Developing Sustainable Infrastructure in Support of Quality Field-Based Practice

A collaborative effort of:
The Children’s Board of Hillsborough County
Children’s Future Hillsborough
Family and School Support Teams (FASST)
USF Department of Child and Family Studies

Phase III Report

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In addition, we would like to acknowledge the support of the many additional FASST staff members who regularly participated in the activities of the Research Advisory Board and gave valuable feedback and critique to the FASST Implementation Toolkit as it was developed.
Report Overview

The Children’s Board of Hillsborough County (CBHC) funds a wide range of services and supports designed to meet the specific needs of local children and families. Though not developed through rigorous service testing, many established community programs and practices are built on sound intervention principles and have demonstrated their ability to successfully meet local need. However, communities are faced with the challenge of incorporating evidence-based practices into established programs. Developing Sustainable Infrastructure in Support of Quality Field-Based Practice (SIP) investigates how the CBHC can maximize investment in locally developed programs and promote, implement, and sustain best practice for positive child and family outcomes.

This document reports on Phase III of SIP. The purpose of Phase III was to develop strategies for sustaining community infrastructure that have broad applicability across local programs. This includes the development of a toolkit so the process of intervention and implementation assessment can be applied to other agencies or initiatives. Phase III results are presented as the final phase of the SIP project:

The results of Phase III of the research project will be summarized in this report and are reflected in the accompanying toolkit that was developed during Phase III of the project. The report and toolkit will be submitted to the CBHC and are available upon request. Toolkit orientation and project debriefings are scheduled as follows:

November TBD, 2009 Orientation to FASST Implementation Toolkit for FASST Agency Staff and Research Advisory Board

November 4, 2009 Present overview of SIP Project and Toolkit contents to CFH Leadership Council and Achieve Management

November 16, 2009 Present SIP Project and Findings to staff of the Children’s Board of Hillsborough County
Acronyms

The following terms are used in this report.

**CBHC** – Children’s Board of Hillsborough County
**CFH** – Children’s Future Hillsborough
**FASST** – Family and School Support Team
**FSC**—Family Support Coordinator
**FSP**—Family Support Plan
**FSRC**—Family Support and Resource Center
**HCPS**—Hillsborough County Public Schools
**HSC** – Hispanic Services Council
**RAICES** – Research, Advocacy, Integration, Collaboration, Empowerment, and Services
**SIP** – Developing Sustainable Infrastructure in Support of Quality Field-Based Practice
**TCM** – Targeted Case Management
**TCM-AR** – Targeted Case Management-At Risk
## Phase III Evaluation Design Matrix Benchmarks

### Developing Sustainable Infrastructure in Support of Quality Field Based Practice

(From Phase III Project and Evaluation Design Matrix)

<table>
<thead>
<tr>
<th>Process Objective</th>
<th>Program Activities</th>
<th>Activity Detail</th>
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<tbody>
<tr>
<td></td>
<td><strong>Use Phases I and II findings to develop and articulate the steps for implementing a local program or practice with fidelity.</strong></td>
<td><strong>Iterative process throughout Phase III that involved developing a toolkit outline, and soliciting feedback from FASST Oversight and the Research Advisory Board.</strong></td>
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<tr>
<td></td>
<td><strong>Develop a toolkit for developing an evidence base grounded in community practice that can be generalized and applied to a broad range of programs and projects.</strong></td>
<td><strong>Ongoing throughout Phase III, which involved soliciting feedback as specific tools were drafted. Toolkit has been completed and submitted to FASST, CFH/Achieve Management, and CBHC. Debriefing with CBHC will consider applicability of the toolkit to other CBHC programs.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Cost analysis of implementation strategies (to include instruments recommended in toolkit).</strong></td>
<td><strong>Toolkit focuses on tools without copyright restrictions. Recommended cost considerations are focused on printing and indirect staff costs (staff time commitment to training, coaching, supervision, etc.).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Summarize identified supports and barriers to program implementation resulting from the examination of service system infrastructure and community context.</strong></td>
<td><strong>Toolkit builds on strengths and supports for FASST implementation. Recommendations section of this report addresses barriers and suggests strategies for continued focus on implementation with fidelity.</strong></td>
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<tr>
<td></td>
<td><strong>Continue to work collaboratively with Project Research Advisory Board.</strong></td>
<td><strong>The research team worked collaboratively with the Research Advisory Board throughout Phase III of the project.</strong></td>
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</tbody>
</table>

  a) The SIP Research Advisory Board consists of representatives from FASST agencies, Children’s Future Hillsborough, and Hillsborough County Public Schools.

  b) Due to toolkit development during Phase III, the Research Advisory Board was expanded to include FASST supervisors, direct care staff, and an additional family representative.

  c) The SIP Research Advisory Board met at least quarterly (March, May, June, and September, 2009), and the research team had regular email contact with the Board requesting feedback on items throughout the development of the toolkit.

|                   | **Prepare and submit Final Report to CBHC.**                                       | **Final Report and FASST Implementation Toolkit due November 30, 2009, and a debriefing with CBHC will occur on November 16, 2009.**                                                                                     |
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Introduction

Description of Study

Across the United States communities have developed interventions specifically designed to meet local need. Though not developed through rigorous service testing, many established community programs and practices are built on sound intervention principles and have demonstrated their ability to successfully meet local need. However, communities are faced with the challenge of incorporating evidence-based practices into established programs. It is critical that communities continue to support effective local interventions while maintaining their commitment to evidence-based best practice. This study, Developing Sustainable Infrastructure in Support of Quality Field-Based Practice (SIP), investigates how the Children’s Board of Hillsborough County (CBHC), which has invested in a wide range of services and supports designed to meet the specific needs of local children and families, can maximize investment in locally-developed programs and promote, implement, and sustain best practice for positive child and family outcomes.

A key aspect of building and maintaining infrastructure is ensuring that interventions are implemented as intended, are sustainable, and that lessons learned can be applied to other projects. The identification of key program and quality management activities in established programs is an important strategy for maximizing community investment in both fidelity and sustainability and for developing evidence-based practices from the field. Accomplishing this requires learning what it takes to put a community service model into practice in such a way that an evidence base is established for that practice. This process requires identifying the components of both intervention and implementation that prepare a community-based program to function with fidelity and learning how to apply those to other programs.

The overall goal of this project is to develop strategies that support, improve, and sustain best practice in local programs. For Family and School Support Teams (FASST), this translates into articulating elements of best practice related to both intervention and implementation for the purpose of clearly defining and improving fidelity to the FASST model. For the CBHC, this includes developing intervention and implementation strategies that maximize infrastructure investment by building the evidence base around successful local practice.

SIP, which began in 2007, was designed to be conducted in three phases. The timeline for this project was extended to capture program changes that occurred as the research progressed. The revised timeline for the three phases is:
Phase I¹ – Examine FASST Theory of Intervention (May 2007 – November 2007)

Phase II² – Examine FASST Theory of Implementation (December 2007 – December 2008)

Phase III – Develop guidelines and tools to support fidelity in field-based practice (January 2009 – October 2009).

The objectives of this project across all three phases are: a) to validate and provide evidence to strengthen the current FASST intervention through the application of current evidence related to children’s mental health services and community-based interventions; b) to develop, define, integrate, and utilize implementation best practices to improve practitioner skills and judgment in FASST program implementation; c) to analyze FASST implementation in the context of the broader agency and system infrastructure; and d) to document the process, outcomes, and lessons learned in creating program development guidelines and tools that will assist the CBHC in their efforts to develop research-grounded field-based practices within a framework that will maintain fidelity.

Goals and Activities of Phase III

The purpose of Phase III of this study was to use findings of SIP Phases I and II to develop strategies that strengthen the implementation fidelity of a locally developed program and better understand strategies for sustaining community infrastructure that have broad applicability across local programs. This includes the development of a FASST Implementation Toolkit from which the process of intervention and implementation can be applied to a variety of other agencies or initiatives.

Phase III activities were based on synthesizing research findings from Phases I and II to create a toolkit for implementing FASST with fidelity. Phase III activities included:

1. Engaging the SIP Research Advisory Board in the development of the FASST Implementation Toolkit. The Research Advisory Board, originally convened in Phase II, was expanded during Phase

Phase III Purpose: Develop strategies for sustaining community infrastructure that have broad applicability across local programs.

Phase III Goal: To prepare a toolkit for FASST implementation that might also be applied to the process of intervention and implementation assessment in other agencies/initiatives.


III to include FASST supervisors, direct care staff, and additional family representatives in addition to the original representatives from the CBHC, CFH, the FASST program, HCPS, and the Family Support and Resource Centers (FSRC). These were important adaptations, as the toolkit was developed for use by supervisors and direct care staff in service of children and families served by FASST, and it was critical to have their input and feedback into the development of the toolkit. Although the Research Advisory Board was intended to have quarterly meetings, the group convened more often during Phase III and communicated via email regarding toolkit development.

2. Analyzing the FASST Orientation Manual as a tool for fidelity to the FASST model.

3. Developing the FASST Implementation Toolkit.

4. Conducting a cost assessment related to recommended tools.

5. Identifying Recommendations and Next Steps related to implementation of the FASST Implementation Toolkit.
Findings: Phase III

Findings from Phase III of the Sustainable Infrastructure Project (SIP) should be considered along with the accompanying FASST Implementation Toolkit. The Findings section of this report is organized to include a brief description of the toolkit, discussion related to the use of the toolkit at key implementation levels of the FASST program, a discussion of toolkit cost, recommendations and next steps that address aspects of specific toolkit components, and a conclusion section. During all phases of this research, FASST program staff have worked collaboratively with the research team and have been extremely responsive to findings and recommendations. The result has been a collaborative and participatory research process through which many research recommendations have been addressed by the FASST program in real time and are already reflected in their current practice.

The FASST Implementation Toolkit

Many organizations use toolkits to guide the implementation of a program or practice. Toolkits are used to provide specificity to various aspects of program practice. The value of using toolkits in program implementation is that they provide a guide and standard for program practice and a standard by which to systematize program implementation efforts. Utilization of fidelity toolkits is an effective way to promote, implement, and sustain best practice for positive child and family outcomes. Toolkits have been developed on a variety of topics by federal agencies such as the Substance Abuse and Mental Health Services Administration (SAMHSA), the U.S. Department of Education, and the Centers for Disease Control and Prevention. For example, SAMHSA’s Assertive Community Treatment Evidence-Based Practice (ACT) KIT3, designed for implementation of an evidence-based clinical practice, has become widely used in working with adult clients with severe mental health challenges.

Toolkits are most commonly associated with the implementation of evidence-based practices such as ACT. Unfortunately, this approach has not been applied within community-based programs such as the Family and School Support Teams (FASST) program. Building systematic fidelity to local programs is critical in communities that have made substantial investments in community-based program development. The goal of SIP was to develop a process for bringing implementation fidelity to programs such as FASST that have been locally developed in response to community need. The three phases of SIP established such a process and resulted in an implementation toolkit for the FASST program. The purpose of the accompanying toolkit is to provide FASST staff at the program, system, and policy levels strategies for strengthening and maintaining fidelity to the FASST

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3 For more information on SAMHSA’s Assertive Community Treatment program, see http://mentalhealth.samhsa.gov/cmhs/CommunitySupport/toolkits/community/. For information on evidence-based programs and practices, the reader is referred to http://nrepp.samhsa.gov/.
program (i.e., ensuring that the program is carried out as intended) across all agencies and at all levels of the program.

FASST Implementation Toolkit Development

The FASST Implementation Toolkit is based on findings from Phases I and II of the SIP research project. The project began with an examination of intervention and implementation components of the FASST program as well as an examination of the broader community, policy, and system context within which the FASST program functions. Findings from Phases I and II indicate that FASST fidelity will be strengthened by maintaining clarity around the population of children and families being served and services offered across agencies providing FASST services. In addition, fidelity will be strengthened with more FASST-specific training, review and revision (as needed) of the FASST Orientation Manual, a specific policy and procedure manual, and consistent communication of the FASST program within and external to the FASST program.

The FASST Program and its provider agencies responded positively to the findings from the research project, utilizing report recommendations to make changes to the program. The FASST program has worked to clarify the roles and responsibilities of FASST staff, worked to ensure consistent communication about the FASST program to community and school partners, and revised the FASST Orientation/Implementation Manual. Many research recommendations have been addressed by the FASST program and are reflected in their current practice. A recent FASST program report, entitled “Act, Think As One,” reflects their commitment to ensuring that the program is carried out as intended and in a consistent manner across all agency providers. The aim of the kit is to provide tools to further support their efforts.

Organization of the Toolkit

The FASST Implementation Toolkit accompanying this report is organized into major sections based on findings from Phases I and II of the SIP project and the contributions of the SIP Research Advisory Board. The core components of the toolkit include the following topics:

1. The FASST Program Theory section provides the user with information and tools related to the FASST program theory as well as a brief description of the FASST Orientation/Implementation Manual.

2. The FASST Orientation/Implementation Manual section provides the user with an understanding of the FASST manual in communicating FASST program theory and serves as a placeholder for a revised FASST Manual.

3. The FASST Information Sheets section provides a brief introduction of FASST for staff members as well as reproducible handouts about the FASST program. These are intended to be disseminated to FASST staff, family members, and school and community partners.
4. The **FASST Training and Coaching** section offers the user information for new FASST employee orientation, guidelines for shadowing, and recommendations for ongoing training, including a recommended training schedule.

5. The **Family Support** section includes a tool, the *Family Support Plan Log*, which may serve as a proxy form for the Family Support Plan when a Family Support Coordinator is in the field. It also offers a way for staff to track tasks of the Family Team members and to regularly assess independence of the family.

6. The **Supervision for Fidelity** section provides support to program managers and supervisors. It offers tools related to regular supervision, chart review, and feedback to build the implementation skills of program staff and the FASST program as a whole.

7. The **Cross-Agency Team Building** section provides tools for facilitating cross-agency team building at the direct care, supervisor, and program manager levels within the FASST program. It also provides the user with facilitation tools for an annual FASST retreat.

8. **Additional Toolkit Resources.**

The toolkit is intended to be a living document in which tools are reproduced and used by FASST staff; reviewed on a regular basis for feasibility and accuracy/appropriateness; and modified as appropriate based on the FASST program theory and the needs of the FASST staff. The toolkit is produced in a three ring binder so that the content may be revised as needed. In addition, the pages of the toolkit are organized on color coded paper to support ease of use:

- **Yellow paper** – provides background information and descriptions of the toolkit components.
- **Blue paper** – provides guidelines for how to use a specific tool or implementation process that is part of the toolkit.
- **White paper** – provides specific tools within the toolkit that will need to be reproduced in order to be used.

**Using the Toolkit at Key Implementation Levels**

Findings from Phase II of the SIP project indicated that there are three implementation levels for FASST: Program, System, and Policy. These levels, described in detail in the Phase II report and summarized briefly in this section, are an important consideration in the use of the **FASST Implementation Toolkit**. Because FASST operates across multiple agencies, its administrative structure is complex. Not only does each agency have its own intra-agency administration, vision, mission, and goals, but the activities of the FASST agencies are embedded in the administrative structures of CFH as well as CBHC and HCPS. The accompanying toolkit was designed for use at all three levels of implementation.
• **Program-Level Implementation** includes the activities of FASST provider agencies and Child and Family Teams. The role of the FASST provider agencies and Child and Family Teams in FASST implementation is to provide intra-agency leadership, administration, and management to ensure the delivery of services and supports to children and families with fidelity to the FASST program intent and system of care values and principles. The toolkit will provide tools for activities such as clarifying the FASST program theory, FASST-specific training, supervision and coaching, and team-building.

• **System-Level Implementation** includes the activities of CFH and Achieve Management, Inc. in providing cross-agency leadership, administration, and management necessary to support the consistent cross-agency implementation of the FASST intervention. The toolkit will provide tools for such activities as clarifying and updating the FASST program theory, training, quality improvement, annual program planning and team-building.

• **Policy-Level Implementation** includes establishing a community-wide definition of the intended FASST program intervention in partnership with FASST stakeholders and providing guidelines necessary to support the community-wide implementation of FASST in accordance with system of care values and principles. The toolkit will allow the funder to better understand the work being conducted within the FASST program as the funder makes decisions and/or suggestions about future directions of the program.

**Cost Impact**

The original outline of SIP included a cost analysis to be conducted during Phase III of this project. The goal of this analysis was to estimate costs that might be incurred through the use of implementation tools that are copyright protected and/or require the purchase of training and periodic assessment by the developers and purveyors of these tools.

The findings of SIP Phases I and II, as well as the feedback from the SIP Research Advisory Board, suggest that the most critical implementation strategies to be undertaken by the FASST program are those that focus on practices and materials already in use by the FASST program as well as tools that can be developed specifically by and for FASST. As a result of this focus on local capacity building, the tools developed as part of the FASST Implementation Toolkit belong to the FASST program and have no accompanying copyright costs. Direct costs for using these strategies in the toolkit are primarily those associated with reproduction of materials. Feedback from the SIP Research Advisory Board indicates that these reproduction costs do not seem burdensome.

In addition, there are indirect costs associated with using the FASST Implementation Toolkit that include the investment of staff time to carry out the strategies recommended in the toolkit. These include the participation of staff in regular training events as well as their participation in cross-agency activities that include the annual review of program theory, chart review, and team-building activities. These indirect costs will vary over time depending upon factors such as the number of staff involved in implementation toolkit activities and changes to the FASST program and
accompanying activities that require collaboration across agencies. The cost of these internal implementation activities should be reviewed annually by the FASST contract agency, agency directors, and program leaders and incorporated into the regular budgeting process.

**Implementation Recommendations**

This section offers recommendations and next steps as they relate to the tools described within the toolkit. It is important that the FASST program take a strategic and step-wise approach to implementing the toolkit, and leaders should consider prioritizing the implementation of toolkit components. An overarching recommendation from the SIP research team is for FASST agencies and CFH/Achieve to create a workgroup to examine the toolkit and prioritize and plan around implementation of tools within the kit. This workgroup may be a subcommittee of the FASST Oversight Committee. The recommendations are shown below and are organized in the same order as the toolkit.

- FASST Program Theory

  The FASST program has undergone substantial changes over the course of this project. An important next step will be for a cross-agency group of stakeholders to review the August 2008 logic model presented in this toolkit to ensure it is a reflection of the current FASST Program Theory. Guidelines for reviewing the program theory are included within the *FASST Implementation Toolkit*.

- FASST Orientation/Implementation Manual

  Program implementation with fidelity often requires the use of treatment or implementation manuals.\(^4,5\) Manuals are a critical link between program and practice because they standardize practice in everyday settings. Phase II findings from the *Sustainable Infrastructure Project* indicated that the FASST manual was the single most significant tool for establishing and maintaining fidelity and for training within the FASST program. Over the last several months, efforts have been made to revise the manual to more accurately reflect changes that have occurred within the program. The research team offers the following recommendations related to the *FASST Orientation/Implementation Manual*:

  - The manual currently combines information specific to the FASST program theory with information on policies and procedures. Often, programs find it useful to develop a separate manual related to policies and procedures. If the FASST manual

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Findings

is to include both program theory and policies and procedures, policy and procedure items should be addressed in a separate section of the manual that is specifically for this purpose.

- The manual’s inclusion of values and principles is critical; however, more emphasis on how these values and principles are operationalized within the FASST program is critical to staff understanding of how to carry out the FASST program in a value-driven way. This operationalization should include multiple examples of what the values might “look like” in day-to-day FASST practice.

- It is recommended that the manual be reviewed for consistency with program theory across all chapters.

- The FASST Orientation/Implementation Manual is a critical component of the FASST Implementation Toolkit. It is recommended that if/when the manual is revised, the current version be placed in the toolkit, which currently has a tab as a “place saver” for the manual.

- FASST Information Sheets

The FASST Implementation Toolkit includes the following recommendations related to the use of the information sheets:

- FASST staff should rely on information sheets as a tool for communicating key points of FASST program theory to a variety of program stakeholders.

- Information sheets must be updated regularly to reflect any changes in program theory.

**Next Steps** for FASST information sheets:

1. FASST information sheets should be translated into Spanish.

2. Copies of the information sheets should be available for FASST staff, school and community partners, and family members.

- FASST Training and Coaching

The FASST Implementation Toolkit includes the following recommendations regarding the content and scheduling of FASST training and coaching:

1. New FASST staff members should be required to participate in FASST-specific orientation training that provides an overview of the FASST Program Theory. This training would be in addition to agency or CBHC training requirements.

2. New employees should be required to participate in structured shadowing of experienced FASST staff as part of their initial orientation to the FASST program.

3. Experienced employees should be required to participate in an ongoing program of quarterly and semi-annual training on specific aspects of FASST program theory.
Recommendations also include the development of web-based training resources to allow for staff training and support on a variety of topics. The *FASST Implementation Toolkit* includes the following recommendations as to the delivery of FASST training:

- The FASST orientation training for new staff should be developed and delivered in an online format so that it is readily and conveniently available to new staff.

- Training opportunities for experienced FASST staff should be offered both online and in person. The SIP Research Advisory Board indicated that they support web-based training as a way to maximize the availability of materials on a variety of topics pertinent to FASST implementation. They support periodic training in person because of the opportunities this format offers for discussion.

**Next Steps in FASST New Employee Training Development:**

1. Make the New Employee Orientation training module (prepared in CD format for this toolkit) available online.
2. Narrate the PowerPoint presentation for the New Employee Orientation training module.

*The contract agency (CFH/Achieve) should have lead responsibility for developing and implementing cross-agency FASST training, both for new and experienced employees.* A training subcommittee of FASST Oversight could be appointed for the purpose of reviewing current training plans and mechanisms and for making recommendations to FASST Oversight and the contract agency as to developing priority topics, processes, and a schedule for training.

- **Family Support**

  The use of the Family Support Plan Log should be reviewed and considered in relation to other implementation tools being used within the FASST program. Because the Research Advisory Board identified a possible use for the log that was unintended when created, FASST leaders could explore how they might use this document as a replacement to the FSP.

- **Supervision for Fidelity**

  In the Training and Coaching section of the toolkit, guidelines and procedures for new employee shadowing are described. It is recommended that these same guidelines be utilized (and modified as needed) for skill building for seasoned staff. Areas for skill building will likely be identified during supervision and the chart review process.

- **Cross-Agency Team Building**

  The Cross-agency Team Building section of the toolkit offers recommendations on the types of meetings, purpose of each, membership, and frequency as well as suggestions for agenda
items. Recommended meetings include two (FASST Oversight and FASST Program Managers) that are currently occurring but may need clarification on purpose, membership, and agenda. Additional recommended meetings include a Case Review subcommittee of FASST Oversight to problem-solve around particularly challenging cases, a Direct Service Council, a FASST Supervisors’ meeting, and a FASST Annual Retreat. These meetings include team-building, problem-solving, and training components; suggestions for these meetings are briefly outlined in the toolkit. However, next steps should include FASST convening a group to detail the various meetings, including agendas, logistics, etc.
Conclusions

Developing Sustainable Infrastructure in Support of Quality Field-Based Practice (SIP) began in May of 2007 with the purpose of determining the structures and processes needed to ensure implementation fidelity in a locally developed program. The Family and School Support Teams program graciously participated with our research team for almost three years, as we examined their day-to-day work with children, families, schools, and community partners and observed their commitment to serving at-risk children in Hillsborough County. With the implementation of a regionalized service delivery strategy, implementation of TCM and TCM-At Risk, and staff changes at the program and contract agency levels, the FASST program has taken a few unexpected turns over this three year period. What has remained constant is the commitment that FASST staff have to ensuring they provide the best possible services to the children and families with whom they work. Not only did our research team observe this dedication in their daily work, but it was also reflected in the program’s responsiveness to findings and recommendations made by the research team throughout all phases of this project—again with a focus on best practice in serving their children and families.

Findings from Phases I and II of the research project indicated that there are four implementation values that lay the foundation for implementation of FASST. These values include:

- Shared understanding of and commitment to the program theory
- Fidelity and adaptability across contexts
- Data-based program decisions
- Quality assurance within and across provider agencies

These values are not only relevant to implementation of the FASST program but could be easily generalized to other case management and service delivery programs.

The findings of the Phases I and II and the tools developed for the FASST Implementation Toolkit describe a process for ensuring fidelity of a locally developed case management program (FASST) that can then be applied to other programs funded through the Children’s Board of Hillsborough County. When applied to other funded programs, the process for building implementation fidelity should engage program staff and incorporate three critical steps:

1. **Definition of program theory.** Implementation fidelity depends upon having a clear and shared understanding of the vision, mission, values and principles that guide the program, clarity around the population served, goals and outcomes, and strategies to meet those goals as well as an effective way to measure outcomes (i.e., evaluation). The process for defining program theory must include:

   a. Identification of program theory through development of a program theory logic model.
b. Process for revisiting and revising program theory. Because program context and community need change over time, an implementation process must include regular review of the program theory and the opportunity to change and adapt the program theory logic model as necessary.

c. Articulation of program theory in a program manual. A program’s manual should summarize and clearly communicate program across all components of the program theory. In addition program policies and procedures should be summarized in writing and included as part of the manual or in a separate procedures manual. This manual should be a reference and guide for staff in their daily work.

2. **Assessment of implementation needs.** Based on the agreed upon program theory, an assessment of implementation needs should be carried out in order to determine strengths and challenges of current implementation strategies and recommendations for program implementation. This should be structured according to a model of program implementation that considers both program and system context. An implementation model incorporating program and system context was developed in Phase II of this project, and the model is discussed in detail in the Phase II report. This model incorporates:

   a. Implementation values that describe stakeholder ideas for program implementation.

   b. Consideration of program, system, and funder levels at which implementation occurs.

   c. Identification of core implementation domains including program intent, communication, administrative leadership, staff development, and evaluation.

3. **Development of a specific plan of program implementation grounded in program theory and based on the implementation needs assessment.** Based on the cross-phase findings of SIP, this process should yield:

   a. Guidelines for sustaining program theory.

   b. Program information sheets designed to provide basic information about the project to a variety of stakeholders.

   c. Guidelines for training and coaching to ensure staff support that is timely, relevant, and focused on program theory.

   d. Family support tools that support communication with families, assignment of team tasks, a focus on goals, and quick assessment of progress toward goals.

   e. Tools to guide supervision so that it supports skill building of program staff and strengthens program fidelity.
Conclusions

f. Guidelines for cross-agency team building for the purpose of building morale, problem solving, and developing training opportunities at all levels (including direct care, supervisor, and program managers) as well as reducing staff turnover.

Introduced in Phase II of this project and detailed in the Phase II report, the framework for community-driven implementation illustrated below reflects how the three key implementation levels (described on pages 7 and 8 of this report) interact with FASST’s five core implementation domains to support fidelity to the FASST model. This interaction demonstrates the responsibility of each implementation level for the five implementation domains. This framework also has utility for supporting the fidelity of other case management and service delivery programs that are administered across multiple organizational levels.

**Figure 1: Framework for Community-Driven Implementation**
The Children’s Board of Hillsborough County should be commended for their forward thinking in initiating this project, and Children’s Future Hillsborough/Achieve and the FASST agencies should be applauded for their dedication and work in serving children and families in Hillsborough County. We believe that, in addition to a solid process of program implementation for FASST, that SIP results provide the basis for strengthening program implementation efforts in other CBHC programs.