



**ICTP**  
Implementation  
Capacity for Triple P

# Strengthening Implementation Capacity to Support Triple P

Regional Workshops Final Evaluation Report

June 2018



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## Executive Summary

Through the Implementation Capacity for Triple P (ICTP) project in North Carolina, The Duke Endowment supported The Impact Center at FPG to conduct five regional workshops with counties and statewide partners.

The aims were to increase stakeholders' understanding of lessons learned from the Triple P Implementation Evaluation (TPIE) and to build their ability to use strategies from the ICTP implementation support plan to enhance the implementation of Triple P across North Carolina communities.

The workshop received consistently high evaluations from the 137 participants across the state. Eighty-four participants opted to provide follow-up data up to six months following the workshop. Their reporting of progress towards goals, facilitators and barriers to action steps, and additional supports needed provide valuable insight into what it takes to implement Triple P effectively and at scale.

Workshop results are mixed. Follow-up data on goals and strategies show continued commitment to using strategies from the ICTP implementation support plan, albeit among only a small group of participants who provided responses. Accurate recall of learning objectives declined over time, and are lower for TPIE evaluation results than for strategies from the ICTP implementation support plan. One-time dissemination of evaluation results and introduction of best practices, in the absence of continued support and coaching, is unlikely to result in strong retention.

Given the challenge to teach evaluation results from the TPIE findings, future education efforts may benefit from structuring learnings from evaluation findings as concrete strategies to apply in practice, rather than aiming to increase understanding via dissemination. Therefore, funders and state partners might better serve local implementing agencies by investing in follow-up implementation support.

Additional conclusions and recommendations for next steps are provided below. For more information about the Implementation Capacity for Triple P project, please visit <https://ncic.fpg.unc.edu/>.



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## Background

In 2017, The Impact Center at FPG staff held workshops across North Carolina to present information and materials from the Triple P Implementation Evaluation<sup>1</sup> (TPIE) and the Implementation Capacity for Triple P (ICTP) implementation support plan<sup>2</sup> in support of the continued implementation and scale-up of Triple P in North Carolina.

Workshop participants engaged in an interactive polling activity using PollEverywhere to assess their understanding of concepts and strategies for Triple P implementation capacity and scale-up resulting from a previous implementation study in Cabarrus and Mecklenburg. Participants also shared their perspectives on the information and material covered in the ICTP implementation support plan (e.g., appropriateness, quality, likelihood of use) using paper questionnaires immediately following the workshop.

Follow-up digital questionnaires were sent to participants at one month and six months post-workshop. Using Qualtrics, staff assessed participants' recall of concepts and strategies for Triple P implementation capacity and scale-up and asked participants to report on their progress towards Triple P implementation and scale-up goals set during the workshop including any action steps taken and the strengths, needs, supports, and resources which have contributed to these activities.

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<sup>1</sup> Aldridge, W. A., II, Murray, D. W., Prinz, R. J., & Veazey, C. A. (2016). Final Report and Recommendations: The Triple P Implementation Evaluation, Cabarrus and Mecklenburg Counties, NC. Chapel Hill: Frank Porter Graham Child Development Institute, The University of North Carolina.

<sup>2</sup> Aldridge, W. A., II, Boothroyd, R. I., Veazey, C. A., Powell, B. J., Murray, D. W., & Prinz, R. J. (2016). Ensuring Active Implementation Support for North Carolina Counties Scaling the Triple P System of Interventions. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.



## Objectives

Staff designed workshop activities for participants to achieve eight learning objectives:

1. Identify and describe what were the common strengths and gaps in countywide capacity to scale up Triple P in Cabarrus and Mecklenburg.
2. Identify and describe the co-creation partners, components of implementation capacity, and areas of implementation performance necessary to support successful and sustainable Triple P scale-up.
3. Identify and describe some successful implementation outcomes, and how they may be monitored.
4. Identify and describe key practices that promote successful Triple P scale-up across a county or region.
5. Collectively create a list of consensus strengths and developmental needs for capacity to scale up Triple P within the region.
6. Keeping in mind the ICTP Integrated Theory of Change for supporting the implementation and scale-up of the Triple P system of interventions to achieve population-level outcomes, construct 2-3 goals for increasing local implementation resources and abilities.
7. Determine 1-2 achievable action steps for each constructed goal.
8. In addition to determined action steps, identify any additional supports needed to effectively address constructed goals (e.g., partners, resources, tools, knowledge and skills).

## Regional Workshop Participants

The five regional workshops held over eight months, between February and October 2017, reached 137 attendees from across the state of North Carolina.

### Boone 2/7/17

28 attendees, 23 completed post-workshop evaluation, 18 unique participants in online follow-up evaluations.

### Charlotte 3/14/17

35 attendees, 30 completed post-workshop evaluation, 25 unique participants in online follow-up evaluations.

### Greenville 6/9/17

29 attendees, 29 completed post-workshop evaluation, 21 unique participants in online follow-up evaluations.

### Raleigh 9/22/17

26 attendees, 15 completed post-workshop evaluation, 8 unique participants in online follow-up evaluations.

### Elizabeth City 10/24/17

19 attendees, 18 completed post-workshop evaluation, 12 unique participants in online follow-up evaluations.



## Post-Workshop Evaluation

### Information and Materials Covered

Participants reported on how appropriate, acceptable, and feasible the information and material's covered in the workshop were to their work, from *Not at All (1)* to *Extremely (5)*.

Across all workshops (n=115 participants), average scores were:

- Appropriate: 4.55
- Acceptable: 4.60
- Feasible: 4.28

Participants provided overall rating of the quality, from *Poor (1)* to *Excellent (5)*, and usefulness from *Not at All (1)* to *Extremely (5)*.

Across all workshops, average scores were:

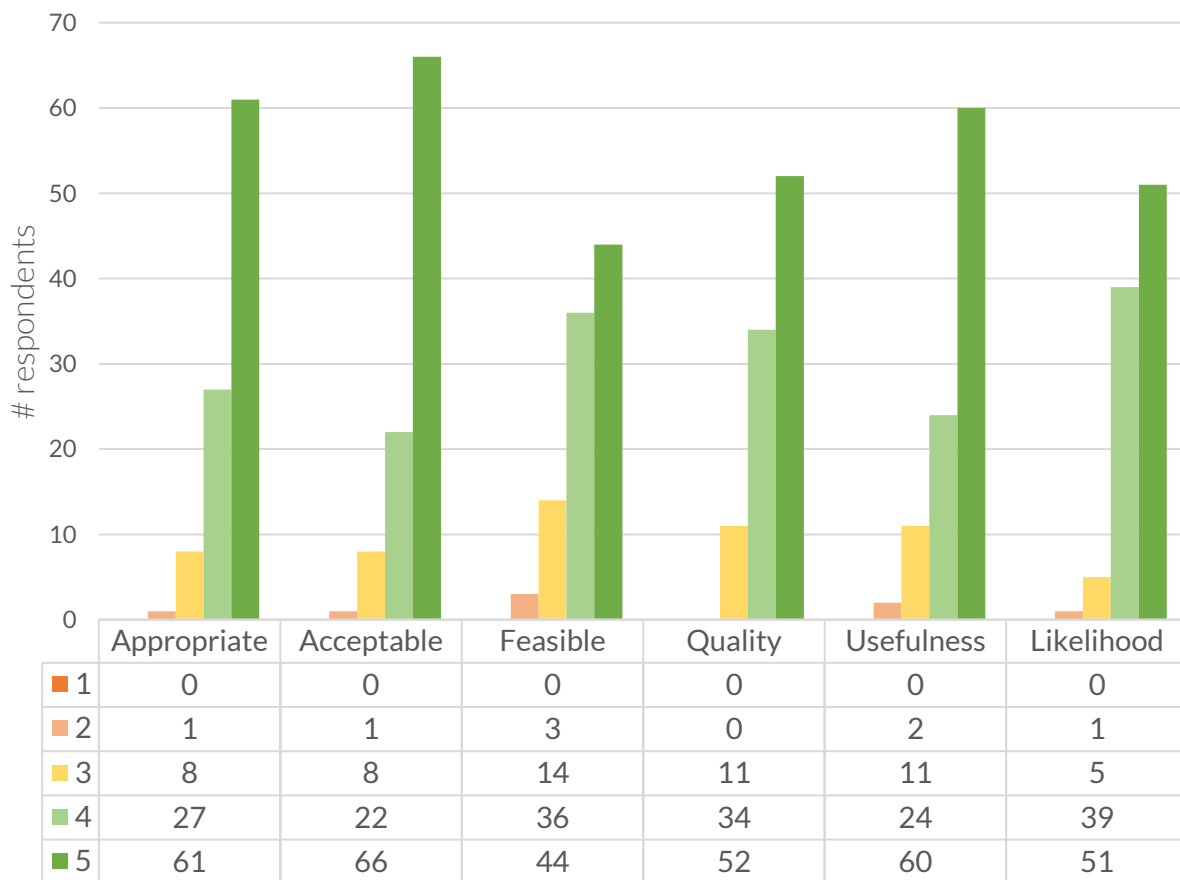
- Quality: 4.46
- Useful: 4.50

Participants also reported how likely they were to use the information and materials in their own work, from *Very Unlikely (1)* to *Very Likely (5)*.

Across all workshops, average scores were:

- Likelihood of Use: 4.40

### Frequency of Evaluation Response





### *Takeaway Lessons or Strategies*

Participants were also asked to provide at least one lesson or strategy from the workshop that they could apply to their own work. Across all workshops, top themes include:

#### Optimization of the Triple P system of interventions

- Coaching and peer support
- Implementation best-practices
- Action planning
- Planning for sustainability
- Improved fluency with Triple P and implementation science

#### Increased engagement and collaboration with community members and partners

- Community re-engagement and buy-in
- Strategies for media and marketing of Triple P and Stay Positive campaign

#### Coordination and alignment of agency services

- Development of a local coalition of Triple P practitioners
- Alignment of efforts among implementing agencies
- Networking and engagement of new agencies

#### Greater engagement with implementing agency leadership

- Importance of leadership commitment to Triple P implementation

#### Improvements to data collection and reporting

- Use of fidelity assessments
- Use of readiness assessments prior to engaging new agencies
- Sharing back of data from state to local implementing agencies

### *Recall of concepts and strategies for Triple P implementation capacity and scale-up*

Participants responded to an interactive polling activity included in the workshop to increase engagement with presentation content and to assess recall of the concepts and strategies presented by The Impact Center at FPG's ICTP staff. Evaluation findings from the previous implementation study in Cabarrus and Mecklenburg, implementation concepts and strategies were included in the polling knowledge checks:

1. Common strengths in Triple P implementation capacity across Cabarrus and Mecklenburg included:
  - Correct answer: both practitioner training and coalition quality & outcome monitoring
2. Common developmental needs in Triple P implementation capacity across Cabarrus and Mecklenburg included:
  - Correct answer: agency implementation teams, practitioner coaching, and fidelity assessment
3. In addition to leadership and staff from community service agencies, which co-creation partners support the successful and sustainable development of capacity for local Triple P scale-up?



- Correct answer: Triple P America & other implementation support providers, state/local funders and policymakers, community members (including the youth and families being served), and Triple P developers/researchers.
4. The most important features of local implementation capacity to support evidence-based program scale-up include all of the following, EXCEPT:
    - Correct answer: large numbers of practitioners
  5. Triple P promotes a “fidelity and flexibility” approach to intervention delivery. Flexibility of Triple P delivery might be monitored by measuring which of the following implementation outcomes?
    - Correct answer: accessibility of Triple P within the community and appropriateness of content and activities delivered.
  6. All of the following describe the process of developing readiness for Triple P scale-up within a community or region, EXCEPT:
    - Correct answer: community readiness cannot be addressed after scale-up is already underway

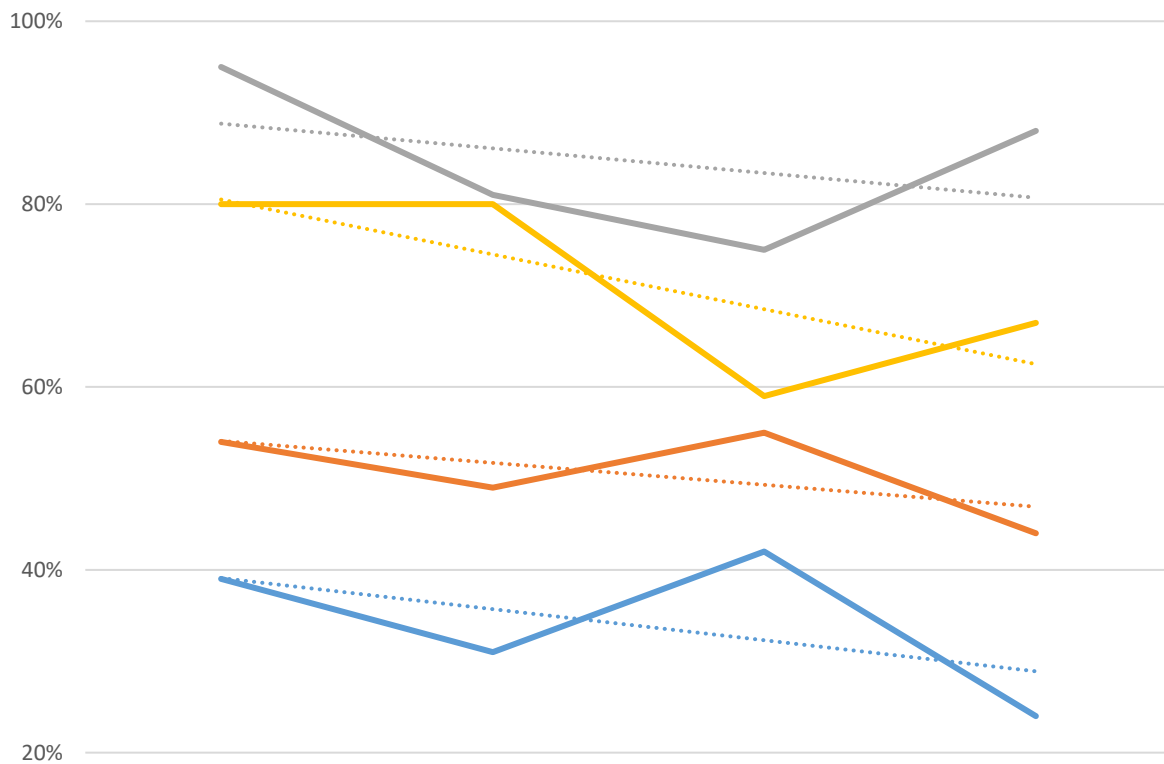
Questions 1-4 were then included in follow-up Qualtrics surveys, allowing for assessment of recall over time. Responses to the one-week, one-month, and six-month follow-up surveys illustrated changes in recall following the workshop.

As indicated by the dotted trend lines, accurate recall of learning objectives declined over time. While the number of respondents is too small to provide any quantitative analysis, this result is not surprising and meets staff expectations that a one-time dissemination of evaluation results and introduction of best practices, in the absence of continued support and coaching, is unlikely to result in strong retention.

Though accurate recall of TPIE findings may have declined, increasing stakeholders' understanding of lessons learned from evaluation work is only one of the two overall aims for the regional workshops. The secondary objective, namely to build participants' ability to use strategies from the ICTP implementation support plan to enhance the implementation of Triple P across North Carolina communities, is described below.



## Average correct responses at each time point



	Workshop	+1 week	+1 month	+6 months
Q1	39%	31%	42%	24%
Q2	54%	49%	55%	44%
Q3	95%	81%	75%	88%
Q4	80%	80%	59%	67%
Q5	67%			
Q6	83%			

NOTE: Q5 AND Q6 WERE ONLY ASKED ON THE PAPER EVALUATIONS DISTRIBUTED AT THE WORKSHOP; THEREFORE NO ADDITIONAL RESPONSES WERE COLLECTED FOR THOSE ITEMS.





## Adoption and beginning use of strategies from the ICTP implementation support plan

During the workshop, participants engaged in the co-creation of goals to increase local implementation capacity and action steps for each goal. Each workshop developed a unique portfolio of goals and action steps tailored to the local context. Across multiple time points, participants reported on their progress. .

### Boone: # participants reporting progress towards goal

Goal	n/a	+2 months	+6 months
<b>TOTAL RESPONDENTS</b>	<b>N/A</b>	<b>12</b>	<b>13</b>
Improve inter-agency communication (coalition building)	n/a	4	6
Growing the involvement of local co-creation partners and service agencies	n/a	5	5
Use data to reinforce buy-in and support for Triple P scale-up	n/a	3	3
Establish processes to ensure more timely access to Triple P training	n/a	3	1
Develop a local media, awareness, and parent referral hub (to increase local recognition of Triple P programs and supports)	n/a	4	4
Build infrastructure for quality and outcome monitoring across all levels of the community collaborative	n/a	2	2
Engage a more robust cohort of state and local funders and policymakers in local Triple P efforts	n/a	0	2
Strengthen workforce development infrastructure	n/a	0	0

### Charlotte: # participants reporting progress towards goal

Goal	+1 week	+1 month	+6 months
<b>TOTAL RESPONDENTS</b>	<b>18</b>	<b>13</b>	<b>3</b>
Offer new or booster Triple P trainings according to identified needs	3	2	1
Enhance the level of dedication practitioners can give to Triple P	4	1	2
Enhance the use of technology for local data collection	0	0	0
Strengthen peer support networks, particularly figuring out how to optimize the alignment and coordination of small agency peer support networks	6	3	1
Improve agency-level implementation support and infrastructure	0	0	1
Establish best practices for delivering Triple P when the child is in the room or comes with the parent to the session	0	1	0



Improve the assessment of fidelity for Triple P	0	2	1
Improve social networking and advertising/media strategies across the county	2	1	1
Improve Triple P quality and outcome monitoring systems across the coalition and, in particular, the use of data within local service agencies to support continuous Triple P quality improvement	1	1	1
Increase the amount of support the coalition implementation team is providing to local service agencies	0	0	0

### Greenville: # participants reporting progress towards goal

Goal	+1 week	+1 month	+6 months
<b>TOTAL PARTICIPANTS</b>	<b>19</b>	<b>11</b>	<b>6</b>
Increase sustainability	1	2	2
Increase efficacy of Triple P	4	2	0
Increase co-creation and partnerships	0	3	1
Shore up fidelity assessments	0	0	0
Increase reach of Triple P	2	2	3
Ensure that evaluation measures are consistent across counties	1	0	1
Engaging communities and practitioners across the state	0	0	0
Increase awareness of Triple P and parent engagement	5	5	5
Increase coaching supports for Triple P practitioners	2	2	2
Ensure that data is not only being collected across the community, but feedback to local agencies and practitioners	5	1	2

### Raleigh: # participants reporting progress towards goal

Unlike other workshops, participants divided into two groups based on geographic location and organization of Triple P support structure. Project Enlightenment and the Duke Endowment support Wake County Triple P, while Durham/Alamance Triple P services are supported by North Carolina Department of Health and Human Services.

Goal	+1 week	+1 month	+6 months
<b>TOTAL PARTICIPANTS</b>	<b>6</b>	<b>1</b>	<b>2</b>
Durham/Alamance: Reaching out to new agencies to help fill in the gaps across the counties	2	1	1
Durham/Alamance: Re-engaging existing service agencies and practitioners that have not performed as hoped.	3	1	2



Durham/Alamance: Strengthening data feedback to the county level	1	1	1
<b>TOTAL PARTICIPANTS</b>	<b>2</b>	<b>0</b>	<b>1</b>
Wake: Develop the coalition model - giving leadership to the cross-county agencies	1	0	1

**Elizabeth City: # participants reporting progress towards goal**

Goal	+1 week	+1 month	+6 months
<b>TOTAL PARTICIPANTS</b>	<b>6</b>	<b>7</b>	<b>4</b>
Re-engaging community agencies and stakeholders to fill in the gaps of community implementation (i.e., close connections with agency leaders and supervisors)	5	3	3
Enhance inter-agency communication about Triple P implementation (beyond just the service agencies)	3	1	1
Strengthen coaching support for practitioners	1	0	3
Increase data feedback to service agencies	2	0	3
Clarify roles and expectations of agency staff regarding Triple P implementation support (Increase capacity of leadership)	2	2	2
Formalize knowledge about the workforce within the regional population	1	0	0

In all regional workshops, participants well exceeded the learning objective of developing 2-3 goals for increasing local implementation resources and abilities. Though each workshop tailored goals to their localized needs, the ICTP Integrated Theory of Change provided a unifying framework that is reflected in the commonalities across regional goals. While some goals never had reported progress, others received consistent attention even six months following the regional workshop in which they were set. While the action steps articulated by participants for each goal are not included in this report for the sake of brevity, participants reported a range of adoption of achievable action steps for each constructed goal over time. Future analysis of individually linked participant responses may reveal trends in action steps taken and progress towards goals.

**Additional Supports and Resources**

In addition to the constructing goals and achievable action steps, workshop participants discussed what additional supports were needed to effectively address constructed goals (e.g., partners, resources, tools, knowledge and skills). Across all workshops, top themes include:

**What has helped you take action steps towards the goal(s) you indicated earlier in this survey?**

- Increased knowledge of implementation supports
- More information regarding Triple P
- Greater support for providers
- Staff support and commitment
- Practice alignment



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- External support from coordinating agency or researchers
  - Coalition development
  - Sustainability and funding
  - Goal setting and action planning
  - Raising awareness of Triple P
  - State Learning Collaborative
  - Being an active participant on the implementation teams.

*What has gotten in the way of action steps towards the goal(s) you indicated earlier in this survey?*

- Insufficient time to progress on goals and action steps
- Limited ability to coordinate practitioner schedules
- No peer support
- Limited trainings available
- Staff turnover
- Prioritization, commitment to using Triple P
- Practitioner engagement
- Limited awareness of supports/trainings available
- Buy-in from local leaders, agencies
- Leaders not really understanding how to make this work in their organizations.

*Looking back, what supports are the most helpful to complete action steps and/or pursue implementation goals?*

- Leadership support and buy-in
- Access to resources and feedback of others
- Connection to local coordinator/agency support
- Practitioner engagement
- Trainings
- Networking and communication
- Dedicated time, FTE
- Staff commitment, persistence
- Implementation planned
- Central guidance from state, department heads
- Agency coordination
- Consistent meetings to coordinate, work on plans
- Progress reports from agencies
- Common goals



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## Conclusion and Recommendations

The regional workshop series was a unique opportunity to raise awareness about the lessons learned from the Triple P Implementation Evaluation (TPIE) and build the ability of local Triple P coordinators to enhance their implementation of Triple P across North Carolina communities. Participants reported that they found the information and material covered in the workshop to be appropriate, acceptable, and feasible for their work. The workshop was rated to be of high quality and very useful for participants, who also reported they were very likely to use the information and material in their own work.

Participant comprehension level, as evaluated through the knowledge checks designed to assess learning objectives #1-4, was variable within the workshop. Accurate knowledge of questions relating to TPIE findings ranged from 39%-95% across all workshops. Comprehension declined over time, unsurprising as erosion of accurate recall is a known phenomenon in the absence of continued support and prompting. Notably, questions pertaining to the evaluation results from TPIE tended to have lower accurate recall (Q1 and Q2, all results <55% accurate) than questions pertaining to strategies from the ICTP implementation support plan (Q3 and Q4, all results >55% accurate). Given this challenge, future education efforts may benefit from structuring learnings from evaluation findings as concrete strategies to apply in practice, rather than result dissemination.

By formally allocating time to construct local goals, action steps, and identification of additional supports, Impact Center staff provided an opportunity for local Triple P coordinators to increase readiness and collective ability to use implementation science best practices and start using strategies from the ICTP implementation support plan. Those participants who completed follow-up evaluations showed long-term commitment to the goals and actions steps set in the workshop. While the percentage of participants in the follow-up evaluation is a small fraction of overall workshop attendees and may be biased towards participants who are already taking strong strides towards implementation in their community, this continuity of progress and action may reflect the adoption and continued attention to installation of implementation strategies developed in the workshop.

Following the workshop, a report of evaluation findings, list of consensus strengths and developmental needs, and additional supports needed to effectively address constructed goals were provided to the regional coordinators. Additional evaluation reports with changes in comprehension and progress towards goals and action steps reported by regional workshop participants who completed follow-up Qualtrics surveys were provided following the +1-month and +6-month time points.

### *Recommendations*

While evaluation results suggest that participants greatly appreciated the workshop content and found it to be valuable, the objective of raising participant comprehension was mixed. Given the challenge to teach evaluation results from the TPIE findings, future education efforts may benefit from structuring learnings from evaluation findings as concrete strategies to apply in practice, rather than result dissemination.



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Future regional workshops may benefit from a focus on raising awareness about resources, building readiness for implementation, and modeling best-practice strategies from implementation science. Achieving long-term or widespread knowledge or behavioral change from a one-time dissemination of evaluation results and introduction of best practices, in the absence of continued support and coaching, is unlikely to result in strong retention.

While summary reports were provided to regional coordinators, no follow-up implementation support was offered to them by Impact Center staff. Such external implementation support was outside the scope of these regional workshops and beyond the capacity of staff on the ICTP project in North Carolina at the time. However, given the challenges of implementation and scale-up, a coordinated statewide support system for agencies implementing Triple P would be valued as evidenced by the comments and feedback from participants. Therefore, funders and state partners might better serve local implementation agencies by additionally investing in follow-up implementation support.

Several additional evaluation studies may be of interest based on the data collected across the state and at four time points. The substantial volume of qualitative data on facilitators and barriers to taking action steps towards goals could inform both implementing agencies and statewide support systems about the common needs and challenges to agencies working to implement Triple P. Additionally; analysis of individual progress towards chosen goals over time may illuminate the time and supports needed to achieve specific goals.