

## Implementation Infrastructure

Implementation drivers refer to the key infrastructure elements needed to support practice, organizational, and systems change necessary for successful implementation of a program or practice (Metz & Bartley, 2012). Implementation Drivers are in service to fidelity and ensure that the program or practice is embedded in the organization's operations and culture. The implementation drivers emerged on the basis of commonalities among successfully implemented programs and practices and are grouped into organization and competency drivers (Fixsen et al., 2005).

- **Organization drivers** (facilitative administration, systems intervention and decision-support data systems) create and sustain a hospitable environment in both the organization and the broader system that is needed for the program or practice to be implemented as intended and achieve expected outputs and outcomes.
- **Competency drivers** (selection, training, coaching and fidelity) develop and improve staff competencies to support the program or practice.



## Facilitative Administration

Facilitative Administration refers to how an organization's leaders and managers develop and use strategies that facilitate and support use of the program or practice. The goal of facilitative administration is to hardwire policies and practices that support the program or practice into the organization, and to make staff and practitioners' work easier.

Typically, new practices do not fare well in existing organizational structures and systems. Too often, effective interventions are changed to fit the organizational environment of the implementing agency, as opposed to the implementing agency changing to support the effective interventions. Strong facilitative administration supports organizational change in order to ensure the program or practice is embedded within the institution.

## Best Practices for Facilitative Administration

- 1. Leadership secures resources to support the development of staff competency to deliver the program or practice.**

Leaders and managers secure – either through accessing new funds or reallocating funds – necessary resources to select, train and coach relevant staff to use the program or practice. Staff competency development should be specific to roles; for example, training and coaching for Human Resources staff may look different than for staff who will provide training to others.
- 2. Leadership supports the use of a consistent fidelity assessment for the program or practice.**

Leaders and managers work with relevant staff to consistently use a fidelity assessment to understand whether the program or practice is being used as intended. Fidelity data are used to support continuous quality improvement and communicated with agency staff and stakeholders.
- 3. Leadership invests in the resources necessary to use a data system that supports decision-making for the program or practice.**

Leaders and managers invest in the sustained use of a data system that will enable staff to make decisions relevant to their intended outcomes.
- 4. Leadership develops and/or refines internal policies or procedures that support the program or practice.**

Leaders and managers proactively develop and/or revise policies and procedures that enable staff to implement the program or practice. Relevant policies and procedures may include human resources, performance management, and finance and contracting.
- 5. Leadership makes changes in organization roles, functions, and structures as needed to accommodate the program or practice.**

Leaders and managers proactively consider what changes are needed within their organization to use the program or practice consistently. This may include reorganizing roles or teams, creatively considering how responsibilities may change and/or shifting the format and content of meetings.
- 6. Leadership engages in regular communication with all staff and service users regarding the program or practice.**

Leadership and managers engage in regular communication and feedback loops with staff and consumers. This communication should be bi-directional: leadership can both share information with staff and consumers *and* receive and respond to feedback from staff and consumers.
- 7. Leadership visibly promotes the importance of effectively implementing the program or practice.**

Leadership is vocal in support of both the program/practice and the institutional changes necessary within the organization to support it. In addition to providing vocal support, leadership responds to questions when asked.
- 8. Leadership identifies and problem solves challenges to implement the program or practice.**

All implementation efforts encounter challenges. Leaders and managers maintain a consistent focus on identifying and addressing challenges as they occur.
- 9. Leadership recognizes and appreciates staff contributions to implement the program or practice.**

Finally, leaders and managers proactively and consistently identify and visibly recognize staff efforts to effectively implement the program or practice.

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). *A Review and Synthesis of the Literature Related to Implementation of Programs and Practices*. Tampa, FL: National Implementation Research Network.

Metz, A., & Bartley, L. (2012). Active implementation frameworks for program success: How to use implementation science to improve outcomes for children. *Zero to Three (J)*, 32(4), 11-18.