

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.



Training

The Training Driver refers to use of purposeful, skill-based, and adult-learning informed processes designed to support staff in acquiring the skills and information needed to support the program/practice. Training of staff provides knowledge related to the theory and underlying values of the program or practice, opportunities to practice new skills to meet fidelity criteria, and feedback in a safe and supportive training environment.

Best Practices for Training

1. **There is someone accountable for the training of relevant staff for the program or practice.**
A specific person is responsible for coordinating quality and timeliness of training for staff supporting the the program or practice. This person is able to execute the responsibilities related to his/her role in training.
2. **Agency staff provide or secure skill-based training for relevant staff on the program or practice.**
Training is:

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- required and provided before staff begin to use the program or practice;
- provided by trainers who have a deep content knowledge of the new program or practice and who are effective trainers;
- skill-based and includes opportunities for practice and feedback in a safe environment;
- comprehensive, including practice-specific and complementary skills (e.g. equity, diversity and inclusion).

3. Agency staff use training data for improvement.

Training assessment data are collected and provided to supervisors and coaches in a timely manner to improve staff competency and other implementation drivers.

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.