Building Equitable Implementation Teams: A Dialogue

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Oscar Fleming

Smart Start

Each Child, Every Community.

NIRN

NATIONAL IMPLEMENTATION RESEARCH NETWORK
“Always place the people who are most impacted at the center of conversations which seek to find solutions to the problems affecting them.” – Michael Jordan

“Talent wins games, but teamwork and intelligence win championships.” – Michael Jordan
Introductions
Engagement

Pair and Share

1. Introduce yourself to someone you may not know or know well
2. Reflect on and discuss the following question:
   - How do you work in/with teams in your context?
   - How are you involved in advancing equity related to your work with teams?

3 min for each participant, 6 min total
Presenter Introductions

Angela Lewis

Oscar Fleming
Session Objectives

Guiding Question: How can implementation teams advance equity?

In this session, we hope to collectively:

• Integrate and leverage what we have learned here;
• Identify opportunities to build internal equity within implementation teams;
• Share methods to support equitable teams and team work on equity;
• Identify next steps to improve implementation team approaches.
**Implementation Practice & Equity**

**Fundamental goal of implementation science:**
To integrate research and practice experience in ways that improve the outcomes of those being served.

*Implementation Practice:*
The application of evidence emerging from implementation research by people (individuals and teams) with the skills and competencies to tailor implementation frameworks, strategies and approaches to different contexts and settings to meet the unique needs of communities and people and to achieve improved and equitable outcomes.

*Equitable implementation:*
Occurs when strong equity components (including explicit attention to the culture, history, values, and needs of the community) are integrated into the principles and tools of implementation science to facilitate quality implementation of effective programs for a specific community or group of communities.

Implementation scientists must work with all communities and embrace the diverse experiences that both drive and shape implementation efforts. This requires competent implementation practice and an explicit commitment to equity.
Overview of Implementation Teams
QIF Phases and Steps

Phase 1: Host Setting

Assessment strategies
Steps 1-3. Assessing needs and resources; Assessing fit; Assessing capacity/readiness.

Decisions about adaptation
4. Possibility for adaptation

Capacity-building strategies
5. Obtaining explicit buy-in from critical stakeholders and fostering a supportive community/organizational climate
6. Building general/organizational capacity
7. Staff recruitment/maintenance
8. Effective pre-innovation staff training

Phase Two: Implementation Structure

Structural features for implementation

9. Creating implementation teams
10. Developing an implementation plan

Phase Three: Ongoing structure

Ongoing implementation support strategies
11. Technical assistance/coaching/supervision
12. Process evaluation
13. Supportive feedback mechanism

Phase Four: Improving

14. Learning from experience
What is an Implementation Team?

A group that takes accountability for innovation selection, implementation and improvement.

**Team = Active Problem Solving Unit**

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**What it is NOT**

- An advisory body
- A group that provides only periodic input or meets during crisis
- Technical work group
- Learning collaborative
Team Membership

- Service Provider Representatives
- Community Members/
  Families/
  Consumers*
- Other contextually relevant members
- Agency Staff
- Policy Makers
Team Competencies

- Develop Team Structure
- Know & Apply Intervention
- Know & Apply Implementation
- Know & Apply Improvement Cycles
- Know & Apply Systems Change
Team Effects

Collaboration leads to:
• Practices that are more implementable
• Infrastructure that brings practice and implementation closer together
• Attention to local needs and increased relevance and impact of implementation activity
• Enhanced capacity and capability of implementation

(Rycroft Malone et al., 2013)
Hurlburt et al., 2014

• Initial commitment process involved...evaluation of whether interests were broadly shared among stakeholders amidst differences in organizational directions, cultures, and values

• Strong leadership from each community-based provider organization, the local foundation, and county child welfare services

Higgins et al., 2012

“Taken together, our findings suggest that, with respect to team member learning, enabling conditions such as a clear and compelling direction may be even more important than team composition.”

Team member learning = a critical factor in sustaining organizational change

**Emergent Research:** Literature Review and practitioner feedback did not identify significant attention to equity
Group Reflection and Questions
Collaborative Learning: Equitable Teams
Integrated stage-based conceptual framework

**Implementation Component**
- Exploration
  - Form team; develop ways of work and communication protocol
- Installation
  - Develop team competencies; assure resources to support innovation
- Initial Implementation
  - Troubleshoot and problem-solve; use data at each team meeting to promote improvement
- Full Implementation
  - Use improvement cycles; develop and test enhancements

**Implementation teams**
- Data and feedback loops
  - Conduct needs assessment; determine fit and feasibility of approach; assess staff readiness
- Assess infrastructure gaps; institute policy practice feedback loops; assess team competencies
- Assess usability testing data to stabilize approach; track and improve fidelity scores
- Assess outcomes; collect data to support fidelity monitoring and improvement

**Data and feedback loops**
- Implementation infrastructure
  - Identify necessary infrastructure elements to support practice, organizational, and system change
- Develop necessary infrastructure elements to support practice, organizational, and system change
- Improve necessary infrastructure elements to support practice, organizational, and system change
- Maintain skillful practice; produce more efficient and/or effective infrastructure to support outcomes
<table>
<thead>
<tr>
<th>Process</th>
<th>Guiding Questions</th>
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<tbody>
<tr>
<td>4 Groups – 1 group/stage</td>
<td><strong>Team Roles</strong> - What does a team do at this stage, relevant to addressing/advancing equity?</td>
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<tr>
<td>Reflect on Guiding questions - Individual reflections (2-3 min)</td>
<td><strong>Data use</strong> – How can/should a team work with data to advance equity?</td>
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<tr>
<td>Small group discussion</td>
<td><strong>Supports</strong> - What does the team need to be successful at this stage (think internal, external)?</td>
</tr>
<tr>
<td>Full group discussion - Capture key ideas and ideas on flip charts</td>
<td>• Please capture specific tools and methods</td>
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20 minutes
Gallery Walk

- Assign a representative to “stay home”
- Everyone else circulate and review what your peers captured
- Pose questions - Use stickies to make comments, suggest additions

10 minutes
Reflection and Discussion

Full group debrief

• What stood out?
• Where do we have a lot of ideas? Gaps?
• Implications?
Reflection and Discussion

Final Questions or Observations?

Invitation to share and learn more - August 2019 – April 2020
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Selected Resources
FOUNDATIONAL PRACTICES for HEALTH EQUITY

http://www.astho.org/Health-Equity/Documents/Foundational-Practices-for-Health-Equity/
The Hexagon Tool

- Developed for use in implementation informed assessments
  - Reviewed and edited by the Racial and Ethnic Equity and Inclusion Team (REEI)
- For use by organizations and communities
Initiative Inventory

Tool to gather information on current initiatives and implementation efforts

<table>
<thead>
<tr>
<th>Name of Initiative</th>
<th>Leadership of Initiative (Team and/or Coordinator Name(s) and Department)</th>
<th>Expected Outcome</th>
<th>Target Population</th>
<th>Start and End Date</th>
<th>Financial Commitment and Source of Funding (federal, state, grant, or other)</th>
<th>Relation to Organization Priorities &amp; Strategic Plan</th>
<th>Evidence of Outcomes</th>
<th>What has happened thus far?</th>
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Guide to gather information from developers on resources and supports available for implementation of a practice or program

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<tr>
<th>Interview Questions</th>
<th>Prompts (use only if necessary)</th>
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<tr>
<td>We are going to start by asking about staffing. Our understanding is that your</td>
<td>What other roles are necessary to support implementation?</td>
</tr>
<tr>
<td>program has identified the following requirements for staffing [insert program</td>
<td>What skills and competencies are most challenging to train or coach?</td>
</tr>
<tr>
<td>staffing requirements noted in documents reviewed].</td>
<td>How should sites select the right people for these roles?</td>
</tr>
<tr>
<td>1. Can you provide any additional information about staffing requirements?</td>
<td>What support does the program provide to sites to select the right people?</td>
</tr>
<tr>
<td>2. Considering these roles, what challenges have sites experienced around</td>
<td>What additional support is needed?</td>
</tr>
<tr>
<td>recruiting, selecting, and/or retaining the right staff?</td>
<td></td>
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<tr>
<td>3. What support do staff using the program need to be competent and successful in</td>
<td>What training is needed? What training is currently available?</td>
</tr>
<tr>
<td>their roles?</td>
<td>What coaching is needed? What coaching is currently available?</td>
</tr>
<tr>
<td>4. How do you know if a site is successful in implementing the program as</td>
<td>What support does the program provide to sites to build staff competency?</td>
</tr>
<tr>
<td>intended?</td>
<td>What additional support is needed?</td>
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<tr>
<td>what is currently measured or tracked in order to understand?</td>
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Stakeholder Engagement Guide

Ensures representative stakeholders are engaged on the implementation team
Root Cause Analysis

Process for defining and describing the problem, and differentiating between causal factors and root cause:

- Problem Statement: Children in our community are not ready for kindergarten.
  - Why?
  - Not all children in the community are going to high-quality preschool.
    - Why?
    - There are not enough high-quality preschools in our community.
      - Why?
      - Preschool staff need additional training and education to provide high-quality preschool education.
        - Why?
        - Professional development opportunities are not available for preschool staff.
          - Why?
          - The community college does not offer training and professional development opportunities for staff.
Identifying Evidence  Resources

- Community-Defined Evidence/Community-Defined Practice
  - [https://www.cibhs.org/post/community-defined-practices-capacity-building-project](https://www.cibhs.org/post/community-defined-practices-capacity-building-project)
  - [https://nned.net/docs-general/CDEP_Final_Report_10-7-09.pdf](https://nned.net/docs-general/CDEP_Final_Report_10-7-09.pdf)

  - Introduction to Research Justice Webinar - [https://www.youtube.com/watch?v=iBtcR4SaLHg&feature=youtu.be](https://www.youtube.com/watch?v=iBtcR4SaLHg&feature=youtu.be)
Assessing and Selecting an Innovation Resources

**Assessing and Selecting an Innovation**

- **Racial Equity Impact Assessment**: This tool systematically examines how different racial and ethnic groups may be affected by a potential action or decision.  

- **Health Equity Impact Assessment**: This assessment tool can be used to identify unintended potential health impacts (both positive and negative) of a policy, program, or initiative on vulnerable/marginalized groups within the general population.  
  - Example: North Carolina Health Equity Impact Assessment  
Conclusion