

Due to the evidence supporting the relationship of quality implementation with program outcomes, a number of researchers have developed frameworks or models describing how the implementation process should be executed through the implementation stages.

STAGES OF IMPLEMENTATION

Program implementation is a process that happens in stages and an organization may move back and forth through the stages as staff and circumstances change. Through a review and synthesis of the research literature, the National Implementation Research Network (NIRN) identified four stages of Implementation:

- Exploration: Program readiness is determined.
- Installation: Needed resources (e.g., office space, staff training, fidelity tools, etc.) are identified and secured.
- Initial Implementation: First implementation of the program begins.
- Full Implementation: Program is implemented with fidelity and good outcomes are achieved by 50% of the program facilitators.

Awareness of the implementation stages may be helpful in assisting and supporting implementation teams in identifying where the organization is in the implementation process.

To learn more about the Implementation Stages, please visit the NIRN website <http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>

WHAT IS AN IMPLEMENTATION FRAMEWORK OR MODEL?

An implementation framework or model includes specific procedures and strategies that seem to promote quality implementation. These frameworks or models were developed to guide the implementation process and are based on systematic research and application in the health care, education, mental health, prevention, and management settings. Below we provide examples of implementation frameworks and models.

IMPLEMENTATION FRAMEWORKS

Interactive Systems Framework (ISF) for Dissemination and Implementation

The ISF framework highlights quality implementation as a crucial element of an effective innovation and describes three systems that are a part of moving research development and testing innovations to widespread use. The three systems include:

- Synthesis and Translation System: distills theory and evidence and then translates knowledge into user-friendly programs.
- Support System: works directly with the Delivery System to assist with implementation.
- Delivery System: consists of the individuals, organizations, and communities that deliver the programs.

The success of program dissemination and implementation relies on how well these three systems operate with one another.

To learn more about the ISF, please refer to:

Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L., Blachman, M., Dunville, R., & Saul, J. (2008). Bridging the gap between prevention research and practice: The interactive systems framework for dissemination and implementation. *American Journal of Community Psychology*, 41,171-181.

Quality Implementation Framework (QIF)

The development of the QIF is designed to outline strategies that can assist professionals with quality program implementation. The QIF was developed based on a review of 25 implementation frameworks. The purpose of the review was to identify common components or strategies found to be related to the process of implementation quality. The review identified 14 critical steps related to quality implementation that go through a series of four phases. The four phases include:

- Phase 1: Initial Considerations Regarding the Host Setting
- Phase 2: Creating a Structure for Implementation
- Phase 3: Ongoing Structure Once Implementation Begins
- Phase 4: Improving Future Applications

To learn more about the QIF, please refer to:

Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The quality implementation framework: A synthesis of critical steps in the implementation process. *American Journal of Community Psychology*, 50(3-4), 462-480.

Dynamic Sustainability Framework (DSF)

The DSF emphasizes that change happens with the use of interventions over time within three major systems including the: (1) Intervention; (2) Context; and (3) Broader Ecological System in which the practice setting exists and operates.

Change is constant at each level and an intervention must be measured, negotiated, and fit well with the practice setting within the larger ecological system in order to be successfully sustained over time. The DSF focuses on the importance of context, the need for ongoing evaluation and decision making, and continuous quality improvement.

To learn more about the DSF, please refer to:

Chambers, D., Glasgow, R., & Stange, K. C. (2013). The dynamic sustainability framework: Addressing the paradox of sustainment and ongoing change. *Implementation Science*, 8, 1-11.

IMPLEMENTATION MODELS

Communities That Care (CTC)

CTC is a five-phase change process to assist communities in reducing youth violence, alcohol and tobacco use, and delinquency. This change process begins with the implementation of a youth survey that is designed to identify the risk and protective factors within communities. Next, the data from the survey is used to assist communities select and implement evidence-based programs and policies. The five phases of CTC include:

1. Get Started: Prepare to introduce CTC to the community.
2. Get Organized: Develop or work within an existing coalition to develop a vision statement and develop a timeline.
3. Develop a Community Profile: Identify community strengths, risks, and available resources.
4. Create a Plan: Develop a plan for community programming that targets selected outcomes.



5. Implement and Evaluate: Deliver, monitor, and evaluate selected programs and policies.

CTC Training documents include Trainer's Guides, PowerPoint Presentations, and Participant Guides and are available for download here <http://www.communitiesthatcare.net/>

PROSPER (PROmoting School-community-university Partnerships to Enhance Resilience)

The goal of the PROSPER model is to implement evidence-based prevention programs that focus on strengthening families, building youth skills, and reducing youth substance use and problem behaviors within schools and communities. This model focuses on collaborative research and program implementation through the development of partnerships between the Land Grant University-based Extension System and the public school system. PROSPER consists of three strategic teams:

- Community Teams: Includes 8-10 community stakeholders (i.e., human and health services staff, parents, youth, government officials, law enforcement, etc.).
- Prevention Coordinator Team: State Extension Specialists from Youth or Family Development areas.
- State Management Team: Extension Faculty and University-based Researchers with experience in large-scale prevention or youth development programming.

The PROSPER model has strong empirical evidence of effectiveness. It is designed to assist communities and schools in delivering evidence-based programs with quality through the support and guidance of the three strategic teams, which in turn will have a larger impact that reaches youth, families, schools, and communities.

To learn more about PROSPER, please refer to: <http://helpingkidsprosper.org/> or <http://extension.psu.edu/youth/prosper/about>

The Clearinghouse has Technical Assistance (TA) Specialists who are available to help by offering support and guidance through the program selection, implementation, and evaluation process. These TA Specialists are available from 9 a.m. to 5 p.m. EST/EDT Monday through Friday. Use the information below to contact the Clearinghouse!

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