NC DEPARTMENT OF
**HEALTH AND
HUMAN SERVICES**

Implementation in Child Welfare, Key Components of an Implementation Plan[1]

Project Overview

Problem

Using the information gathered during the "Identify and Explore" stage, briefly state the problem your intervention will address.

Key Components of your Research Question

A well-built research question is one that is directly relevant to the problem at hand and is phrased in a way that leads to precise answers (Wilson, Nishikawa & Hayward, 1995).

1. Target Population: Define your target population.
   - Eligibility and exclusionary criteria
   - Geographic service areas
   - Characteristics, demographics, or past experiences (e.g., age, race, ethnicity, or placement history, family structure)
   - Needs (e.g., parents or guardians who lack the capacity to address trauma-related issues, or lack of parental skills and abilities to manage behavior)
   - Estimates of the total number of children that will be served

2. Outcomes
   Short-term outcomes: Short-term outcomes will be specific to your selected intervention. Describe the short-term outcomes you expect to achieve with this initiative. Explain how these outcomes are different or like outcomes previously examined with the intervention.

   Long-term outcomes: Please note that each site will be examining the same long-term outcomes regardless of the selected intervention. The long-term outcomes are as follows:
   - Increased post permanency stability
   - Improved child and family well being
   - Improved behavioral health for children and youth

3. Data Collection
   Describe the process for collecting information related to implementation (outputs, core components and fidelity measures). Indicate any concerns regarding the processes that need to be developed. In addition, describe the process for collecting data to support short- and long-term outcome measures. Indicate any concerns regarding the processes that need to be developed.

Describing the What: Intervention

Describe the intervention.

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[1] National Quality Improvement Center for Adoption and Guardianship Support and Preservation. (2018). Implementation tools. [See Implementation Planning]. Available from https://qic-ag.org/imt/

Philosophy, Values, and Principals

The philosophy, values, and principals of the intervention and how the intervention's fit with current initiatives and values of the site (examples: families are experts about their children, children with disabilities have the right to be integrated into classrooms, culture sensitivity is critical to child welfare service delivery).

Core Components

The core components of the intervention (if core components do not exist, then note that the development of core components is needed). Core components are features of the intervention that must be present to achieve the intended impact (examples: use of modeling, practice, and feedback to acquire parenting skills, acquisition of social skills, and recreation and community activities with high functioning peers). If there are optional intervention components specified, please describe.

The research and theory that demonstrates that the core components support the theory of change. Core components should be grounded in research or theory that supports the theory of change.

The operationalized definition of each core component. Core components must be operationalized to ensure that they are teachable, learnable, and doable and facilitate consistency across practice.

For the operationalized core components please describe any difficulties in execution that may arise.

Materials

Any materials that are available to support implementation such as manuals, training videos, assessment instruments, etc.

Fidelity

Any fidelity measures that have been created for the intervention. Please note if the fidelity measures have been positively correlated with better outcomes and if yes, what specific outcomes have been impacted.

Adaptation

A description of any adaptation or development work that will need to be done to ensure that the intervention meets the needs of the target population and any concerns that exist regarding this work.

Describing the How: Implementation Support

Once an intervention is selected it is important to know how the system will be readied to support service delivery. In this section describe the system's exiting capacity to support service delivery, as well as work that needs to be done to develop supports that are not currently available.

Implementation Supports

- Readiness: Organizational Change Management readiness activities to assess the level of readiness for staff and clients to implement the intervention.
- Staff: Qualification of staff and other criteria needed to select, recruit, and retain staff as well as the number of staff needed. Any barriers to obtaining appropriate staff.
- Training: Training curriculum and supervision or coaching plan, and the length of the training.
- Fidelity: Measures and protocols to assess practitioner's implementation of essential functions and core components.
- Policies and procedures: Policies and procedures to support the new work; adaptations that are required and barriers to accomplishing this work.

Division of Social Services

- Data systems:
  - Required hardware and software or modifications needed to collect and manage information related to implementation (core components and fidelity measures). Anticipated barriers to accomplishing any modifications or acquisitions.
  - Required hardware and software or modifications needed to collect and manage information related to short- and long-term outcome measures. Anticipated barriers to accomplishing any modifications or acquisitions.
- Leadership: Status of state, county, and local leadership buy-in and where further engagement may be needed.
- Community linkages: Availability and quality of linkages to community resources if necessary to provide the intervention.
- Systems partners: Availability of partners or collaborators, including those who are on board and those who are not yet on board (e.g., mental health, education, courts, substance abuse providers, other providers), and what is needed to engage these partners.
- Program experts: Experts who have been engaged or need to be engaged in the use of the intervention.

Intervention Specific Work Plan

The intervention specific work plan will be incorporated into the site-specific work plan. It is necessary to create a plan that delineates the developmental activities that need to occur before the first clients can be served. These tasks will support the modification or adaption of the selected evaluable intervention as well as the development of implementation supports. The work plan should support the site work plan but will likely be more detailed with respect to tasks and will focus only on the evaluable intervention. The following detail should be captured:
- Activity
- Responsible team
- Start date
- End date

Describing the Who: Teaming and Governance Structure

Once you have determined the intervention and the necessary systems modifications, it is important to understand who will be responsible for the work that needs to be done. This section will capture the existing teaming structure and any additions/modifications that have been developed to ensure that the work can be completed.

Team Charters

Develop team charters for newly defined team(s). A team charter describes the work a team will do, how the work will be done, and who on the team is responsible for the various work areas. The team charter should support the Intervention Specific Work Plan.

Communication Strategies

Detail the processes, procedures, and strategies for maintaining efficient and effective communication among leadership, staff, and partners who are:
- Members of a team as defined by the teaming structure
- Critical to the successful implementation and utilization of the intervention (have an active role)