PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.
Objectives

- Describe the basic features of RENEW
- Describe how RENEW was scaled up in New Hampshire
- Connect the role of fidelity tools to the stages of implementation.
- Identify three things that cause an implementation gap.

Agenda

1. About RENEW
2. Pennsylvania Department of Education
   - Brief Intro to Implementation Science
   - RENEW in PA
     - Upholding Fidelity
     - Data
3. University of New Hampshire
   - Enter for RENEW Implementation
RENEW: Model Elements

Self-Determination

Youth and Family

School-to-Career

Interagency Collaboration

Disability and Civil Rights

Sisters of Care

Education Transition

Vision: By targeting youth who are in out-of-home placements or who are not succeeding in school or at home and providing them with the tools, supports, and relationships they need to develop and direct their own transition from high school to adult life, we hope to create more positive outcomes for those youth including high school completion, employment at their full potential, postsecondary education and training, participation in stable independent living, and improved mental health.

Population/Context

Population:
Youth ages 15-21 with emotional or behavioral disorders
Poor functioning at school, home or in the community

Context:
Youth: Lack of engagement in programs, services; mismatch between needs and perceived programs and services
Families: Lack of support for or involvement with supports and services
Systems: Lack of coordination and collaboration

Assets:
Supports from schools and mental health centers to provide intensive services
Well-developed training resources

Guiding Principles:

• Self-determination
• Community inclusion
• Strengths-based care
• Unconditional care
• Flexible Funding/resources

Capacity Building

• Training and support for RENEW Facilitators and Implementation Teams
• Outreach and collaboration with schools and families
• State level policy & program leaders and parents involved in policy analysis and revision

Strategies

1. Personal futures planning including choice-making and problem solving
2. Individualized team development and facilitation
3. Personally relevant school-to-career development, support, and progress monitoring

Desired Outcomes

Youth:
• High school graduation, increased postsecondary education, and increased employment
• Improved functioning in home and community
• Increased satisfaction with self and relationships
• Increased social connections

Families:
• Increased positive involvement with child long term

Systems:
• Reductions in placements, incarcerations, and better utilization of services

The RENEW Process
IMPLEMENTATION OF RENEW IN PA

The Science of Implementation

Framework 1: Usable Innovations
Framework 2: Implementation Stages
Framework 3: Implementation Drivers
Framework 4: Implementation Teams
Framework 5: Improvement Cycles

Why is this important to your RENEW Tertiary Team?
Avoid the Implementation Gap

**What you want —— What actually happens**

- What is adopted is not used with **fidelity** and good outcomes
- What is used with fidelity is not **sustained** for a useful period of time
- What is used with fidelity is not used on a **scale** sufficient to impact social problems

**PA Measures RENEW in 3 ways:**
- RENEW Implementation Checklist (Fidelity)
- RENEW Integrity Tool (Fidelity)
- Student Data Tracker (Impact)

**Where do you want to be?**

“A policy or program has been mandated or adopted and...”

- **A** Letting it happen
  - “...practitioners are expected to make the translation from information to practice...”
- **B** Making it happen
  - “...active and purposeful implementation best practices are provided to practitioners and admin. The Implementation Team is accountable for developing the implementation support systems, resolving organization and system issues that arise...”
  - “and are held accountable for achieving positive outcomes...”
- **C** Helping it happen
  - “...materials, training and websites are provided...practitioners are left to figure out how to solve problems that arise...”
  - “A policy or program has been mandated or adopted and...”

**Structure of Trainers**

- **National Trainer**
  - Dr. JoAnne Malloy—UNH
- **Statewide Trainers**
  - PaTTAN Pittbrgh
    - Mike Minor
    - Dan Capriotti
  - PaTTAN Wilkesbarre
    - Karen Grimes
  - PaTTAN East
    - Karen Sharista
  - PaTTAN Harrisburg
    - Karen Grammas
- **Implementing LEA**
  - Tertiary Team
    - RENEW Facilitators
Commonwealth of Pennsylvania

Pennsylvania State Structure of RENEW

Implementation Teams (NIRN, 2017)

RENEW in PA

Tertiary Building Team; RENEW Facilitators
District PBIS Core Team
Intermediate Unit – RENEW TOTs
PA PBS Network; State Advisory Panel
The High School Model: Positive Behavior Interventions & Supports & RENEW

RENEW in PA System of Education

- Behavior Initiative
- Secondary Transition Initiative
- MTSS – Advanced Tiers

MTSS
Cross-Disciplinary Team Approach (to include Community Involvement)
Use of Evidence-Based Practices/Methodologies
Progress-Monitoring
Data-Based Decision-Making
Get Started and then Get Better

Implementation Stages

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>2012-2015</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td>2015-present</td>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times - adjust from learning in initial implementation.</td>
</tr>
<tr>
<td>2015-present</td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embedded within current practices.</td>
</tr>
</tbody>
</table>

Holding to Fidelity

- RENEW Implementation Checklist (RIC)
- RENEW Integrity Tool (RIT)
- Student Data Tracker

RENEW pTrack – Supporting Fidelity of Implementation and Training

Development of TOT Implementation Guide and Commitment Letter ➔ Explicit reference in trainings beginning with NIRN and then introducing RENEW Fidelity Tools ➔ RENEW pTrack for data entry and reporting.
Fidelity Assessment

- not a personnel evaluation
- not measures of child outcomes; rather of ADULT behavior, products and condition
- not a start up activity

Assessing Fidelity

- Frequent
- Relevant
- Actionable

Without fidelity data, we cannot determine if we have a performance problem or an innovation problem.

RENEW Implementation Checklist (RIC)

- Completed by team very 6 months until team reaches 80%, then yearly thereafter
- Building-Level Coach enters data into RENEW Database

Purposes:
- Measure fidelity
- Ensure implementation
- Reinforce staff and build on strengths
- Feedback to TOT on functioning of
  - Recruitment and Selection Practices
  - Supervision and Coaching Systems
  - Interpretation of Outcome Data
RENEW Implementation Checklist (RIC)

• 3 sections (17 Items | 34 Points)
  – Foundations
  – Training and Technical Assistance
  – Ongoing Support and Progress Monitoring

<table>
<thead>
<tr>
<th>Implementation Rating</th>
<th>Priority Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fully Implemented</td>
<td>High</td>
</tr>
<tr>
<td>2 Partially Implemented</td>
<td>Medium</td>
</tr>
<tr>
<td>3 Not Yet Started</td>
<td>Low</td>
</tr>
</tbody>
</table>

11. The trainee reviewed the list of youth eligible for RENEW (Strengths and Needs Checklist), reviewed youth enrollment and identifiedoganization of youth groups and their members.
12. The Teacher or equivalent data report on plan and the team identified the essential tasks of each team (Teacher).
13. Outreach and educational activities topic sheet for RENEW to key stakeholders.
14. There is a process in place using data in support of youth retention, achievement of benchmarks, and outcomes.

RENEW Integrity Tool (RIT)

• TOT completes with Facilitator 6 months post initial training and then yearly thereafter
• TOT enters data into RENEW Database

Purposes:
– Ensures fidelity
– Ensures implementation
– Develops educational and practice judgment
– Provides feedback to selection and training processes
– Grounded in “Best Practices”

RENEW Integrity Tool (RIT)

• 3 sections (38 Items | 152 Points)
  – Phase 1: Engagement and Mapping
  – Phase 2: Initial Plan Development
  – Phase 3: Plan Implementation & Refinement

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every youth who enrolled and his or her parents signed schoolagency consent documents required to participate in RENEW</td>
<td>Fully Implemented</td>
</tr>
<tr>
<td>The Roles and Responsibilities agreement was discussed with each youth who enrolled in RENEW &amp; signed</td>
<td>Mostly</td>
</tr>
<tr>
<td>The facilitator’s schedule allowed for youth to choose the mapping meeting times, frequencies, and locations</td>
<td>Somewhat</td>
</tr>
<tr>
<td>The facilitator’s schedule allowed for youth to choose the mapping meeting times, frequencies, and locations</td>
<td>Minimal</td>
</tr>
<tr>
<td>The facilitator’s schedule allowed for youth to choose the mapping meeting times, frequencies, and locations</td>
<td>Almost None</td>
</tr>
<tr>
<td>The facilitator’s schedule allowed for youth to choose the mapping meeting times, frequencies, and locations</td>
<td>None</td>
</tr>
<tr>
<td>Success</td>
<td>Challenges</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>• TOT Supervisors and Commitment to Fidelity</td>
<td>• TOT Supervisors and Commitment to Fidelity</td>
</tr>
<tr>
<td>• Document Infrastructure</td>
<td>• Regional turnover</td>
</tr>
</tbody>
</table>
| • Data Systems  
  – Schedule  
  – Collection | Entry  
  – Completion | Accurate |
| • Network | • Refining Data Systems  
  – Reports and Analysis |
| • Demand for training | • Time — embedding RENEW into instructional day |

Aligning data is critical to managing and developing RENEW in PA.

GOAL: Convey a common understanding of data definitions and data responsibilities.

Spreadsheets → Database

- Percent Courses Completed Report
- OER Aggregated Change Report
- Percent of Excused Absences
- Percent of Un-Excused Absences
- Number of Days in ISS
- Number of Days in OSS
Recall RENEW Roles for Data Collection

<table>
<thead>
<tr>
<th>State Trainers</th>
<th>TOT</th>
<th>Building Level Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RENEW Integrity Tool (enter and view)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RENEW Implementation Checklist (enter/view in order to support Building Level Coaches)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Tracker (enter/view)</td>
</tr>
</tbody>
</table>

RENEW Data Directions

Contents
- TOTs entering RIT Data
- RENEW Building Coaches entering RIT Data
- Need more HELP?

[Diagram showing data collection process]

Where are we in the process?
Stories from the Field

---

Youth Voice

---

Want to be a better Facilitator? Check it out!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | Be neutral; this does not take sides and does not express or advocate parties.
| 2 | Be aware of group and organizational dynamics, in order to foster natural group growth.
| 3 | Support and encourage the youth to step up and be the primary subjects regarding their decisions.
| 4 | Create procedures for effective facilitating meetings (i.e. well-developed agendas, decision-making methods, group tasks, etc.).
| 5 | Use clear and simple language that ensures that all individuals stay with the process rather than walk off prematurely.
| 6 | Manage conflict within the group and make the incidents an learning opportunities for the process itself.
| 7 | Have educational experiences and learn experiences that expand on content and understanding.
| 8 | Engage participants, facilitate understanding, and use examples and activities that help participants develop skills.
| 9 | Make sure that the facilitator is comfortable with the content and is not afraid to ask questions or seek clarification.
| 10 | Let’s listen carefully, be patient, and do not interrupt or rush the process.
| 11 | Let’s use the flip charts according to facilitator and individual learning.
| 12 | Record, summarize, and share information such that it is accessible to and shared by everyone.
| 13 | The facilitator asks the youth what will happen, and next steps (remote and collaborative).
Recall Why we Need Data:

• Inform stakeholders of impact and outcomes
  – State Advisory Panel (includes 12+ state departments and agencies)
• Inform professional development
  – TOTs can use fidelity tool results to afford training opportunities to
    individuals or small groups
  – State Trainers can pull reports and use data to inform training
    resources (materials and time)
• Communicate the PA RENEW Footprint
  – How many TOTs? How many schools?

Recall when RENEW data is due

• **RIT Data** is due
  – Last day of January (if RIT was conducted in the fall)
  – Last day of June (if RIT was conducted in the spring)

• **RIC Data** is due (on behalf of the Tertiary Team two times a year
  until 80% implementation is achieved and once a year thereafter.

• **Student Data** is due
  – Last day of January (reflecting 18 weeks of fall semester)
  – Last day of June (reflecting 18 weeks of spring semester)
PA RENEW Data

- 2016 – 2017
- 178 Records Cumulative
- 44 Have 3 Semesters of Exposure to RENEW
  - 18 Females | 26 Males
  - 12 Arrest History | 2 Mental Health | 4 Substance Abuse
  - 14 Black | 3 Hispanic | 27 White

# = 178 Student Trackers
This total is cumulative from 2013 to 2017 58 Contributing Schools
Ethnicity and Gender (44)

- Ethnicity:
  - Black: 30%
  - Hispanic: 20%
  - Asian: 10%
  - Male: 41%
  - Female: 41%

- Gender:
  - Male: 54%
  - Female: 46%

ODRs (44)

- Office Discipline Reports
- Frequency Distribution:
  - Semester 3:
    - 0: 101
    - 1: 2
    - 2: 2
    - 3: 1
    - 4: 1
    - 5: 1
    - 6-10: 2
    - 11-15: 1
    - 16-30: 1
    - 31+: 0

ODR – 44 Students

- Baseline:
  - 160

- Semester 3:
  - 101

- Decrease: 25%
- Increase: 14%
- No change: 51%
Next Steps PA

- Set up reports and conduct analysis of RIT and RIC Data
- Continued teaming and training across all levels
- Exploration of ideas to embed RENEW into educational day for students
- Exploration of ideas to help facilitators move through established Youth Action Plan
- Exploration of RENEW in county level mental health model, Systems of Care

References


The National Implementation Research Network, FPG Child Development Institute, University of North Carolina, Chapel Hill Module 7: Fidelity Assessment (2017)

The National Implementation Research Network, FPG Child Development Institute, University of North Carolina, Chapel Hill NIRN; Implementation Science Define http://nirn.fpg.unc.edu/learn-implementation/implementation-defined

RENEW IMPLEMENTATION IN NEW HAMPSHIRE’S COMMUNITY MENTAL HEALTH SYSTEM

RENEW Mental Health Center - Implementation Structure

RENEW Capacity Building Projects (Oct. 2008 - June, 2016)
Description of Stages of Improvement

- **Exploration & Adoption:**
  - Defining a Need
  - Considering a Change
  - Building Consensus
  - Exploring Solutions

- **Initial Implementation:**
  - Setting the Stage
  - Supporting Consensus
  - Developing Infrastructure
  - Training Staff

- **Full Implementation:**
  - Positioning
  - Capturing Improvement
  - Technology
  - Supporting and Learning
  - Desired outcomes being enhanced

- **Innovation:**
  - We've done it right now
  - We do it better—more efficiently

- **Sustainability:**
  - Adjustment made without losing effect
  - "This is how we do business!"
  - Part of the fabric of the agency, functional, productive and aligned

STAGES OF IMPLEMENTATION & IMPROVEMENT CYCLES

- **Goal or Desired Outcome**
- **Plan**
- **Do**
- **Study**

Using PDSA Cycles to Make Systems Improvements

- RENEW Facilitators told us: "It takes time away from billable hours to implement RENEW"
  
  Our Response was: Let's study that!

<table>
<thead>
<tr>
<th>Time Spent in RENEW Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billsale</td>
</tr>
<tr>
<td>57</td>
</tr>
</tbody>
</table>
Findings from Time Logs

- Significant variability between time facilitators spent with youth, and billable versus non-billable:

![Graph showing highest versus lowest time by function](image)

RENEW I Youth Outcomes

![Graph showing CAFAS scores by facilitator](image)

Drivers

![Diagram showing implementation drivers](image)
Discussion

- How were the drivers related to system, fidelity and outcome improvements?

RENEW Integrity Checklist

Conclusions and Next Iterations - RENEW II and III
Result: We were asked to apply for a 3-year state Medicaid Balancing Incentives Project (BIP) 2013-2016

- Systems improvements - requiring and training RENEW Implementation Teams
- Data improvements - piloted an online data system; refined our fidelity measures
- Scaled up from 6 to 9 Community Mental Health Centers
- Facilitator training improvements
- Created a formal local coaching system
- Linked with education

BIP- Implementation Enhancements

- Provided up to $12,000/year of incentive payments to CMHCs for achieving benchmarks.
- Refined and supported internal/local coaches.
- Facilitated formal agreements with high schools (tied to one benchmark).

BIP-RENEW Implementation Checklist
BIP- Youth Enrollments by Quarter

BIP-Youth Who Completed Plans

BIP- Youth With Teams
Exemplar - Seacoast Mental Health and Exeter High School
The Role of a Mental Health Specialist on the Implementation Team

- More efficient access to needed information.
- Earlier access to the RENEW intervention.
- Effective cross-team structure promotes better communication & coordination of services.
- Able to streamline the process.
- Cross-team leadership promotes common language & approach to address needs of the school & community.
- Greater ability to focus on the organizational structures of both systems.
- Able to provide school staff with insight into beneficial RENEW practices and helpful tools.

RENEW Implementation Team

**Vision Statement:**
To develop a sustainable infrastructure to support students through strengths-based futures planning.

**Mission:**
To ensure the successful implementation and collaboration of the RENEW process through analyzing data, identifying students, and coaching facilitators with the goal of improving student outcomes.

Who are the RENEW facilitators?

![Roles of RENEW Facilitators](image)
Trainings for 2014-2017:

- 3 Day RENEW facilitator’s training
- 1 Day RENEW Coaches Training
- RENEW Implementation Team Training
- Ongoing bimonthly coaching and TA to RENEW Implementation Team and RENEW facilitators

Renew Youth Employment, Internships, and Goals

Renew Youth Avg. Discipline Outcomes
What does it take to sustain RENEW?

- Committed coaches, committed facilitators, and supportive leadership
- A solid implementation team with a dedicated coach who is able to manage this process with fidelity and support facilitators
- Investment for training and ongoing support for facilitators
- Reliable data-driven decision-making
- Identified conduits to outside resources and community
- Commitment from SAU to support coaching support provided by Seacoast Mental Health
Thank you!

- Like us on Facebook: https://www.facebook.com/IOD.RENEW
- Follow us on Twitter: https://twitter.com/RENEW_IOD
- RENEW website: www.renew.unh.edu
- For further questions please contact us at iod.renew@unh.edu

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