Implementation Drivers

"The Active Implementation Frameworks are the ingredients necessary to ensure programs are implemented as intended and achieve socially significant outcomes. *Implementation Drivers* are one of the frameworks. The *Implementation Drivers* provide the building blocks of the implementation infrastructure to build staff competency to use effective innovations and create organizational environments that support effective innovations."

COMPETENCY
(1) Selection: Selection refers to the purposeful process of recruiting, interviewing, and hiring 'with the end in mind'. Recruitment, interviewing, and selection processes can support high quality implementation that leads to better fidelity and improved outcomes for children and families.

(2) Training: We know from implementation that training of staff alone does not result in changes in instructional practices and improved outcomes. But, training is still an important process to provide background information, introduce skills and major concepts, theory and values of the effective innovations. In short, training is necessary for building staff competency, but it is not sufficient if used alone.

(3) Coaching: Coaching is a necessary component for promoting teacher confidence and ensuring competence. Coaching is defined as regular, embedded professional development designed to help staff use the program or innovation as intended.

FIDELITY
(4) Fidelity: Fidelity assessment refers to measuring the degree to which staff are able to use the innovation or practices as intended. We define fidelity assessments as multiple measures that reflect the using the content as intended, in the right context, and with quality necessary to achieve outcomes.

ORGANIZATION
(5) Decision Support Data System: (DSDS) is a system for identifying, collecting, and analyzing data that are useful to the staff and leadership of the implementing agencies. The data system needs to provide timely, reliable data for decision making.

(6) Facilitative Administration: Facilitative Administration focuses on the internal processes, policies, regulations, and structures over which an implementing organization has some control. Leadership and Implementation Teams are often responsible for activating this driver.

(7) Systems Intervention: Systems Intervention focuses on the external variables, policies, environments, systems or structures that influence or have impact on an implementing organization. Leaders and implementation teams identify barriers that are beyond their level of authority and work to bring issues to the attention of those who an address such barriers.

LEADERSHIP
(8) Technical: Technical challenges are those characterized by agreement on a definition of the dimensions of the problem at hand, agreement that the problem would be defined similarly by the groups impacted by it and engaged in address it, and clearer pathways to solutions are known. Technical challenges respond well to a more traditional management approach where problems are defined, solutions are generated, resources are garnered, and tasks are assigned, managed, and monitored. A leader guides the overall process and is more "in charge."

(9) Adaptive: Adaptive challenges involve legitimate, yet competing, perspectives of the problem and on what might constitute a viable solution. Viable solutions and implementation pathways are unclear and defining a solution requires learning by all. This "all" means that the primary locus of responsibility is not a single entity or person. These types of challenges require a different type of leadership and often require leadership at many levels.

*Adapted from National Implementation and Research Center (NIRN)
*Numbering on items added for the purpose of activity only