCANC

FPG NCIC-TP

TriP
# Why PCANC?

<table>
<thead>
<tr>
<th>Knowledge about EBPs and underlying theories</th>
<th>Statewide presence</th>
<th>Fit with mission and vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credible and connected organization</td>
<td>Neutral and honest convener and broker</td>
<td>Experience and effective in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Implementation strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Facilitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Data</td>
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<td></td>
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<td>▪ Partner engagement and communication</td>
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</tbody>
</table>

**Neutral and honest convener and broker**
Moving from Readiness & Exploration to Capacity Building

**Readiness**
- Spring 2016 - April 2017
- Project partners considered possible IOs

**Summer 2016:** FPG & PCANC conducted three calls and onsite meeting

**Fall 2016:** Partners assessed readiness of PCANC

**Spring 2016:** Project partners considered possible IOs

**March 2017:** Roles and expectations Memorandum of Agreement between FPG and PCANC signed

**July/August 2017:** Continued exploration meetings between FPG and PCANC held

**June 2017:** Initial exploration meetings between FPG and PCANC held

**Aug/Sept 2017:** Internal org design meetings for PCANC leadership team held

**Sept 2017:** Collaborative Strategic Planning Retreat between FPG and PCANC held

**Oct 2017 - present:** Internal org change processes based on PCANC leadership, action plans aligned with IO functionality and IOCA results

**Stage-based approach with PCANC as intermediary support partner**
<table>
<thead>
<tr>
<th>Triple P Intermediary Org Function</th>
<th>IOCA Score (baseline)</th>
<th>Level of Accountability</th>
<th>Current/Recommended Future Primary Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive and Responsive</td>
<td>8%</td>
<td></td>
<td>FPG</td>
</tr>
<tr>
<td>Implementation Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research, Evaluation, and Data</td>
<td>7%</td>
<td></td>
<td>DPH and/or TBD</td>
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<tr>
<td>Linking</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Partnership Engagement and</td>
<td>38%</td>
<td></td>
<td>Triple P Cross-Agency State Leadership Team and</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td>PCANC</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>31%</td>
<td></td>
<td>PCANC</td>
</tr>
<tr>
<td>Policy and Finance</td>
<td>42%</td>
<td></td>
<td>PCANC</td>
</tr>
</tbody>
</table>
Goal WD 1: Increase access to high quality Triple P coaching at all levels of the state Triple P system.

One excerpt of PCANC’s Action Plan

Strategy WD 1a
Develop Model Coaching System.

- 1/18: IS Learning Col (1/11: 16)
- 1/18: IS Training (1/13: 26)
- 1/18: Circle Skill Day (1/27)
- 1/18: Circle Eval Webinar
- 3/18: Circle Skill Day (3/7)

Strategy WD 1b
Develop variety of coaching activities targeting Community Coordinators/Coalitions.

- 4/18: IS Learning Col (3/25: 26)
- 4/18: Design pilot coaching activities
- 4/18-5/18: Deliver pilot skills days/webinars (early win)

Strategy WD 1c
Develop variety of coaching activities targeting Triple P practitioners.

- 4/18: IS Learning Col (3/25: 26)
- 4/18: Design pilot coaching activities
- 4/18-5/18: Deliver pilot skills days/webinars (early win)
Looking Ahead

• FPG to provide ongoing capacity building to PCANC using the core practice components for NCIC-TP support, with focus on Policy and Finance; Workforce Development; Partnerships, Engagement and Communication functions

• PCANC to scale-up WFD in March 2018; have TPA training in March 2018; P & F, and PEC activities scaled over the next 2+ years (capacity growth measured with IOCA and other process evaluation tools)

• FPG’s NCIC-TP team will provide Proactive & Responsive Implementation Support to PCANC and selected sites (collaboratively chosen with PCANC, funding partners, SLT). One goal is to embed implementation science and best practices across the entire PCANC organization

• FPG and PCANC will continue multi-level implementation support for:
  • statewide Triple P policy, leadership and design activities as required
  • statewide Triple P learning collaborative
  • local Triple P coalition capacity building
  • other partnerships as identified & appropriate for Triple P scale-up and community-wide population impacts
Thank You & Disclosure

Special Thanks to:

Members of The Impact Center at FPG
Will Aldridge
LaTanya Moore
Rebecca Roppolo
Wendy Morgan
Jenna Barnes
Kimberly Ruck
Jennifer Robinette

Renée Boothroyd
Robin Jenkins
Jessica Reed
Simon Pipkin
Julie Chin
Ximena Franco

Disclosure: Will Aldridge’s costs to participate in the Helping Families Change Conference were supported, in part, by the University of Queensland. This support has been disclosed to UNC-Chapel Hill.