



Oregon Regional Service Providers - Community of Practice (CoP)

Thursday January 9, 2025
Virtual

FACILITATORS:

NICHOLE PARADIS, MSW, LMSW, IMH-E®

SONDRA STEGENGA PH.D., MS., OTR/L

Welcome & Announcements!

- **Jan 10** (Tomorrow) from 9-10am: Optional Office Hours
- **Jan 31** from 8-11am and from 12-3pm: Opportunities for 1:1 meetings with Sondra & Nichole
- **Feb 6** from 9-11am: Virtual CoP
- **Feb 11** from 2-4pm: Opportunities for 1:1 meetings with Sondra & Nichole
- **Mar 6** from 9am-2pm: Virtual CoP (Does your calendar reflect these times?)
- **Apr 3** from 9-10am: Virtual CoP
- **Apr 30-May 2**: In-person CoP in Bend



Agenda

Administrative Updates (20 min) – Katrina

Community of Practice

- Review purpose of CoP - Sondra (5 min)
- Refining our definition of IECMH Consultation - Nichole (10 min)
- Small groups to practice describing IECMH Consultation (10 min)
- Clarifying key roles & required work of RSPs in ECB - Sondra (5 min)
 - IECMH Consultation
 - Regional Support Network - Referral & Response
- Implementation plans - Clarification & updates - Sondra (15 min)
 - Required elements
 - Link to budgets for Implementation
 - How this is different from their work with the RSN
 - Supports
- Small groups breakout to identify questions, share ideas, and identify supports needed - All (10 min)
- Share out from from groups - Sondra (5 min)

Questions/Wrap-Up/Final Thoughts - Nichole (5 min)

Open Office with Nichole & Sondra (Optional) - 10:30-11a



Oregon Department of
Early Learning and Care

Administrative Updates – Katrina Miller

This Community of Practice (CoP) is here to Support in Meeting this Requirement to Hire an Infant & Early Childhood Mental Health (IECMH) Consultant and Get Ready to Deliver Services!

Implementation Plans

(how to get ready for hiring and delivering services and then ensure quality of services once you start implementing in your area)



Helping you to ensure you:

- 1) **Meet requirements** of the legislation/state
- 2) Have **supports for best practices** to ensure you have the best chance at not only starting to deliver services but also deliver high quality services over time to see true impact in your area. (if we don't have quality we won't have impact)

| Implementation Support | Hiring Resources | Seeking and incorporating feedback | Defining the IECMH Model | Professional Development for the Workforce |
|---|---|---|--|---|
| Communities of Practice (CoPs) for RSP Leaders: Monthly virtual sessions and quarterly in-person sessions | Sample job description for IECMH Consultants that reflect multiple pathways and honors lived experience | Adapt to input from RSPs, DELC, and Every Child Belongs Advisory Committee and its Workgroups on tools that are developed | Identifying the core elements of IECMH Consultation (with enough clarity for evaluation of fidelity and enough flexibility for regions to adapt to their communities' needs) | In development: Onboarding plan with trainings that address the most essential competencies (e.g., free from Georgetown, available via ORO, available from ORIMHA); support for Endorsement |
| Support for evidence-based implementation planning, including 1:1 meetings as requested | Interview questions, interview scoring rubrics, and guidelines for equitable hiring practices | Coming soon: Applying lessons learned from the experiences of Cohort 1 (aka early adopters) | Clarification of terms and services via biweekly newsletters and on-line glossary | Coming soon: Reflective consultation for IECMH Consultants and reflective facilitation for RSP leaders, if desired |
| Planning templates that align with DELC reporting requirements | Participation in interviewing, as requested | | Coming soon: Messaging resources to help explain IECMH | Coming soon: Affinity groups in which consultants can engage about embedding equity and inclusion into their practice |

Infant and Early Childhood Mental Health Consultation – How Are We Defining It?



Examples of how IECMH Consultants can help providers

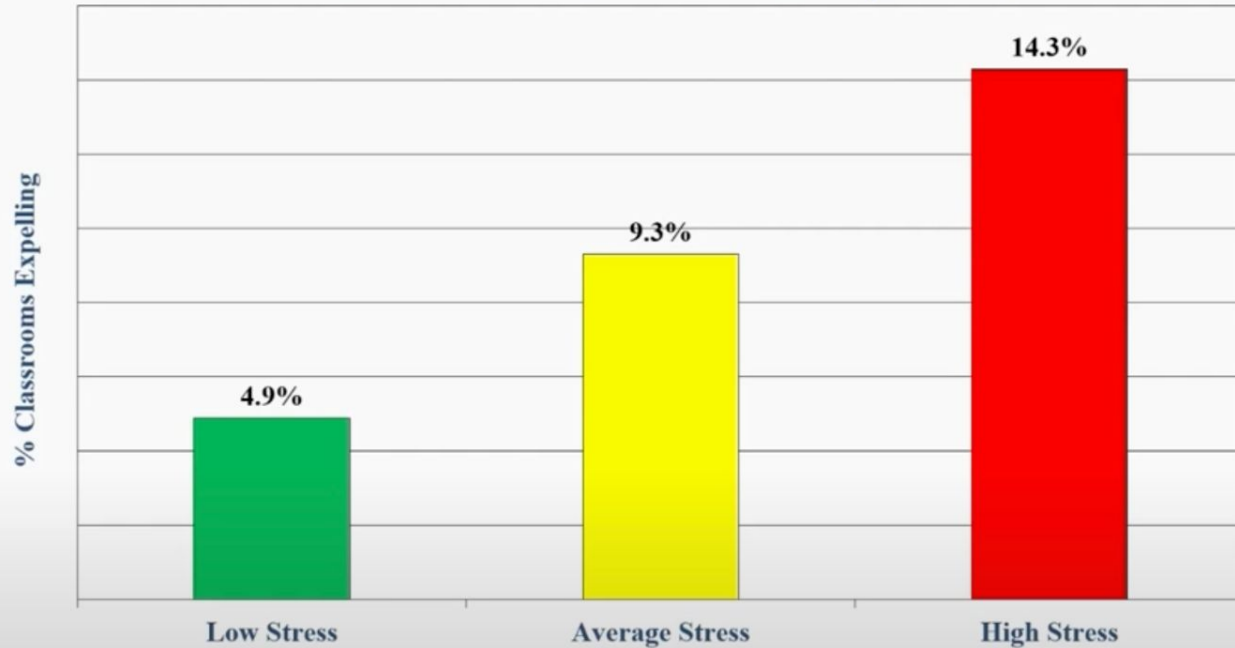
- Understand how trauma and other stressors affect behavior
- Implement trauma-informed care strategies
- Understand the importance of attachment and responsive caregiving in young children's lives
- Review policies and procedures related to how a program supports children's social and emotional development
- Engage in discussion on sensitive topics, such as implicit bias and suspension or expulsion
- Assist caregivers/families in accessing other needed services, such as mental health care
- Help staff talk to children after natural or man-made disasters or other community trauma

Different from coaching

- No prescribed training curriculum or manualized practices
- Relationships developed with caregivers over time
- Focus on caregiver's capacities and well-being, particularly as they impact the social-emotional development of the infants or young children in their care

| Activities | Emerging | Standard | Advanced |
|--|--|---|---|
| <p>Optimize Consultee Capacity to Support IECMH Through New Ways of Thinking and Acting</p> | <p><u>Example:</u> Promote strategies that will strengthen consultee capacity to foster equitable, responsive relationships.</p> | <p>All Emerging activities plus: Foster consultees' ability to reflect; Explore contextual, cultural, developmental, and environmental influences</p> | <p>All Emerging & Standard Activities</p> |
| <p>Empower Consultees to Enhance Equity in Their Roles</p> | <p><u>Example:</u> Discuss interpersonal dynamics re culture, bias, & discrimination within the consultative relationship, Provide information and perspectives on critical equity topics, etc.</p> | <p><u>Example:</u> Explore the contextual, cultural, developmental, and environmental influences on the situation being discussed in consultation</p> | <p>All Standard activities</p> |
| <p>All consultants</p> | <p>Observation Gathering information from caregiver(s), director/other staff, parents Developmental screening Offering empathy Looking for and sharing strengths Encouraging reflection; wondering with caregivers about behavior Relationship-based approach, over time (when possible)</p> | | |

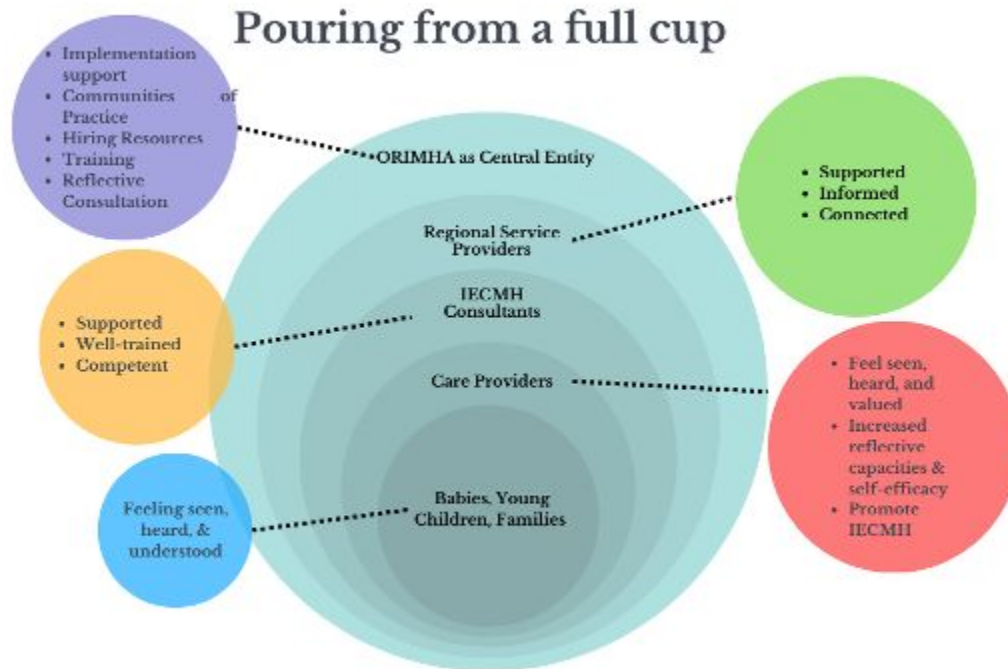
Teacher Stress & Expulsion



Gilliam, W.S., & Shahar, G. (2006). Prekindergarten expulsion and suspension: Rates and predictors in one state. *Infants and Young Children*, 19, 228-245.



IECMH Consultants promote child well-being by promoting caregiver well-being



Small groups: Elevator speech

In the spirit of Community of Practice, we want you to learn from and with each other

This is a required element on the Implementation Plan to DELC

Being able to explain it clearly is an indicator of successful initiatives

In breakouts, share what you have developed or are developing to explain IECMH Consultation to others

Clarifying Key Roles and Required Work of Regional Service Providers in the Every Child Belongs

Infant and Early
Childhood Mental
Health
Consultation

Regional Support
Networks –
Community
Coordination



So Many
Terms and
Acronyms!

Terms Floating Around

- Regional Support Networks
- Infant and Early Childhood Mental Health Consultation
- Community of Practice
- Reflective Supervision/Consultation
- ETC!

Every Child Belongs

Ensure supports for the workforce and ultimately eliminate practices of suspension and expulsion in early care and education systems.

This means we need **supported providers** in early care and education settings!

Therefore, the legislation added funding for Infant and Early Childhood Mental Health Consultation throughout the State of Oregon.



Charge of the Legislation
Every Regional Service Area in the State of
Oregon must have an IECMH Consultant
Hired and Ready to Deliver Services by July 1,
2025

We, from the Oregon Infant Mental Health Association as the Central Entity in partnership with the Division for Early Learning and Care, are here to support you in this! It is big work!



Key supports for getting this up and going are:

This Community of Practice focused on **getting ready to hire and implement the IECMH Consultation**
– *Nichole and Sondra ORIMHA*



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Resources + training from ORIMHA on IECMH Consultation
– *Nichole and Erin and Team ORIMHA*



Supports for developing a **referral and response protocol** to get children and providers to the right supports
– *Susan Fischer Maki and Team ORIMHA*



Get Started
and Get
Better!
Together!



Planning for Successful IECMH Consultation

Quick Review!

Implementation Stages & Processes

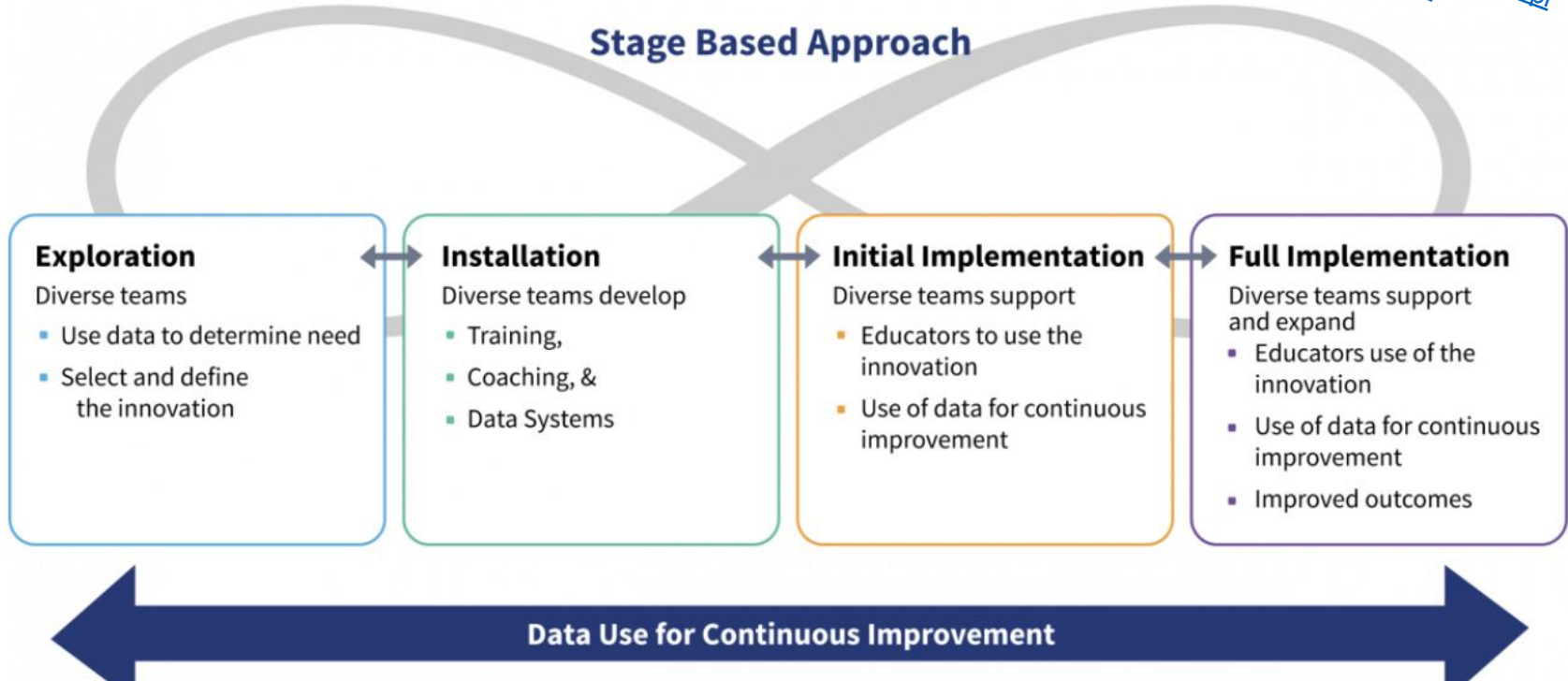


Implementation Stages

Learn more here!!
<https://nirn.fpg.unc.edu/module-1/implementation-stages>

Key to the Learning Process...

Stage Based Approach

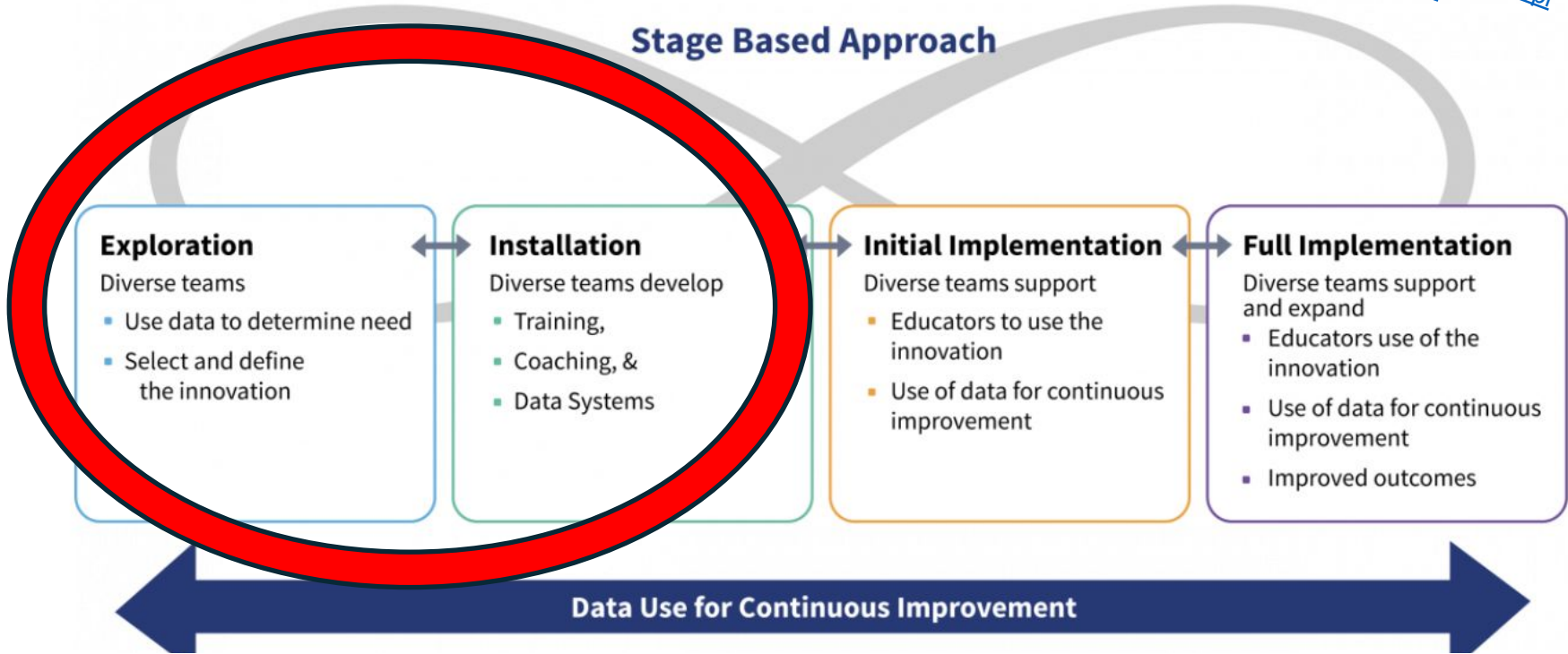


Implementation Stages

Learn more here!!
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Key to the Learning Process...

Stage Based Approach



Data Use for Continuous Improvement

**Research
Demonstrates
that there are
Key Strategies
and Activities
Linked to Long
Term
Sustainability!!**

Wong et al. (2022) found that EBPs are more likely to achieve sustainability when more activities are completed in the Pre-implementation Phases (*i.e., Exploration and Installation Stages on NIRN's Implementation Stages*)!



IECMH Implementation Plans and Planning

Taking it to the Next Step!





Starting New Initiatives is Complex...

So we are trying to streamline and provide as many supports as possible!



'Get started and get better!'

Required Activities and Steps to Implementing IECMH Consultation

- ✓ Decide who will be the Regional Service Provider (RSP) for your area OR who your team will be for the planning grant and in that planning grant time you will choose the RSP for your area
- ✓ Submit a planning grant budget to Katrina and team
- ✓ Start your **planning grant!**
 - Complete all activities required of the **planning grant** (e.g., community engagement)
 - Get ready for your **implementation grant** by completing readiness activities such as:
 1. Working with a team to think intentionally about key supports needed for implementation (Hexagon tool to plan for and overcome barriers)
 2. Getting all the right pieces in place for implementation in the pre-implementation stages such as hiring practices and plan, processes for community communications, planning for data collection and use, training needed, etc. (Stages of Implementation Planning Tool)
 3. **Complete the Implementation Plan based on #1 and 2** (Template Provided)
 - Submit your **implementation plan** to Katrina and Nedi (By the 12 month mark of your planning grant or before)
 - Submit a budget for the **Implementation Grant** to Katrina and Nedi (By the 12 month mark of your planning grant or before)
 - Once the **implementation grant** is approved through procurement you can start implementation activities according to your plan!
 - Begin providing IECMH consultation services (Initial implementation stage! Celebration!)

Key Next Step - Be Working on Your Implementation Plan (Shown Next)

- Continue any required planning grant activities that aren't completed yet (e.g., community listening)
- Submit your **implementation plan** to Katrina and Nedi (30 days before the 12 month mark of your planning grant or before)
- Submit a budget for the **Implementation Grant** to Katrina and Nedi (30 days before the 12 month mark of your planning grant or before)
- Once the **implementation grant** is approved through procurement you can start implementation activities according to your plan!
- Begin providing IECMH consultation services (Initial implementation stage! Celebration!)

What Happens after Starting to Deliver IECMH Consultation (i.e., Initial Implementation)?

Work toward *full Implementation!*

This will be
after July 1,
2025



We will focus on this and help you with planning in our in person planning in April/May in Bend area (Save the date) and throughout 2025-26

What Full Implementation 'Looks Like'

Not just consistently delivering IECMH Consultation but doing it well so that it is having the expected impact on providers and children!

This requires:

- Services are delivered with fidelity (all the core elements that make it work and have true positive impact with children and families)
- Providers are confident and demonstrate skill in delivering the service
- Ongoing training and supports are in place to ensure services and skills do not 'drift' and lose core components
- Regular evaluation and data collection to ensure expected outcomes are being achieved from the services

You will have more supports in Spring 2025 to plan for Full Implementation

March Virtual, and May In-Person full day sessions



The Implementation Plan!

Implementation Plans



Implementation Plan Template

Introduction

The Implementation Plan Template is designed to guide implementation teams in developing a plan for implementation across the four stages: exploration, installation, initial implementation and full implementation. The implementation plan should be collaboratively developed by the implementation team together with community partners and members of the focus population who will have a role in the implementation of the selected program or practice. Planning is a critical exercise that will help you document implementation goals at each stage and identify specific strategies to achieve these goals. Once the team has identified goals and strategies, they should document timelines for enacting each strategy, person(s) responsible, resources needed and data necessary to determine if progress is being made at each stage of implementation.

The implementation plan may need to be amended or adjusted as implementation advances, particularly if unforeseen circumstances arise. As either conditions or contexts change, the team may need to reconsider the strategies for achieving each implementation goal, or even the goals themselves.¹

This Implementation Plan has Two Purposes:

- 1) To help you **identify key activities (implementation goals)** that need to be addressed to increase your success at implementing and sustaining Infant Early Childhood Mental Health Consultation in your area,

and
- 2) **Meet the requirements** of the State of Oregon Early Childhood Suspension Expulsion Prevention Program Implementation Grant.

Lets Walk Through Together!



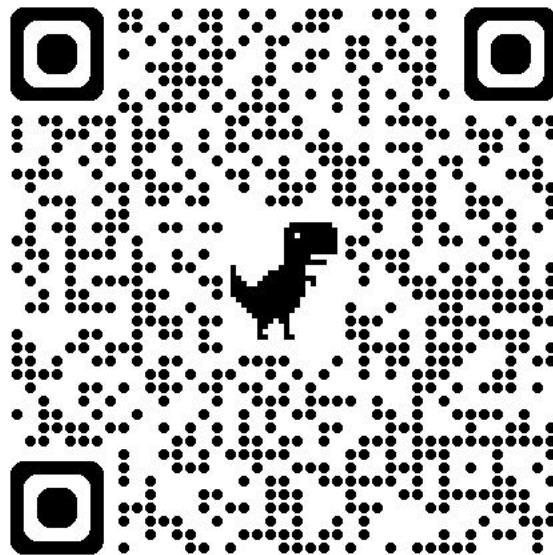
INSTRUCTIONS FOR REGIONAL SERVICE PROVIDERS

Early Childhood Suspension Expulsion Prevention Program – Oregon

This tool has two purposes: 1) to help you identify key activities (implementation goals) that need to be addressed to increase your success at implementing and sustaining Infant Early Childhood Mental Health Consultation in your area, and 2) Meet the requirements of the State of Oregon Early Childhood Suspension Expulsion Prevention Program Implementation Grant.

HOW TO USE THIS

1. First complete both the [“Implementation Stages Planning Tool”](#) and the [“The Hexagon: An Exploration Tool”](#) with your team. These will help you to identify activities of highest relevance and need for your area.
2. Then, go to the **“exploration”** planning sheet below.
 - a. Pick at least 2 items you identified from the “Exploration Stage” on the “Implementation Stages Planning Tool” to add to the section below on “Exploration Stage”. Complete all columns for each item you choose to add in the plan below (i.e., strategies, timeline, persons responsible, anticipated challenges, resources needed, how will we know we are making progress or have met the goal)
 - b. Also pick at least 2 items you identified from the “The Hexagon: An Exploration Tool” to include in your “exploration” stage planning sheet below. Complete all columns for each item you choose to add in the plan below (i.e., strategies, timeline, persons responsible, anticipated challenges, resources needed, how will we know we are making progress or have met the goal)
 - c. Last, for the items already filled in under the column, “implementation goal”, that have two asterisks **, complete all additional columns for those items like you did for the items you added. **These are state required items from the legislation/that are mandated as part of this implementation plan.** These items are also aligned with best practices in implementation of new initiatives and will help improve your success in implementation. As you will notice, **these are items that also are supported by materials and training opportunities from the Oregon Infant Mental Health Association (ORIMHA) Team.** If you have questions or need additional help, please reach out to schedule a time to meet for support!
3. Next, go to the **“installation”** planning sheet below.
 - a. Pick at least 2 items you identified from the “Installation Stage” on the “Implementation Stages Planning Tool” to add to the section below on “Exploration Stage”. Complete all columns for each item you choose to add in the plan below (i.e., strategies, timeline, persons responsible, anticipated challenges, resources needed, how will we know we are making progress or have met the goal)
 - b. Next, for the items already filled in under the column, “implementation goal”, that have two asterisks **, complete all columns for those items like you did for the two items you added. **These are state required items from the legislation/that are mandated as part of this implementation plan.** These items are also aligned with best practices in implementation of new initiatives and will help improve your success in implementation. As you will notice, **these are items that also are supported by materials and training opportunities from the Oregon Infant Mental Health Association (ORIMHA) Team.** If you have questions or need additional help, please reach out to schedule a time to meet for support!
4. Last, go to the **“initial implementation”** planning sheet below
 - a. Pick at least 3 items you identified from the “Initial Implementation Stage” on the “Implementation Stages Planning Tool” to add to the section below on “Exploration



Pick at least two items from the “Implementation Stages Worksheet” under “Exploration” that you identified as a need to address prior to implementing IECMH consultation services.

All state required activities in ‘exploration’ and ‘Installation’ stage must be finished prior to moving from your Planning Grant to the State Implementation except for the work you are doing with Susan Fisher Maki and [team](#)

INSTALLATION

This stage might include the following potential goals:

- Convening the implementation team regularly to gather and use data for assessing implementation
- Ensuring the implementation team has the appropriate knowledge, skills, functions and authority to support infrastructure development and improvement of the program or practice
- Developing timely feedback loops among practitioners, leaders, community partners and the focus population to ensure bidirectional and inclusive communication
- Gathering feedback on how the program or practice will be implemented from stakeholders including practitioners, leaders, community partners and members of the focus population
- Identifying what data will be used to measure implementation progress
- Discussing how data will be used to support communication, decision making and continuous improvement
- Securing and developing the implementation infrastructure needed to put the program or practice into place as intended

Action Planning

- What are our implementation goals for this stage?
- What strategies will we use to achieve these goals and make progress on implementation benchmarks to achieve implementation outcomes?
- What are next steps or activities that we need to revisit?

| Implementation goal <i>Why is this important?</i> | Strategies <i>How will we accomplish this goal?</i> | Timeline <i>Start–Finish</i> | Person(s) responsible | Anticipated Challenges | Resources needed | How will we know if we’re making progress? ⁵ <i>What data will be used?</i> |
|--|--|---------------------------------|--------------------------|---------------------------|---------------------|---|
| **2a. Participate in a Learning Collaborative and ongoing Community of Practice with other RSPs and early learning system partners for the | | | | | | Your attendance at the RSP Communities of Practice with Nichole and Sondra. If you fill out the “who is here” survey each time you attend this will be met! |

⁵ Progress represents benchmarks identified as important at each stage. More information can be found in *Implementation Action Guide #5: Identify Implementation Stage and Progress*.

| | | | | | | |
|---|--|--|--|--|--|--|
| purpose of developing a Coordinated System of Support | | | | | | |
| <p>**4c. Collaborate with DELC and the ECSEPP Central Entity to develop an “IECMHC Workforce Equity Plan,” including short- and long-term workforce equity goals and tangible action steps in the areas of recruitment, retention and compensation; competencies and qualifications; core training, communities of practice, and ongoing professional development; and reflective supervision.</p> | | | | | | <p>In this stage, just starting on your plan. You will be going into even more depth in the implementation stage. To meet this here to apply for your implementation grant you must include:</p> <ol style="list-style-type: none"> 1) A short paragraph on how you plan to embed equity in your hiring process. 2) A plan for training on equity and diversity relevant to IECMH consultation. This could be naming who will attend the training on diversity informed tenants in Spring of 2025. |
| <p>**3a. Review compensation</p> | | | | | | <p>This should be a short paragraph on how you</p> |

⁶ Progress represents benchmarks identified as important at each stage. More information can be found in *Implementation Action Guide #5: Identify Implementation Stage and Progress*.

| | | | | | | |
|---|--|--|--|--|--|--|
| policies to ensure equitable salary structures and develop a plan for how Grantee will make progress toward meeting salary guidelines. | | | | | | will make progress toward meeting salary guidelines set forth by the state. |
| **4d. Develop a plan for workforce development, recruitment, and hiring | | | | | | Link to your Hiring Plan here |
| **1c. Using information gained through Activity 1b (community engagement) and other relevant community knowledge, develop a plan that will ensure IECMH Consultants and Supervisors build authentic relationships with the community, including understanding the histories and current contexts of the communities being served. | | | | | | This should be a short paragraph on how you plan to share the information you learned about your community through the community engagement in the planning period with new employees, such as your IECMH consultant once they are hired, any new supervisors or administrators, etc. This aims to ensure the important community context is not lost across time. |
| **2c. Convene and/or collaborate with early learning | | | | | | This should include: 1) Dates that you have met or are |

⁷ Progress represents benchmarks identified as important at each stage. More information can be found in *Implementation Action Guide #5: Identify Implementation Stage and Progress*.

Implementation Plan Instructions

EXPLORATION

This stage might include the following potential goals:

- Developing an implementation team (identifying members and building buy-in) to support the work as it progresses through the stages
- Identifying needs and assets within a community and focus population
- Identifying and learning about possible programs or practices that might align with the focus population's needs and assets
- Growing relationships with practitioners, organizational and systems leaders, community partners and members of the focus population who are supporting implementation
- Assessing practitioner, organizational and community readiness and creating readiness for change
- Developing communication processes to support the work
- Learning what it takes to implement the program or practice effectively, including needs related to developing related staff competencies and organizational/systems changes (e.g., new policies)
- Making a decision on whether to proceed with a selected program or practice

Action Planning

- What are our implementation goals for this stage?
- What strategies will we use to achieve these goals and make progress on implementation benchmarks to achieve implementation outcomes?
- What are next steps or activities that we need to revisit?

****Items with this asterisk are requirements from 4d of the state legislation of the Early Childhood Suspension Expulsion Prevention Program. These must be included in your plan and must be completed prior to moving to your State Implementation Grant.**

Pick at least two items from the "Implementation Stages Worksheet" under "Exploration" that you identified as a need to address prior to implementing IECMH consultation services.

****All state required activities in 'exploration' and 'Installation' stage must be finished prior to moving from your Planning Grant to the State Implementation except for the work you are doing with Susan Fisher Maki and team.****

Implementation Plan Instructions

EXPLORATION

| Implementation goal <i>Why is this important?</i> | Strategies <i>How will we accomplish this goal?</i> | Timeline <i>Start–Finish</i> | Person(s) responsible | Anticipated Challenges | Resources needed | How will we know if we're making progress? ² <i>What data will be used?</i> |
|---|--|---------------------------------|--------------------------|---------------------------|---------------------|--|
| **Demonstrate understanding of IECMHC service delivery as a capacity-building intervention focused | | | | | | |

² Progress represents benchmarks identified as important at each stage. More information can be found in *Implementation Action Guide #5: Identify Implementation Stage and Progress*.



| | | | | | | |
|---|--|--|--|--|--|--|
| on increasing the skills and abilities of early educators to support the social-emotional well-being of children in their program | | | | | | |
| **Demonstrate understanding of the unique needs of different early learning programs | | | | | | |
| Add at least two items identified on the Stages of Implementation Tool | | | | | | |
| | | | | | | |

Implementation Plan Instructions

INSTALLATION

Pick at least two items from the “Implementation Stages Worksheet” under “Exploration” that you identified as a need to address prior to implementing IECMH consultation services.

All state required activities in ‘exploration’ and ‘Installation’ stage must be finished prior to moving from your Planning Grant to the State Implementation except for the work you are doing with Susan Fisher Maki and [team](#).

INSTALLATION

This stage might include the following potential goals:

- Convening the implementation team regularly to gather and use data for assessing implementation
- Ensuring the implementation team has the appropriate knowledge, skills, functions and authority to support infrastructure development and improvement of the program or practice
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- Gathering feedback on how the program or practice will be implemented from stakeholders including practitioners, leaders, community partners and members of the focus population
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- Discussing how data will be used to support communication, decision making and continuous improvement
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Action Planning

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| Implementation goal <i>Why is this important?</i> | Strategies <i>How will we accomplish this goal?</i> | Timeline <i>Start–Finish</i> | Person(s) responsible | Anticipated Challenges | Resources needed | How will we know if we’re making progress? ³ <i>What data will be used?</i> |
|---|--|---------------------------------|--------------------------|---------------------------|---------------------|---|
| **Develop a plan for workforce development, recruitment, and hiring | | | | | | Link to Hiring Plan here |
| **Demonstrate collaborative partnerships with | | | | | | Link to plan you develop with Susan Fisher-Maki and team |

⁴ Progress represents benchmarks identified as important at each stage. More information can be found in *Implementation Action Guide #5: Identify Implementation*

Implementation Plan Instructions

INITIAL IMPLEMENTATION

Pick at least three items from the "Implementation Stages Worksheet" under "Initial Implementation" that you identified to help you when you start to implement the IECMH consultation services. These goals should center around items you feel will be helpful to knowing if your implementation is working and help you to keep improving!

INITIAL IMPLEMENTATION

This stage might include the following potential goals:

- Convening the implementation team regularly to gather and use data to assess implementation
- Gathering data and feedback through multiple sources including individuals and families in the focus population to check in on how implementation is going
- Developing improvement strategies through the implementation team's analysis of data and feedback
- Communicating with practitioners, leadership, community partners and the focus population about implementation progress, improvement strategies and successes
- Refining implementation supports based on these data

Action Planning

- What are our implementation goals for this stage?
- What strategies will we use to achieve these goals and make progress on implementation benchmarks to achieve implementation outcomes?
- What are next steps or activities that we need to revisit?



| Implementation goal <i>Why is this important?</i> | Strategies <i>How will we accomplish this goal?</i> | Timeline <i>Start–Finish</i> | Person(s) responsible | Anticipated Challenges | Resources Needed | How will we know if we're making progress? ⁶ <i>What data will be used?</i> |
|---|--|---------------------------------|--------------------------|---------------------------|---------------------|---|
| Add at least three items identified on the Stages of Implementation Tool | | | | | | |
| **Will add items from scope of work (in development by DELC as of Nov. 14, 2024. ORIMHA will provide support for this in December CoP meetings) | | | | | | |

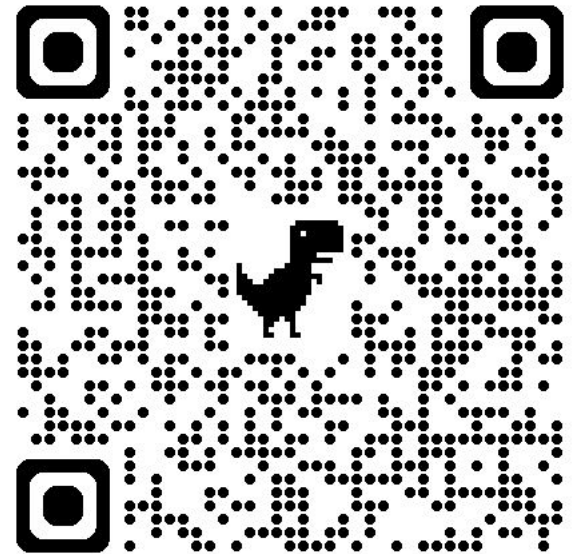
⁶ Progress represents benchmarks identified as important at each stage. More information can be found in *Implementation Action Guide #5: Identify Implementation Stage and Progress*.

Let's Pause and Look at the Plan
What questions do you have?



Tips

- ❑ Create and Use the Google Drive folder to keep your plan!
- ❑ Keep all supporting materials in this folder (e.g., Hexagon Tool, Stages of Implementation Planning Tool, etc.)
- ❑ Insert a link to other documents you are working on into the last column for evidence/measures (e.g., the plans you are working with for the Regional Support Network with Susan Fisher-Maki and team, any visuals you develop for the warmline/referral response system, etc.)



Tips

- ❑ For the written paragraphs that are required as deliverables from the state, start one Google Doc in your folder that contains all the information and have headings for each one. This includes items such as:
 - Submission of the paragraph describing IECMH consultation as a capacity-building intervention (what is your elevator speech for IECMH Consultation? How would you describe this to your community or someone who called to find out what it is?)
 - A short paragraph on how you plan to embed equity in your hiring process.
 - Etc.

Examples of Implementation Plans

Tools to Help!



Set up a meeting with Sondra & Nichole if you haven't been to a training on this.

This can be very helpful if you are still deciding on who your RSP will be!

If you have an RSP identified, this may help you identify key supports needed or barriers you need to address for hiring.

The Hexagon: An Exploration Tool

Hexagon Discussion & Analysis Tool Instructions



September 2020

FREE DOWNLOAD

<https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool%20v2.2.pdf>

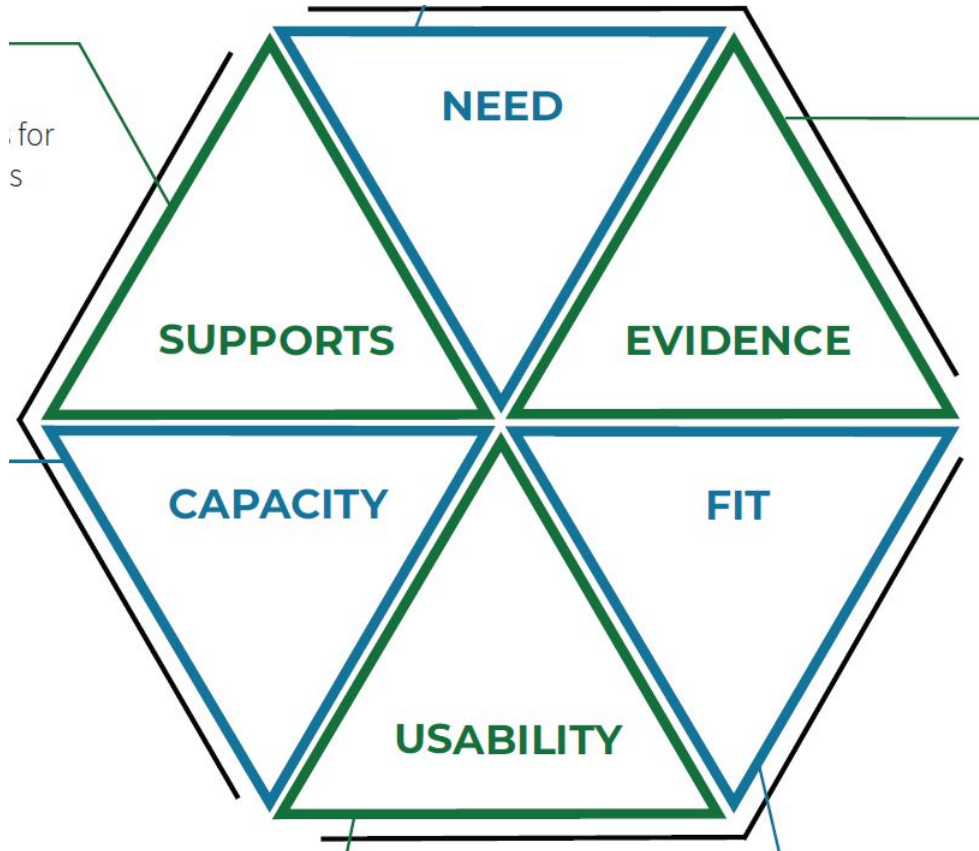


NIRN

NATIONAL IMPLEMENTATION RESEARCH NETWORK

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Overview of the Hexagon Tool



NEED

- Target population

EVIDENCE

- Strength of evidence

FIT

- With current innovations

USABILITY

- Well defined practice

CAPACITY

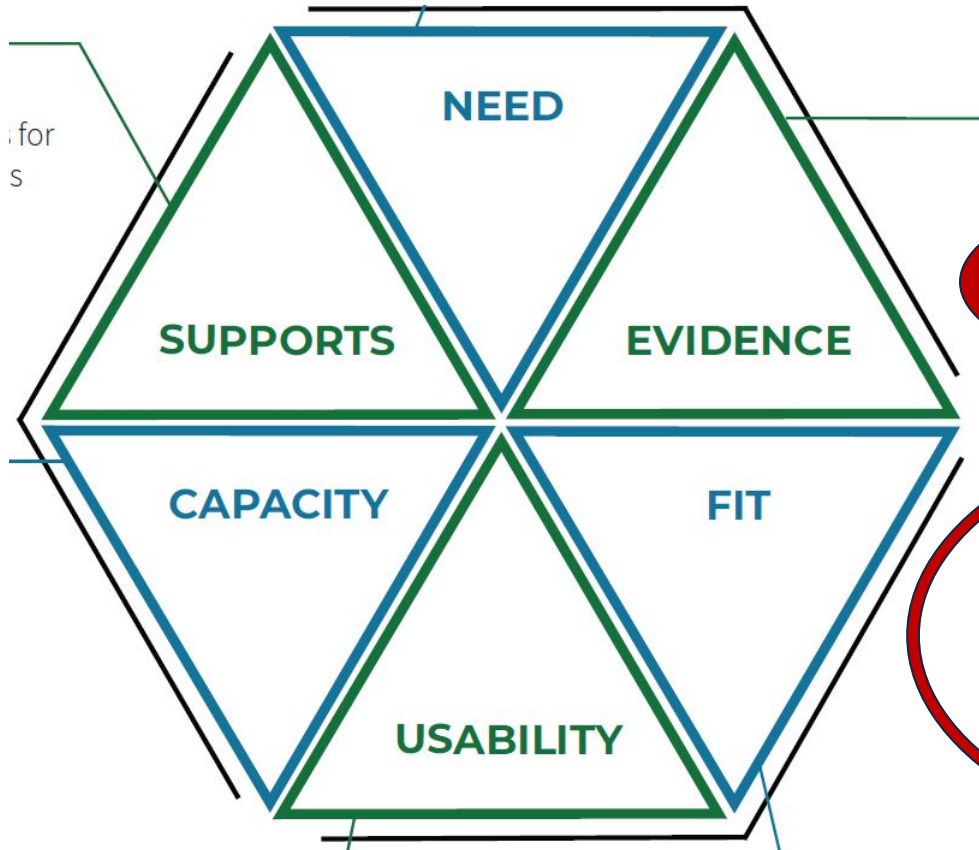
- Knowledge, skills, ability to use the innovation

SUPPORTS

- Training, coaching, and data use system



Overview of the Hexagon Tool



NEED

- Target population

EVIDENCE

- Strength of evidence

FIT

- With current innovations

USABILITY

- Well-defined practice

CAPACITY

- Knowledge, skills, ability to use the innovation

SUPPORTS

- Training, coaching, and data use system



Program Indicator EVIDENCE

RATING



1. Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the program or practice? If yes, provide citations or links to reports or publications.
2. What is the strength of the evidence? Under what conditions was the evidence developed?
3. What outcomes are expected when the program or practice is implemented as intended? How much of a change can be expected?
4. If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.
5. Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.
6. Is there a well-developed theory of change or logic model that demonstrates how the program or practice is expected to contribute to short term and long term outcomes?
7. Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the program or practice been researched or evaluated in a similar context)?
If yes, provide citations or links to evaluation reports.
8. Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.

Program Indicator SUPPORTS

RATING



1. Is there a qualified “expert” (e.g., consultant, program developer, intermediary, technical assistance provider) who can help with implementation over time? If yes, list names and/or organization (e.g. Center, University) and contacts.
2. Are there start-up costs for implementation of the program or practice (e.g., fees to the program developer)? If yes, itemize in notes section. What does the implementing site receive for these costs?
3. Are there curricula and other resources related to the program or practice readily available? If so, list publisher or links. What is the cost of these materials? Enter in notes section.
4. Is training and professional development related to this program or practice readily available? Is training culturally sensitive? Does it address issues of race equity, cultural responsiveness or implicit bias? Include the source of training and professional development. What is the cost of these materials? Enter in notes section.
5. Is coaching available for this program or practice? Is coaching culturally sensitive? If so, list coaching resources and cost in notes section.
6. Are sample job descriptions and interview protocols available for hiring or selecting new staff for this practice? If so, identify here and any costs associated.
7. Is guidance on administrative policies and procedures available? If so, identify resources and any costs associated.
8. Are there resources to develop a data management plan for this program or practice (including data system and monitoring tools) available? If so, identify resources and any costs associated.
9. Is there a recommended orientation to facilitate “buy-in” for staff, key stakeholders and collaborative partners? If so, explain/describe briefly in notes section.

Program Indicator USABILITY

RATING



1. Is the program or practice clearly defined (e.g. what it is, for whom it is intended)?
2. Are core features of the program or practice identified, listed, named (e.g. key components of the program or practice that are required in order to be effective)?
3. Is each core feature well operationalized (e.g., staff know what to do and say, how to prepare, how to assess progress)?
4. Is there guidance on core features that can be modified or adapted to increase contextual fit?
5. Is there a fidelity assessment that measures practitioner behavior (i.e., assessment of whether staff use the practice as intended)? If yes, provide citations, documents, or links to fidelity assessment information.
6. Has the program or practice been adapted for use within culturally and linguistically specific populations and/or is there a recommended process for gathering community input into culturally specific enhancements?
7. What do we know about the key reasons for previous successful replications?
8. What do we know about the key problems that led to unsuccessful replication efforts previously?
9. Are there mature sites with successful histories of implementing the program or practice who are willing to be observed?

How Well Does it Meet the Need?

Implementing Site Indicator NEED

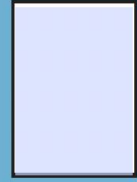
RATING

1. Who is the identified population of concern?
2. What is/are the identified needs of this population?
3. Was an analysis of data conducted to identify specific area(s) of need relevant to the program or practice? If yes, what data were analyzed? Were these data disaggregated by race, ethnicity and language?
4. How do affected individuals and community members perceive their need? What do they believe will be helpful? How were community members engaged to assess their perception of need?
5. Is there evidence that the program or practice addresses the specific area(s) of need identified? If so, how was this evidence generated (e.g., experimental research design, quasi-experimental research design, pre-post, descriptive)?
6. If the program or practice is implemented, what can potentially change for this population?



Implementing Site Indicator FIT

RATING



1. How does the program or practice fit with priorities of the implementing site?
2. How does the program or practice fit with family and community values in the impacted community, including the values of culturally and linguistically specific populations?
3. What other initiatives currently being implemented will intersect with the program or practice?
4. How does the program or practice fit with other existing initiatives?
5. Will the other initiatives make it easier or more difficult to implement the proposed program or practice and achieve the desired outcomes?
6. How does the program or practice fit with the community's history?

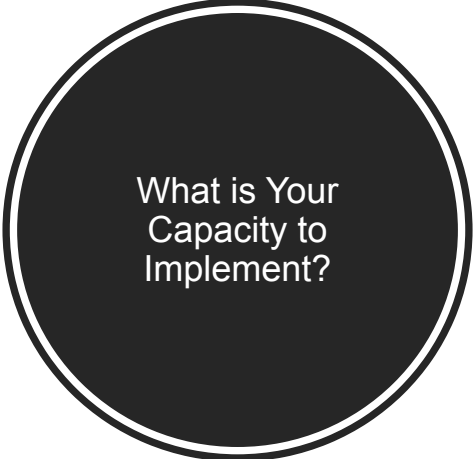
Implementing Site Indicator CAPACITY TO IMPLEMENT

RATING



What is Your Capacity to Implement?

1. Typically, how much does it cost to run the program or practice each year? Are there resources to support this cost? If the current budget cannot support this format, outline a resource development strategy.
2. What are the staffing requirements for the program or practice? (Number and type of staff, e.g., education, credentials, content knowledge)
3. Does the implementing site currently employ or have access to staff that meet these requirements?
4. If so, do those staff have a cultural and language match with the population they serve, as well as relationships in community?
5. What administrative practices must be developed or refined to support the use of this program or practice?
6. Is leadership knowledgeable about and in support of this program or practice? Do leaders have the diverse skills and perspectives representative of the community being served?

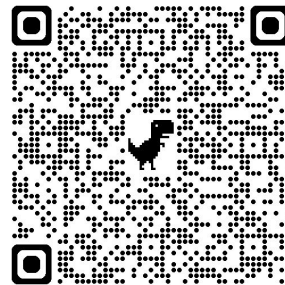


What is Your
Capacity to
Implement?

7. Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program or practice?
8. What administrative policies or procedures must be adjusted to support the work of practitioners and others to implement the program or practice?
9. Will the current communication system facilitate effective internal and external communication with stakeholders, including impacted families and the community?
10. Will the program or practice require use of or changes to building facilities? Use notes section to explain. List required uses of and/or changes. Include costs if known.
11. Does the program or practice require new technology (hardware or software, such as a data system)? Use notes section to explain. List required hardware and/or software. Include costs if known.
12. Does the program or practice require use of or changes to the monitoring and reporting system? Use notes section to explain. List required uses of and/or changes. Include costs if known.

Implementation Stages Planning Tool

Quick, Simple, and Easy to
Use!



<https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Implementation%20Stages%20Planning%20Tool%20v8%20NIRN%20only%20Fillable.pdf>

Our Focus – Exploration, Installation, and Initial Implementation Stages

Complete the Checklists!

IMPLEMENTATION STAGES CHECKLIST

Assess your team's progress within important stage-based activities for your current stage of implementation. Once you have done so, review progress within previous or subsequent stages to identify improvements and/or planning needs. Tools and resources are linked within the different stage-based activities. Additional resources can be found at <https://nirn.fpg.unc.edu/ai-hub>.

EXPLORATION STAGE ACTIVITIES

E1. Grow relationships with stakeholders with a variety of diverse perspectives and inclusive of voices not traditionally prioritized.

E2. Develop an Implementation Team representative of the staff, organization and community that are the participants in and recipients of needed changes.

E3. Cultivate Sponsors/Champions that have the authority and cultural capital to

In Continuous Improvement
In Progress
Not Yet Initiated
(Choose one)

E4. Assess and create readiness for team, staff, and organization.

E5. Identify changes needed, existing assets, and [potential root causes](#).

E6. Scan or assess what is currently in place to address the change needed ([Initiative Inventory](#)).

E7. Identify and learn about other potential practices or programs to address the change needed.

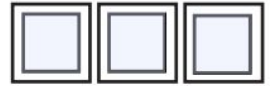
E8. Assess fit and feasibility of options to address the change needed. Consider need, fit, evidence, usability, capacity, and supports ([Hexagon Tool](#)).

E9. Using fit and feasibility assessment results, identify the option to implement, or choose to reassess need and potential options, or choose not to proceed.

E10. Develop [communication processes and messages](#).

E11. Determine what actions will be needed to optimize readiness and develop staff capacity, as well as organization and systems changes needed for the identified option.

E4. Assess and create readiness for team, staff, and organization.



E5. Identify changes needed, existing assets, and [potential root causes](#).



E6. Scan or assess what is currently in place to address the change needed ([Initiative Inventory](#)).



E7. Identify and learn about other change needed.

E8. Assess fit and feasibility of options for fit, evidence, usability, capacity

E9. Using fit and feasibility assessments choose to reassess need and plan

E10. Develop [communication plan](#)

E11. Determine what actions will be needed to build capacity, as well as organizational option.

You can go as deep as you want and use the extra links for tools.

OR NOT!!!!

This is just meant to help you identify your strengths so you don't get rid of them and identify any barriers so we can help you overcome them!

- Best practice would be to at least think about each item but you can skip items
- This should be helpful to you. If you need help we can meet!
- You are already getting supports for many of these items through ORIMHA (e.g., this group and the regional support network planning groups)
- **Don't overthink this.**

WHAT IS THE MARKER OF BEING IN INSTALLATION?

A site is in installation once they have made a decision to move forward with a selected program or practice.

INSTALLATION STAGE ACTIVITIES

In Continuous
Improvement
In Progress
Not Yet Initiated

(Choose one)

I1. Ensure the [practice/program](#) is clearly defined.

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

I2. Revisit implementation team membership to ensure needed perspectives.

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

I3. Ensure the implementation team has the appropriate knowledge, skills, functions and authority to support infrastructure development and improvement of the program/practice.

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

I4. Convene implementation team regularly to use data (e.g., fidelity, program/process, outcome) to critically examine and improve implementation.

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

I5. Develop plan for implementation:

- Develop selection protocols for practitioners.
- Develop [Training/Professional Learning Plans](#).
- [Develop coaching plans](#).
- Develop data systems (what data, how data will be collected, used, and shared).
- Develop decision making criteria for success and scaling.

| | | |
|--------------------------|--------------------------|--------------------------|
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I6. Secure and develop infrastructure resources and supports needed for the program/ practice.

| | | |
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WHAT IS THE MARKER OF BEING IN INITIAL IMPLEMENTATION?

A site is in initial implementation when implementers begin to deliver/use the program/practice.

INITIAL IMPLEMENTATION STAGE ACTIVITIES

In Continuous
Improvement
In Progress
Not Yet Initiated

(Choose one)

II1. Convene implementation team regularly to use data (e.g., outcome, fidelity, process) to critically examine and improve implementation.

II2. Practitioners begin delivery/use of program/practice.

II3. Implement [Coaching Supports](#).

II4. Continue Training/Professional Learning as needed.

II5. Gather data and feedback through multiple sources including staff, practitioners, recipients, families, and stakeholders to monitor progress.

II6. Use a process to develop improvement strategies through analysis of data and feedback.

II7. Refine implementation infrastructure (i.e., training, coaching, data systems, leadership supports and resources) based on data and feedback.

II8. Use feedback loops with leadership, practitioners, staff, recipients, and stakeholders to communicate about progress, improvement strategies and success.

II9. Use decision making criteria for expanding use of the practice/program.

This will help lead you to goals on your implementation plans! For example:

Breakout groups

1. Review the implementation plan template
2. Discuss where you are at in filling it out.
3. Discuss when you are planning to post the job and hire and IECMH Consultant
4. Discuss when you are hoping to start delivering services.
5. What questions and concerns do you have about hiring and starting to deliver services? (e.g., service notes, data collection, funding, trainings, etc.)
6. Be ready to share out

Sharing Ideas!



What remaining or new questions do you have?



When are you hoping to hire?



What other immediate supports do you need!

Rounding Back - What do you Really Have to Do?

- Complete planning grant activities
- Complete your implementation Plan



- Turn in your Implementation Plan AND Budget 30 days prior to the 12 month mark of your Planning grant
- Complete your implementation Plan

Be Working on Your Implementation Plan

Implementing IECMH Consultation

- ✓ Decide who will be the Regional Service Provider (RSP) for your area OR who your team will be for the planning grant and in that planning grant time you will choose the RSP for your area
- ✓ Submit a planning grant budget to Katrina and team
- ✓ Start your **planning grant!**
 - Complete all activities required of the **planning grant** (e.g., community engagement)
 - Get ready for your **implementation grant** by completing readiness activities such as:
 1. Working with a team to think intentionally about key supports needed for implementation (Hexagon tool to plan for and overcome barriers)
 2. Getting all the right pieces in place for implementation in the pre-implementation stages such as hiring practices and plan, processes for community communications, planning for data collection and use, training needed, etc. (Stages of Implementation Planning Tool)
 3. **Complete the Implementation Plan based on #1 and 2** (Template Provided today!)
 - Submit your **implementation plan** to Katrina and Nedi (By the 12 month mark of your planning grant or before)
 - Submit a budget for the **Implementation Grant** to Katrina and Nedi (By the 12 month mark of your planning grant or before)
 - Once the **implementation grant** is approved through procurement you can start implementation activities according to your plan!
 - Begin providing IECMH consultation services (Initial implementation stage! Celebration!)

Rounding Back - Link to Implementation Plan and Goals

- Come to the January 10 open/optional work session. You can work and we will be there to answer questions and help you through any portion of your planning!
- Reach out if you have questions at any time
- Be sure to schedule your individual meeting with Nichole and Sondra (thanks to so many who have met recently)

If you feel overwhelmed at any point - please contact us!

All of this should be streamlined and supported. If it feels overwhelming, we should meet and we can help prioritize steps and supports for you.

Any Remaining Questions, Thoughts, Ideas to Share?



Reminders

Set up individual meetings with Nichole and Sondra so we can help meet you where you are at in the process and to:

- Clarify terminology
- Better understand what is IECMH consultation and how that might look in your area
- Answer any questions related to your implementation plans
- Help understand where to start!
- Help with tools to understand who will be your regional service provider
- **Availability on Jan 31** from 8-11am and from 12-3pm
- **Availability on Feb 11** from 2-4pm
- Or email us to set up a time that works for you!

Open Office Time

