

Selecting and Operationalizing Effective Practices

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 **NIRN** | NATIONAL IMPLEMENTATION
RESEARCH NETWORK
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

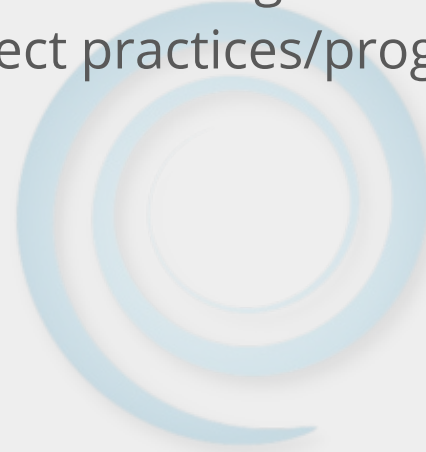


Learning Objectives



By the end of this session
participants will be able to . . .

- General Overview
- Use the Hexagon tool to select practices/programs



Selecting Practices





In your experience, how are effective practices typically chosen?



Exploration: **Selection** of an Evidence Based Practice

Use Data to Identify **Needs** of Target Population



Look for “best **Evidence**” to address need



Assess **Fit, Readiness** or **Usability, Capacity**



Which step do you see as skipped most often?

1

1) **Use Data** to Identify **Needs** of Target Population



2

2) Look for “best **Evidence**” to address need



3

3) Assess **Fit, Readiness** or **Usability, Capacity**



Assessing Need and Contextual Fit

“Contextual fit is the match between the strategies, procedures, or elements of an intervention and the values, needs, skills, and resources of those who implement and experience the intervention.”

Horner et al., 2014

- Involve diverse stakeholder engagement
- Uses multiple methods and data sources
- Improves implementation and sustainability potential





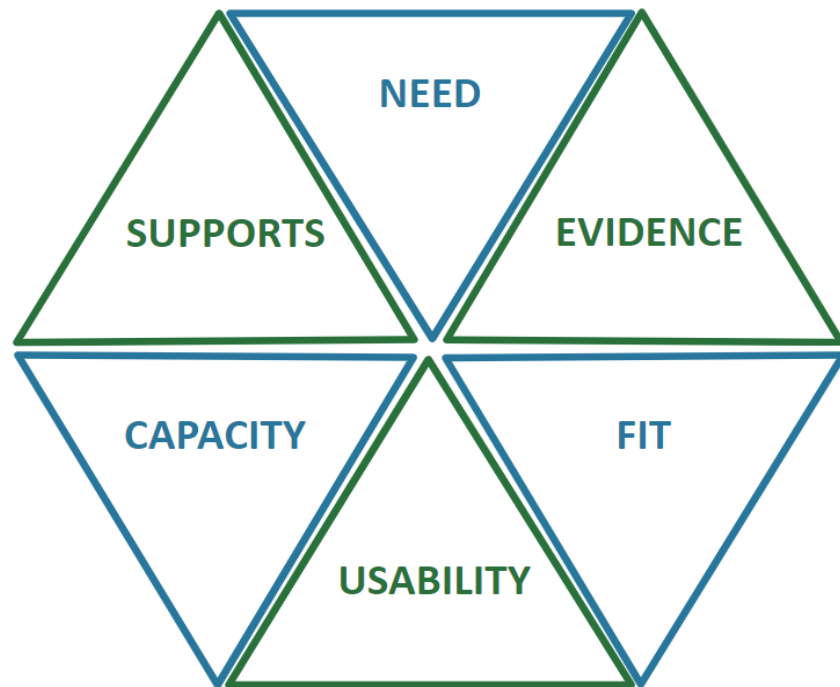
Hexagon Tool



The Hexagon Tool

- Developed for use in implementation informed efforts to **identify contextual fit** of **sites** and **programs** or **practices**
- For use by organizations and communities
- Reviewed and edited by the Racial and Ethnic Equity and Inclusion Team (REEI)

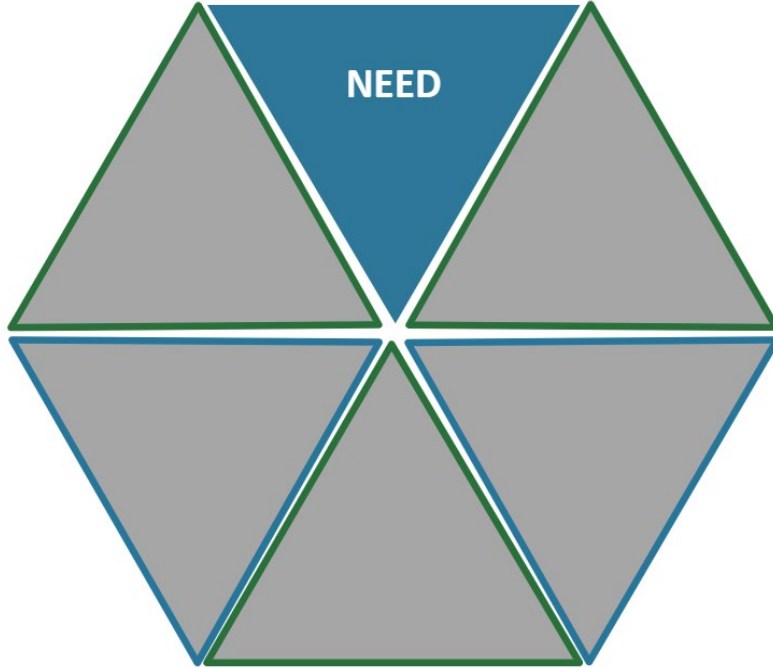
Adapted from Blase, K., Kiser, L., and Van Dyke, M. (2013).



How many have used the Hexagon Tool?



The Hexagon Tool: Site Characteristic of **Need**

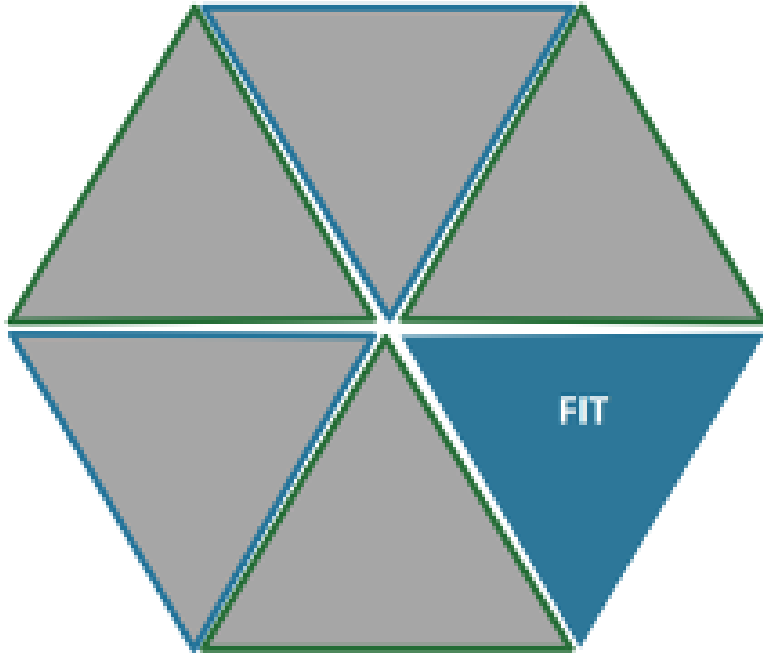


Does the practice:

- **Meet** the **needs** of the identified focus **population** and **subpopulations**?
- Address **service** or **system gaps**?
- **Align** with **community perception** of needs and assets?



The Hexagon Tool: Site Characteristic of **Fit**

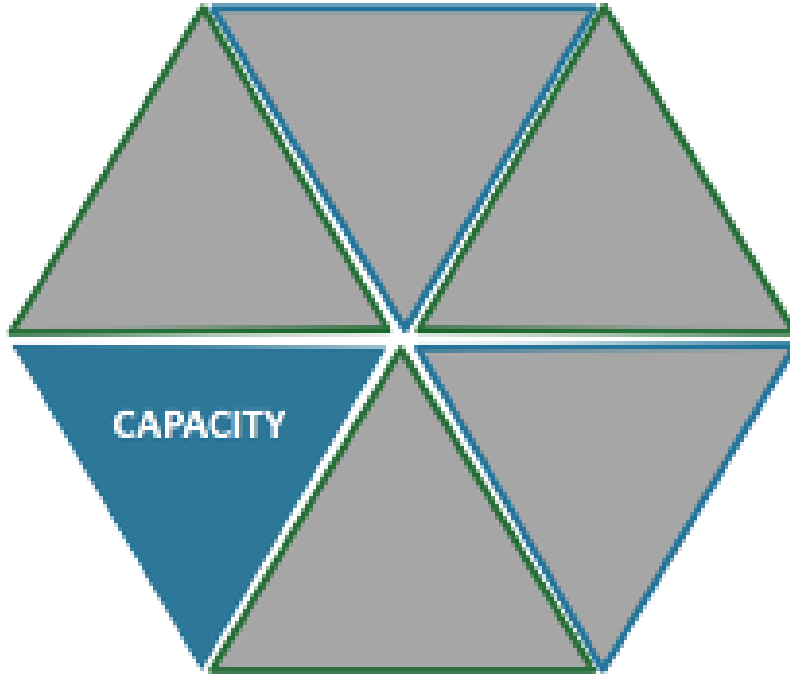


Does the implementing site:

- Identify the practice as fitting with **community** and **family values, culture, and history**?
- See **alignment** with **other priorities**?
- Identify **alignment** with community, regional, and state priorities?



The Hexagon Tool: Site Characteristic of **Capacity**



Can the implementing site:

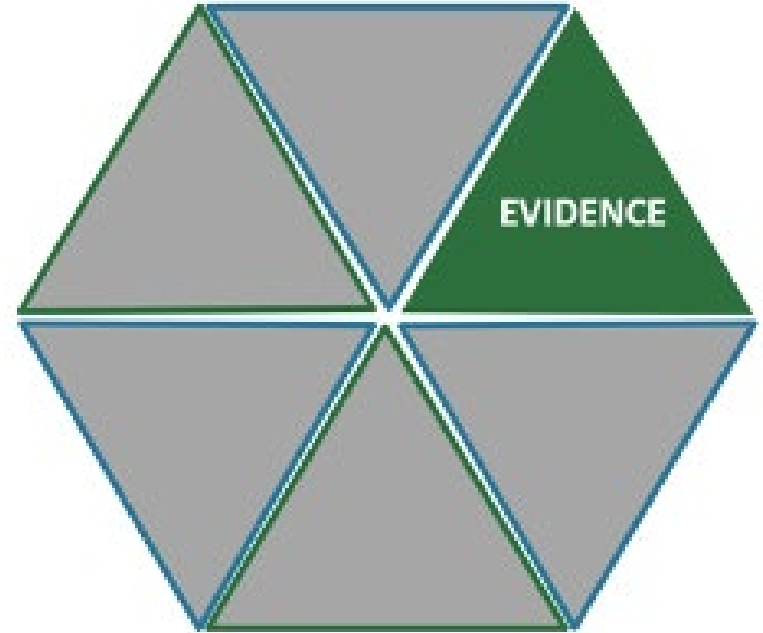
- Meet minimum **staff qualifications?**
- **Ensure alignment** with **other priorities?**



The Hexagon Tool: Practice Characteristic of Evidence

Does the practice:

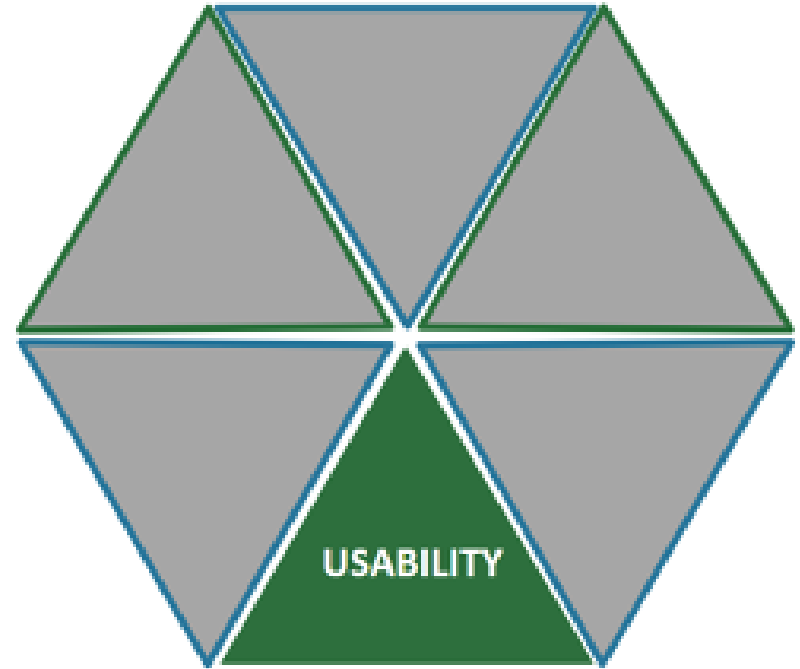
- Offer **evidence** of **outcomes, for whom** and in **what conditions**?
- Provide outcome, fidelity, and cost effectiveness data?



The Hexagon Tool: Practice Characteristic of Usability

Does the practice:

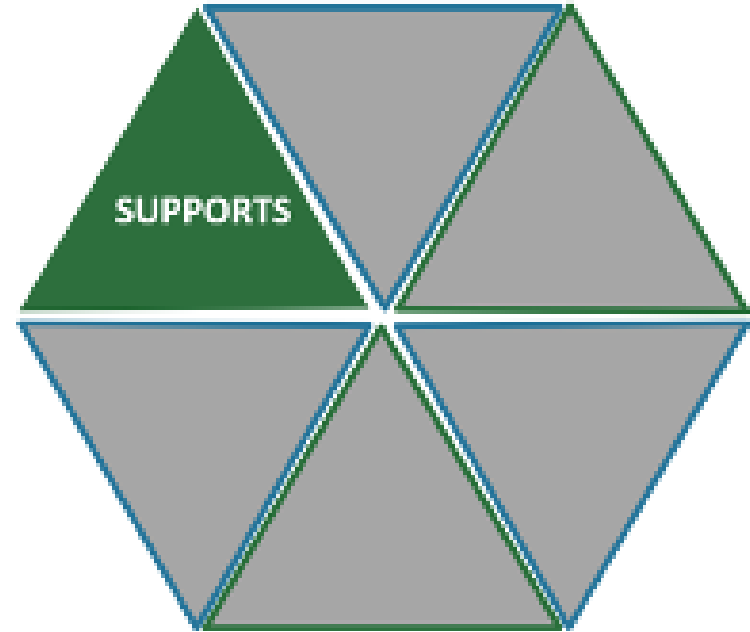
- Have a well-defined **purpose**?
- Offer **mature sites** to **observe**?
- Share **adaptations** for **context** and **population**?



The Hexagon Tool: Practice Characteristic of **Supports**

Does the practice:

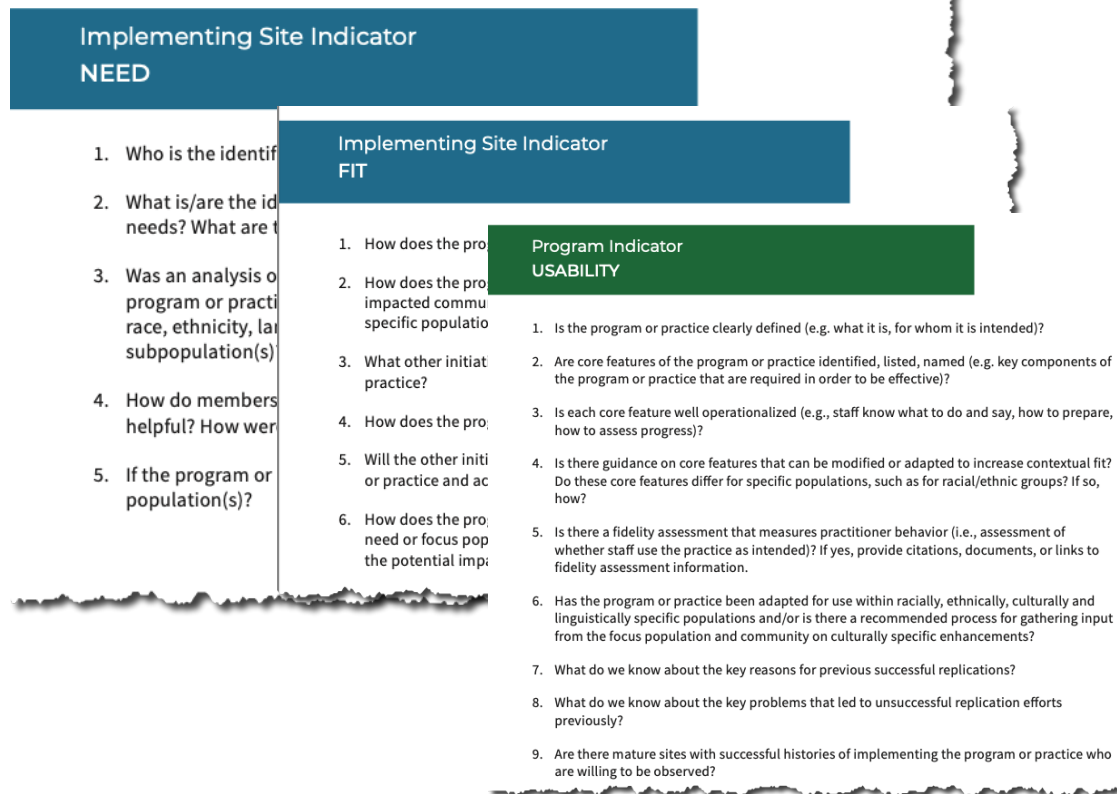
- Offer expert **assistance**?
- Offer **external resources** for implementing sites?
- Provide **racially equitable impact assessment**?



The Hexagon Tool: How do you Use it?

1

- Develop a shared understanding of the need to be addressed, population to be served, and practice
- Identify program(s) or practice(s) to examine
- Review indicators to develop a plan to have needed data accessible during discussion
- Prioritize components (if appropriate)
- Is team inclusive of all voices needed?



The Hexagon Tool: How do you Use it?

1

- Develop a shared understanding of the need to be addressed, population to be served, and practice
- Identify program(s) or practice(s) to examine
- Review indicators to develop a plan to have needed data accessible during discussion
- Prioritize components (if appropriate)
- Is team inclusive of all voices needed?

2

- Review and discuss each indicator
- Make notes as needed
- Team rates component using 5-point Likert scale

Implementing Site Indicator
NEED

RATING

Ratings

5 - Strongly Meets Need

The implementing site has demonstrated a comprehensive understanding of how the program or practice meets the needs of the focus population. The implementing site has included three or more data sources when conducting the needs assessment including administrative data and perspectives of staff, community partners and children, youth and families; and has disaggregated data to identify needs of specific and relevant subpopulations.

4 - Meets Need

The implementing site has demonstrated an understanding of how the program or practice meets the needs of the focus population. The implementing site has included two or more data sources when conducting the needs assessment including administrative data and perspectives of staff, community partners and children, youth and families; and has disaggregated data to identify needs of specific and relevant subpopulations.

3 - Somewhat Meets Need

The implementing site has demonstrated some understanding of how the program or practice meets the needs of the focus population. The implementing site has included two or more data sources when conducting the needs assessment including administrative data and perspectives of staff, community partners and children, youth and families; but has not disaggregated these data.

2 - Minimally Meets Need

The implementing site has demonstrated minimal understanding of how the program or practice meets the needs of the focus population. The implementing site has included only administrative data when conducting the needs assessment, and has not disaggregated these data.

1 - Does Not Meet Need

The implementing site has not demonstrated an understanding of how the program or practice meets the needs of the focus population.

Additional Questions and Notes

Implementing Site Indicator
NEED

1. Who is the identified focus population? Are there subpopulations? If so, please describe.
2. What is/are the identified needs of these population(s)? What are the root causes of these needs? What are the identified assets of these population(s)?
3. Was an analysis of data conducted to identify specific area(s) of need relevant to the program or practice? If yes, what data were analyzed? Were these data disaggregated by race, ethnicity, language and other characteristics specific to the focus population and subpopulation(s)?
4. How do members of the focus population perceive their need? What do they believe will be helpful? How were community members engaged to assess perception of need?
5. If the program or practice is implemented, what could potentially change for these population(s)?



The Hexagon Tool: How do you Use it?

- 1 Identify program(s) or
- 2 Review and discuss

Identify the program or practice to be assessed. For each program or practice, write the numerical rating that best describes each indicator below.

	PROGRAM/ PRACTICE 1	PROGRAM/ PRACTICE 2	PROGRAM/ PRACTICE 3
	<input type="text"/>	<input type="text"/>	<input type="text"/>
NEED	<input type="text"/>	<input type="text"/>	<input type="text"/>
EVIDENCE	<input type="text"/>	<input type="text"/>	<input type="text"/>
FIT	<input type="text"/>	<input type="text"/>	<input type="text"/>
USABILITY	<input type="text"/>	<input type="text"/>	<input type="text"/>
CAPACITY	<input type="text"/>	<input type="text"/>	<input type="text"/>
SUPPORTS	<input type="text"/>	<input type="text"/>	<input type="text"/>

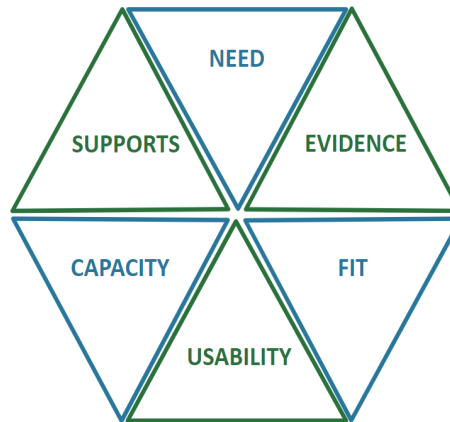
- 3
- Using discussion, notes, and ratings
 - Make recommendation to:
 - Adopt
 - Replicate
 - De-implement





Discussion

Which factor(s) do you see considered most frequently in selection? Why do you think that is?





The Hexagon Tool in Use



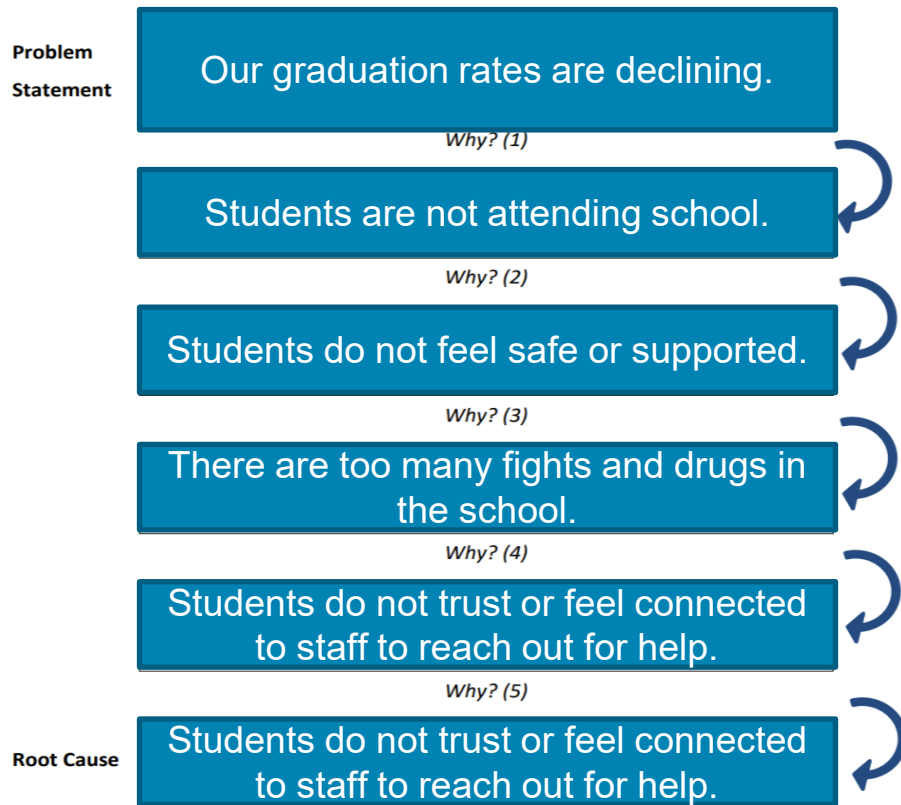
Graduation Rate Case Study

Needs Assessment:

- Decreased Graduation Rates
- Decreased Parent Engagement
- Decreased Student Connection



Five Whys



Our graduation rates are declining

because...

students do not trust or feel connected to staff.



Mentoring & Mentoring

A trained mentor is assigned to each student.

The mentor:

- Monitors academic performance and behavior
- Provides support through mentoring, counseling, and advocacy
- Connects student and family to needed resources and services
- Communicates frequently with teachers and other providers
- The mentor meets with assigned students at least twice monthly or more frequently as needed during school hours



Parallel Thinking with the Hexagon Tool

- Use the Hexagon Tool alongside this team.
- After hearing data and information shared, how would you rate the M&M practice in each area?





Need

Population

- 35.4% white, 35% Black and African American, 17% Hispanic or Latino, 5% Asian, 3% American Indian or Alaskan Native, 3.8% Two or more races, .1% Hawaiian or pacific islander
- 60% meet criteria for free and reduced lunch
- 20% are English Learners
- 17% receive special education services

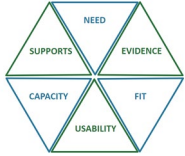
Data

- Graduation rates declining (78% to 65% in 3 yrs)
- Attendance rates declining (88% to 78% in 3 yrs)
- 72% to 65% of parents agreed school is safe and caring
- 68% to 58% of students agreed school is safe and caring
- Focus group data with students and parents: Lack of connection to staff; too many fights; mental illness and drug use rates on the rise

Does the practice:

- **Meet** the **needs** of the identified focus **population** and **subpopulations**?
- Address **service** or **system** gaps?
- **Align** with **community perception** of needs and assets?





Need

5-Strongly Meets Need

The implementing site has demonstrated a comprehensive understanding of how the program or practice meets the needs of the focus population. The implementing site has included three or more data sources when conducting the needs assessment including administrative data and perspectives of staff, community partners and children, youth and families; and has disaggregated data to identify needs of specific and relevant subpopulations.

4-Meets Need

The implementing site has demonstrated an understanding of how the program or practice meets the needs of the focus population. The implementing site has included two or more data sources when conducting the needs assessment including administrative data and perspectives of staff, community partners and children, youth and families; and has disaggregated data to identify needs of specific and relevant sub populations.

3-Somewhat Meets Need

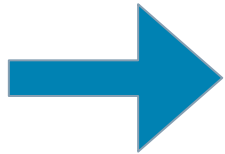
The implementing site has demonstrated some understanding of how the program or practice meets the needs of the focus population. The implementing site has included two or more data sources when conducting the needs assessment including administrative data and perspectives of staff, community partners and children, youth and families; but has not disaggregated these data.

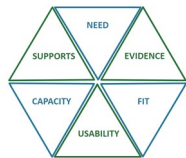
2-Minimally Meets Need

The implementing site has demonstrated minimal understanding of how the program or practice meets the needs of the focus population. The implementing site has included only administrative when conducting the needs assessment, and has not disaggregated these data.

1-Does Not Meet Need

The implementing site has not demonstrated an understanding of how the program or practice meets the needs of the focus population.





Evidence

Two randomized control trials with similar demographics to current population:

- Significant positive effect on staying in school
- Potentially positive effects for progressing in school

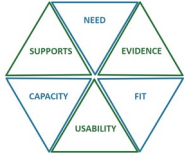
One of the randomized control studies:

- Students with emotional or behavior disabilities receiving M&M services were statistically significantly less likely to have dropped out than students with emotional or behavioral disabilities who did not receive M&M services

Does the practice:

- Offer **evidence** of **outcomes, for whom** and in **what** conditions?
- Provide outcome, fidelity, and cost effectiveness data?





What is your rating for Evidence?

5-High Evidence

The program or practice has documented evidence of effectiveness based on at least two rigorous, external research studies with the focus population and control groups, and has demonstrated sustained effects at least on year post treatment.

4-Evidence

The program or practice has demonstrated effectiveness with one rigorous, external research study with the focus population and a control group.

3-Some Evidence

The program or practice shows some evidence of effectiveness through less rigorous research studies with the focus population and comparison groups.

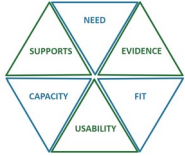
2-Minimal Evidence

The program or practice is guided by a well-developed theory of change or logic model for the focus population and has demonstrated a relationship between the program or practice and outcomes based on an evaluation or practice-based evidence.

1-No Evidence

The program or practice does not have a well-developed theory of change or logic model and has not demonstrated a relationship between the program or practice and outcomes based on an evaluation or practice-based evidence.





Evidence Ratings from Scenario's Team

5-High Evidence

The program or practice has documented evidence of effectiveness based on at least two rigorous, external research studies with the focus population and control groups, and has demonstrated sustained effects at least on year post treatment.

4-Evidence

The program or practice has demonstrated effectiveness with one rigorous, external research study with the focus population and a control group.

3-Some Evidence

The program or practice shows some evidence of effectiveness through less rigorous research studies with the focus population and comparison groups.

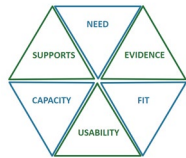
2-Minimal Evidence

The program or practice is guided by a well-developed theory of change or logic model for the focus population and has demonstrated a relationship between the program or practice and outcomes based on an evaluation or practice-based evidence.

1-No Evidence

The program or practice does not have a well-developed theory of change or logic model and has not demonstrated a relationship between the program or practice and outcomes based on an evaluation or practice-based evidence.





Fit

Does the implementing site:

- Identify the practice as fitting with **community** and **family values, culture, and history?**
- See **alignment** with **other priorities?**
- Identify **alignment** with community, regional, and state priorities?

Priorities

- Goals within district strategic plan for increasing graduation rates and creating safe and caring environments
- SEA has improving graduations rates within their state strategic plan overall

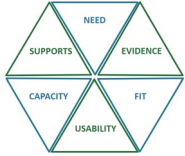
Values

- Focus group data revealed parents and community members expressed need for students to feel safe and supported

Existing Initiatives

- Several counseling programs in use to teach effective coping and anger management skills
- Early Warning Intervention System just installed, staff need training
- 2 community coalitions exist to support vocational training and support graduation





What is your rating for Fit?

5-Strong Fit

The program or practice fits with all of the priorities of the implementing site and community values, including the values of racially, ethnically, culturally, and linguistically specific population; and other existing initiatives.

4-Fit

The program or practice fits with all of the priorities of the implementing site and community values; however, the values of racially, ethnically, culturally, and linguistically specific populations and alignment with other initiatives have not been assessed for fit.

3-Some Fit

The program or practice fits with all of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives.

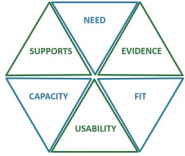
2-Minimal Fit

The program or practice fits with some of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives.

1-Does Not Fit

The program or practice does not fit with the priorities of the implementing site, community values, or other existing initiatives.





Fit Rating from Scenario's Team

5-Strong Fit

The program or practice fits with all of the priorities of the implementing site and community values, including the values of racially, ethnically, culturally, and linguistically specific population; and other existing initiatives.

4-Fit

The program or practice fits with all of the priorities of the implementing site and community values; however, the values of racially, ethnically, culturally, and linguistically specific populations and alignment with other initiatives have not been assessed for fit.

3-Some Fit

The program or practice fits with all of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives.

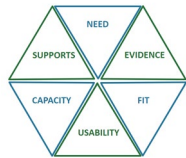
2-Minimal Fit

The program or practice fits with some of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives.

1-Does Not Fit

The program or practice does not fit with the priorities of the implementing site, community values, or other existing initiatives.





Usability

Operationalized Principles

- Formulated Set of Beliefs and Principles

Core Components

- Identified components that describe actions of the mentor and program coordinator
- Fidelity assessment-don't know

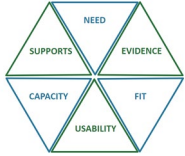
Adaptations

- Limited guidance on adaptation to different contexts
- Has been used with various cultural populations (e.g., African Americans, Hispanic or Latino, and Native American or Alaskan Indian) and in different settings (urban and rural) within the state with some success

Does the practice:

- Have a well-defined **purpose**?
- Offer **mature sites** to **observe**?
- Share **adaptations** for **context** and **population**?





What is your rating for Usability?

5-Highly Usable

The program or practice has operationalized principles and core components that are measurable and observable and has a validated fidelity assessment; modifiable components are identified to support contextualization for new settings or populations.

4-Usable

The program or practice has operationalized principles and core components that are measurable and observable and has tools and resources to monitor fidelity but does not have a validated fidelity measure; modifiable components are identified to support contextualization for new settings or focus populations.

3-Somewhat Usable

The program or practice has operationalized principles and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are not identified.

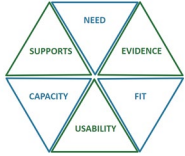
2-Minimally Usable

The program or practice has identified principles and core components; however, the principles and core components are not defined in measurable and observable terms; modifiable components are not identified.

1-Not Usable

The program or practice does not identify principles and core components.





Usability Rating from Scenario's Team

5-Highly Usable

The program or practice has operationalized principles and core components that are measurable and observable and has a validated fidelity assessment; modifiable components are identified to support contextualization for new settings or populations.

4-Usable

The program or practice has operationalized principles and core components that are measurable and observable and has tools and resources to monitor fidelity but does not have a validated fidelity measure; modifiable components are identified to support contextualization for new settings or focus populations.

3-Somewhat Usable

The program or practice has operationalized principles and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are not identified.

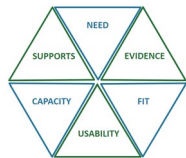
2-Minimally Usable

The program or practice has identified principles and core components; however, the principles and core components are not defined in measurable and observable terms; modifiable components are not identified.

1-Not Usable

The program or practice does not identify principles and core components.





Capacity

Workforce

- 5 mentors and program coordinator need to be selected, job descriptions adjusted, time for role
- BA in ED, Psych, Social work is needed
- 2 staff currently available to serve as mentors
- Counselor meets qualifications for coordinator
- Current staff do not represent the culture or language of students

Financial Supports

- Some Title funds and State Aid funds to support training activities
- Additional funds needed to support hiring and changes to data system

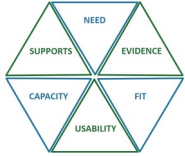
Organization Supports

- Several school procedures need to be refined to support schedule
- Principal and Dean of Students participating in selection and implementation team
- Current data system and Early Warning Intervention system need to be altered
- Staff need training for the data system and Early Warning Intervention System

Can the implementing site:

- Meet minimum **staff qualifications?**
- **Ensure alignment with other priorities?**





What is your rating for Capacity?

.

5-Strong Capacity

The implementing site adopting this program or practice has all of the capacity necessary, including all of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.

4-Adequate Capacity

The implementing site adopting this program or practice has most of the capacity necessary, including three of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.

3-Some Capacity

The implementing site adopting this program or practice has some of the capacity necessary, including two of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.

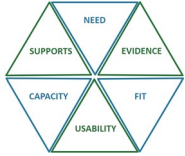
2-Minimal Capacity

The implementing site adopting this program or practice has minimal capacity necessary, including only one of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.

1-No Capacity

The implementing site adopting this program or practice does not have the capacity necessary, including any of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.





Capacity Rating from Scenario's Team

5-Strong Capacity

The implementing site adopting this program or practice has all of the capacity necessary, including all of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.

4-Adequate Capacity

The implementing site adopting this program or practice has most of the capacity necessary, including three of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.

3-Some Capacity

The implementing site adopting this program or practice has some of the capacity necessary, including two of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.

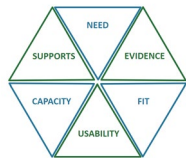
2-Minimal Capacity

The implementing site adopting this program or practice has minimal capacity necessary, including only one of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.

1-No Capacity

The implementing site adopting this program or practice does not have the capacity necessary, including any of the following: a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity.





Supports

Publisher

- 2-day training for administrators and teams
- 2-day training for “mentors”
- 1-day booster session
- Coaching supports are not available
- Cost of trainings: \$300 per person
- Program manual available with theoretical foundation, components, and process for implementing. Includes monitoring form, goal setting guidelines and sample promotional materials.
- Fidelity measure is not available

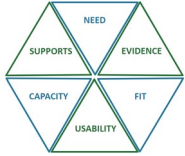
SEA

- 2-day training for administrators and teams
- Three coaching observations of mentors and debrief sessions of observation results with mentors
- No cost for supports, must qualify for services based on low school performance

Does the practice:

- Offer expert **assistance**?
- Offer **external resources** for implementing sites?
- Provide **racially equitable impact assessment**





What is your rating for Supports?

Enter in chat.

5-Well Supported

Comprehensive resources are available from an expert (a program developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and data use support, policies and procedures, stakeholder and partner engagement).

4-Supported

Some resources are available to support implementation, including limited resources to support staff competency (e.g., training, coaching) and limited resources to support organizational changes (e.g., data systems).

3-Somewhat Supported

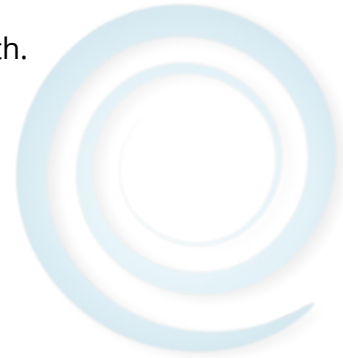
Some resources are available to support competency development or organizational development, but not both.

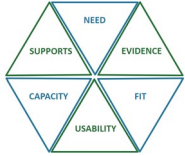
2-Minimally Supported

Limited resources are available beyond a curriculum or one time training.

1-Not Usable

Few to no resources are available to support implementation.





Supports Rating from Scenario's Team

5-Well Supported

Comprehensive resources are available from an expert (a program developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and data use support, policies and procedures, stakeholder and partner engagement).

4-Supported

Some resources are available to support implementation, including limited resources to support staff competency (e.g., training, coaching) and limited resources to support organizational changes (e.g., data systems).

3-Somewhat Supported

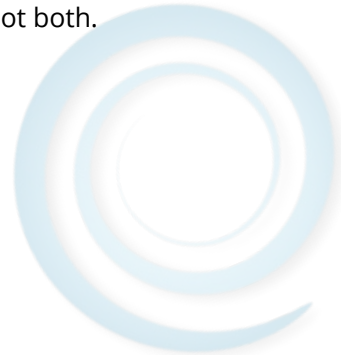
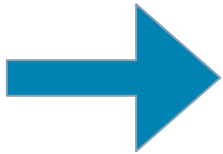
Some resources are available to support competency development or organizational development, but not both.

2-Minimally Supported

Limited resources are available beyond a curriculum or one time training.

1-Not Usable

Few to no resources are available to support implementation.



Scenario Overall Ratings



Evidence	4
Supports	3
Usability	4
Need	4
Fit	4
Capacity	3



Capturing Your Thoughts



- What are your overall ratings?
- Would you recommend the M & M Program?
- Share out learnings and thoughts about your experiences using the Hexagon Tool

Evidence	
Supports	
Usability	
Need	
Fit	
Capacity	



Benefits of Engaging in “Hexagon” Process

- **Engages leadership** in decision making
- Promotes **buy-in** and **creates readiness**
- **Provides talking points** in communication (e.g., rationales for why this practice and not another practice)
- Provides data and information to **guide planning** necessary infrastructure supports (e.g., installation stage activities)





Selection Process Using the Hexagon Tool



Hexagon Tool Process

Before

- Identify Team or Group
- Identify Need
- Identify Practice Options
- Gather Needed Information

During

- Review & Discuss Each Indicator
- Make Ratings Using Scale
- Determine Adopt, Replicate, or De-Implement

After

- Communicate and Use
- Information to Inform
- Implementation Planning



Reflect on Tips and Traps



- Are there additional ones you have seen in your process?
- What strategies have you identified for addressing the traps?



Learning Objectives

How did we do?



By the end of this session, participants will be able to . . .

- General Overview
- Use the Hexagon tool to select practices/programs



More information

<https://nirn.fpg.unc.edu/ai-lessons-and-short-courses>

View Interactive Lesson 1 for more detailed information of the Hexagon Process.



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