

Developing a Curriculum Implementation Assessment to Examine Model Fidelity

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The logo for LeCroy & Milligan Associates, Inc. features a stylized green column with a white capital letter 'L' on it, topped with a yellow star, all set against a dark green square background. This is placed on a light orange, tilted rectangular background.

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LeCroy & Milligan Associates

Small evaluation firm
located in **Tucson, AZ**



Study Overview

- **Assessment of the Growing Great Kids (GGK) Curriculum Implementation**
- **April 1, 2013 - March 30, 2014**
- **In partnership with:**
 - Healthy Families Arizona in Pima County
 - Great Kids, Inc.



Study Purposes

- **Develop, pilot, and refine fidelity metrics, tools, and protocols for GKI**
- **By observing an exemplary program, HFAz-Pima**
 - **Highlight program strengths**
 - **Identify and document best practices**
 - **Learn and grow as a program**

Study Purposes

Ensure that **GGK** is being delivered with the highest level of quality to best support families according to their individual:

- Strengths
- Stressors
- Values
- Culture
- Skill sets, etc.



Fidelity Assessment

To assess whether or not a **practice** is **implemented with fidelity**.

“The extent to which the **delivery** of an **intervention** adheres to the protocol or program model **as intended** by the developers of the intervention.”

Implementation Science



Seeks to understand the processes and procedures (training, supervision, professional development)

that promote the transfer and adoption of intervention practices (use of GGK curriculum) in real-world contexts (by Healthy Families AZ-Pima County Home Visitors)



Implementation Practices

Training of curriculum, Supervision



Intervention Practices

Delivery of curriculum during home visits



Fidelity Assessment

Extent that training and supervision **promote adoption and use** of curriculum, as intended

Extent that Home Visitation staff **deliver the curriculum** as intended and **produces desired outcomes**

Components of Fidelity

Context - **conditions** that must be in place for recommended **curriculum use** to occur

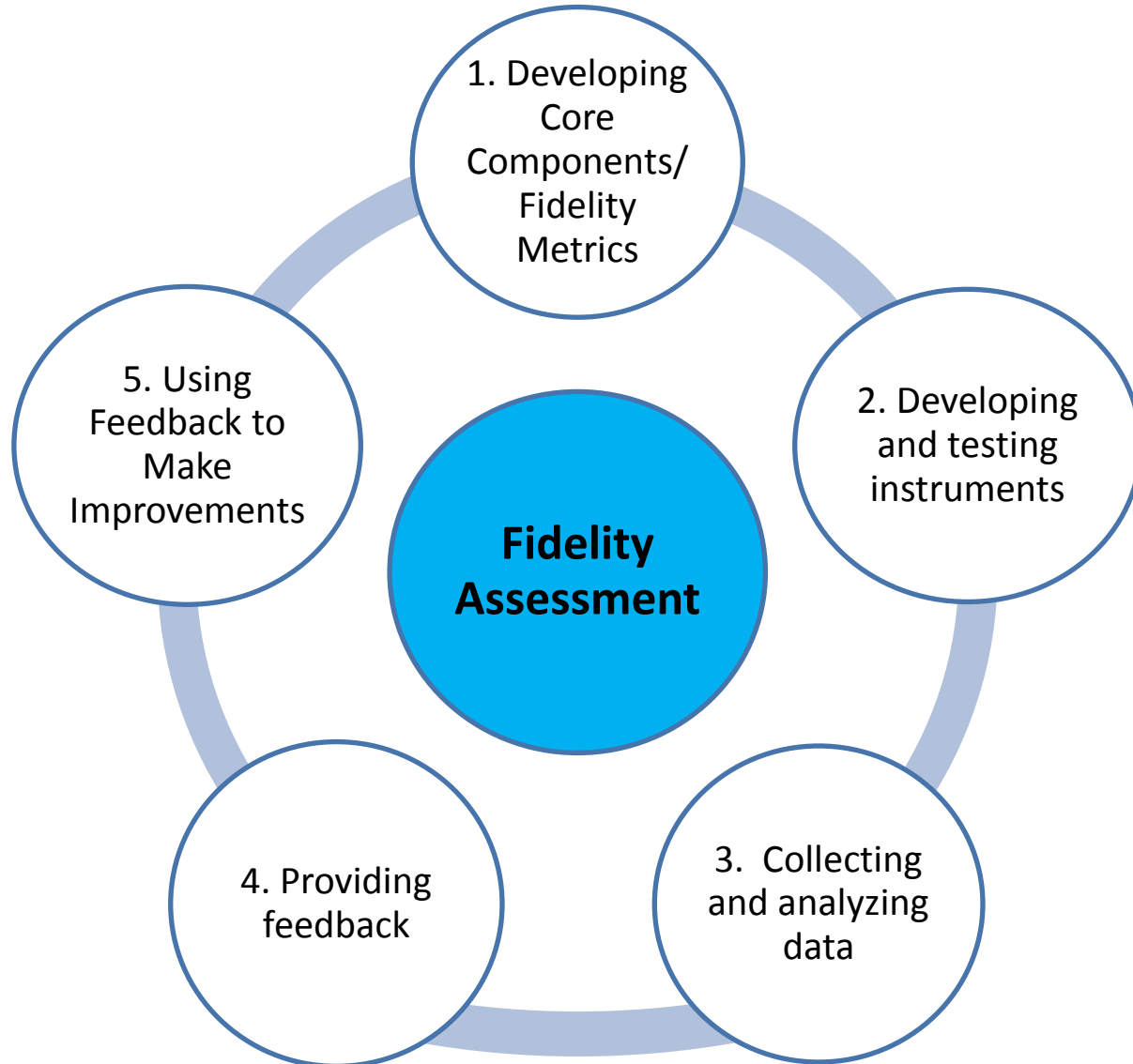


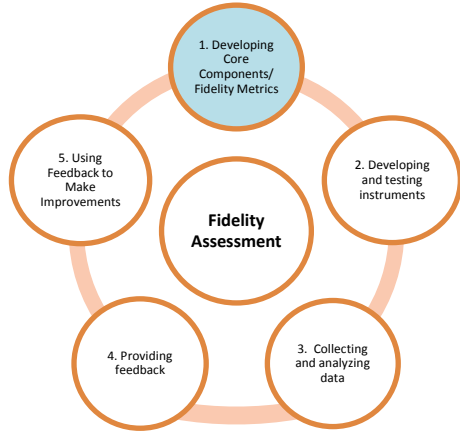
Components of Fidelity

Competence - level of **skill shown by staff** in using the core components, when delivering GGK with families.



Five Stages of Fidelity Assessment





1) Core Components and Fidelity Metrics

47 Fidelity Metrics:

- 1) Training/ongoing skill building
- 2) Supervision
- 3) Curriculum implementation



Target fidelity standards were developed
in consultation with **GKI**
(curriculum purveyors)

Training

Fidelity Metric	Target	Achieved	Data Source
% of Home Visitors and Supervisors that complete GGK training within 4 months of hire	90%	91%	Program Records
% of trainees reporting improvement in skills, knowledge, and confidence to deliver GK curriculum, post training	80%	86%	Pre/Post Survey

Supervision

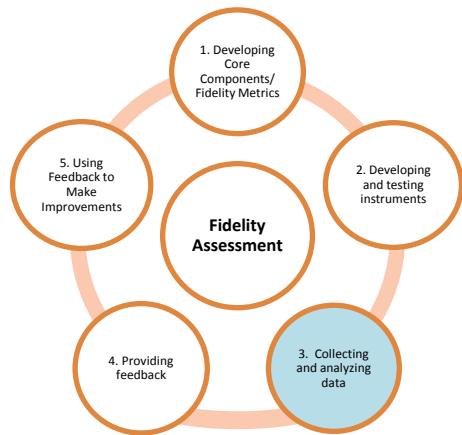
Fidelity Metric	Target	Achieved	Data Source
% of home visitors that are shadowed by supervisor and receive feedback at least twice per quarter	80%	42%	Program Records
% of supervision sessions observed: -Strengths-based -Parent-child interactions discussed -Curriculum activities discussed	Not determined in advance	100% 92% 97%	Supervision Observation Instrument



2) Develop and Test Instruments

Piloted instruments with 3 home visitors/supervisors

- Provided evaluation team with **hands-on training** in data collection.
- Establish high **inter-rater reliability**
- Build **trust** and **rapport** with staff.



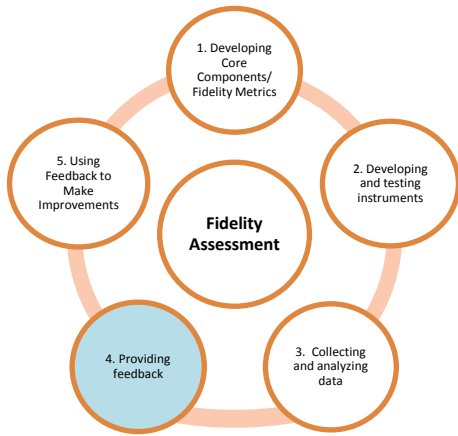
3) Data Collection and Analysis

- Pre/Post Training Survey
- Home Visit Observations
- Supervision Observations
- Home Visitor Interviews
- Home Visitor Online Survey
- Case Notes Review
- Program Record Review



Record Review Spreadsheet

	Name of Reviewer	Date of Review	Family Level(s) (Sept-Feb) (FSS-22)	Total Number of HV attempted, canceled, and completed (Sept-Jan) (FSS-22)	Number of Home Visits Completed (Sept-Jan) (FSS-22)	% of HVS Completion Rate
2	Initials	MM/DD/YYYY	1, 2, 3	Number	Number	Calculated
3	MS	2/19/2014	1	23	14	61%
4	NH	2/19/2014	1	18	17	94%
5	MS	2/26/2014	1	11	8	73%
6	MS	2/26/2014	1	20	14	70%
7	NH	2/19/2014	1	19	15	79%
8	MS	2/19/2014	1	18	14	78%
9	MS	2/24/2014	1	17	17	100%
10	MS	2/26/2014	2	10	8	80%
11	MS	2/19/2014	1	19	15	79%
12	MS	2/24/2014	2	13	8	62%
13	MS	2/24/2014	2	10	9	90%
14						

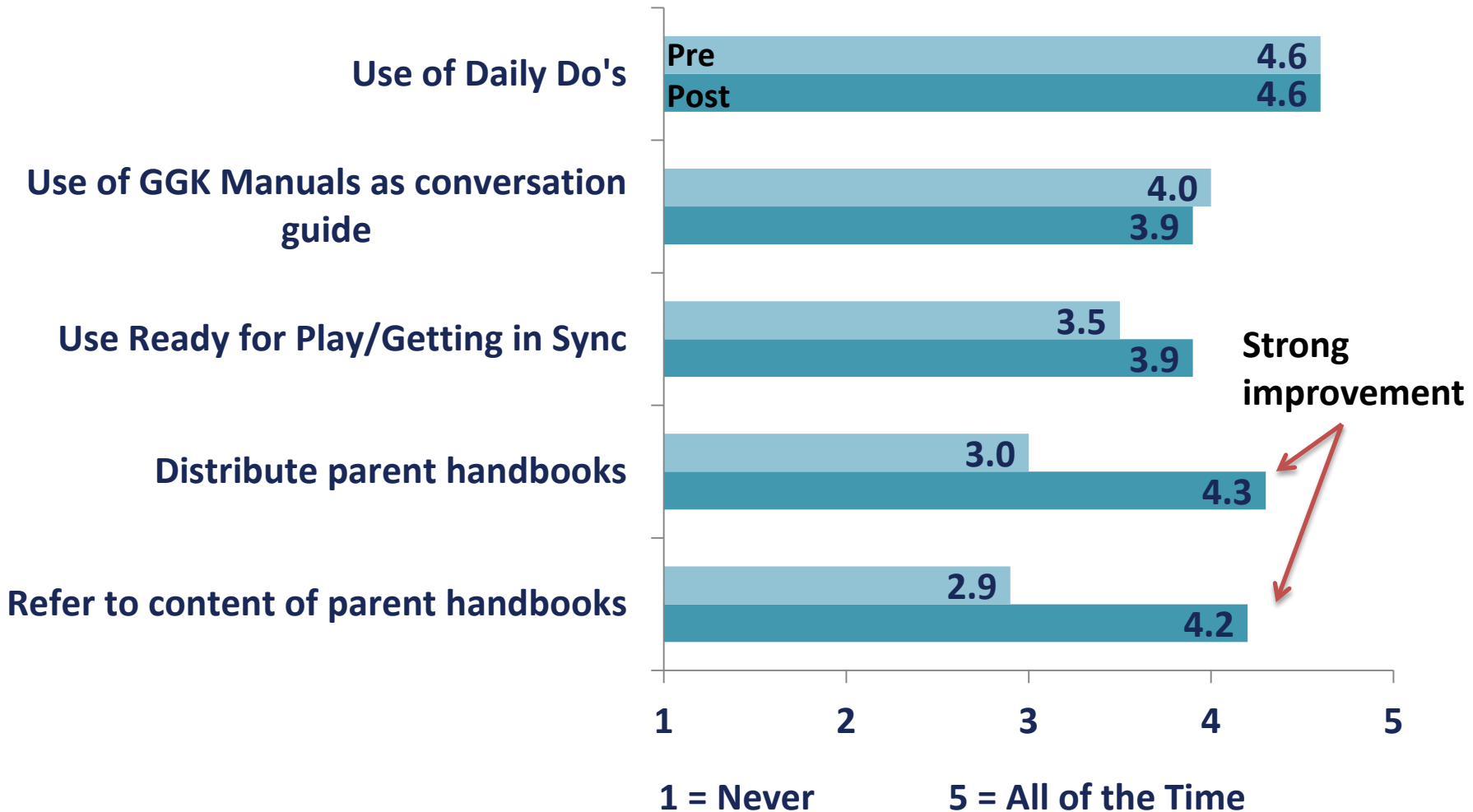


4) Feedback and Reporting

- Provided **strengths-based** feedback immediately following observations
- Interim and final **reports**
- Presented **key findings** to staff
- Discussed results with **supervisors**



Home Visitors improved or maintained use of recommended GGK practices over one year, with study



5) Using Feedback to Improve



- **Better align program practices with intended curriculum model**
 - Distribution of parent handbooks increased
 - Greater use of reflective supervision
 - Increased use of role play and peer-led training during team meetings
- **Decision to invest resources** in ongoing training and advanced curriculum modules



Lessons Learned in Conducting a Curriculum Implementation Assessment

- Attended **training** and **shadowed** trainers during home visits **before** developing assessment
- Importance of **piloting** and **refining** instruments and metrics
- **Transparency** of process with staff
- **Usability** of data
 - Observations were most reliable data collected
 - Case record reviews yielded missing data

Lessons learned

- **Strengths-based** feedback
- Be **flexible** with schedule changes
- Respect **families** observed
- Respect **staff** observed



Questions?

Thank You!

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