NATIONAL CENTER ON
Parent, Family and Community Engagement

Early Childhood National Centers

Implementing a Parenting Curriculum Using Implementation Science

Exploration Stage

This resource is part of a series developed to support programs in successfully implementing a parenting curriculum. In this resource, learn about the exploration stage of implementation science.

Research has shown that preschool programs can positively impact parenting when they go beyond simply providing parenting information. Parents and children receive even greater benefits when programs offer parents experiences that model positive interactions and provide opportunities to practice with feedback (Yoshikawa, 2014). A parenting curriculum can provide information and opportunities to practice skills that parents in your program may welcome.

Implementing a parenting curriculum that addresses parenting outcomes—nurturing, discipline, teaching, language, and supervision (HHS, ACF, OHS, PFCE, 2018)—is an ongoing process, not a single event. It can take as long as four years to reach full implementation (Blasé, Fixsen, & Metz, 2017). There are four stages of implementation (Blasé, Fixsen, & Metz, 2017):

1. Exploration
2. Installation
3. Initial implementation
4. Full implementation

These stages are linear but may overlap. It is possible to be in more than one stage at a time. At any point, you might need to return to the lessons learned from a previous stage to enhance your program's process for implementing your chosen curriculum. The stages serve as guides to ensuring full and successful implementation over time (Halle, Paulsell, Daily, Douglass, Moodie, & Metz, 2015).

Exploration Stage Checklist

❑ Assemble an implementation team

❑ Create a plan

❑ Prepare for data collection

❑ Collect data

❑ Aggregate and analyze data

❑ Identify potential parenting curricula

❑ Determine fit and feasibility of the curriculum

❑ Choose a parenting curriculum

Exploration Stage Key Tasks

The **exploration stage** is a time to collect information about the strengths, interests, and needs of parents and families in your community. Your program can review the different curricula available. During this stage, your program will also bring together the team that will guide and carry out implementation.

Program Task

Assemble your implementation team. Select a team of people who will work together to explore options and eventually implement a chosen curriculum. When selecting team members, think about each person's availability and unique skills. Be sure to choose a diverse group with different kinds of knowledge to contribute. Team members can include center directors, teachers, professors, program coordinators, parents, community partners, and others. This team will have a number of key tasks.

Implementation Team Tasks

Create a plan. Engage your implementation team to develop a plan that defines the team's purpose, goals, responsibilities, and guidelines for how the team members will work together. This plan should describe the roles of the members of the team and the process for adding members as needed. The plan should also outline how decisions will be made, how meetings will be led, and how members can communicate and share information.

Prepare for data collection. Seek input from a variety of stakeholders to inform your assessment of parents' strengths, needs, and interests in the following ways:
- Think about what you want to know and the data you will need.
- Review what you already know and the data you already have.
- Consider the questions that will reveal the strengths and needs of parents in your program.
- Determine the methods you will use for collecting data (e.g., surveys, interviews, or focus groups).

Collect data. Look at your program assessment data, community assessment data, program goals, and expected outcomes within the five-year project period. Choose data collection methods and use these to gather information from your implementation team members and program staff. Talk directly to parents in your program to get a clear understanding of the parenting skills or knowledge they would like to gain. Gather input from community partners about their ideas as well as about options that may already exist in the community.

Aggregate and analyze data. Look for common themes, different perspectives, and recurring issues. After you assess the data, create a list of criteria for ensuring that parenting curricula support your program's goals and vision. Now you are ready to explore potential parenting curricula that align with the findings from your analysis.

Identify potential parenting curricula. Use available resources and websites to find and research parenting curricula that best fit your program. Some of these resources and websites are listed at the end of this resource. Reach out to other programs that are already implementing a parenting curriculum for information about their experience.

Determine fit and feasibility of the curriculum for your program. "Fit" refers to how well a parenting curriculum aligns with a program or community's priorities and values. "Feasibility" refers to the capacity of a program to implement the curriculum as intended by the developer. As your implementation team explores different curricula, consider using the Hexagon Tool (Figure 1. below) to rate each possible curriculum. You can use this scoring system to assess curricula along six categories:

1. **Needs of individuals**. How well does the curriculum meet the identified strengths, interests, and needs of parents in your program?
2. **Fit**. How well does the curriculum fit with your program's current goals, initiatives, priorities, structures and supports, and parent/community values?
3. **Resource availability**. Does your program have all of the necessary resources to implement the curriculum with fidelity? Resources may include training, staffing, technology supports, data systems, and administrative support.
4. **Evidence**. How conclusive is the evidence or documentation that the curriculum, when implemented as the developer intended, will lead to the expected outcomes?
5. **Readiness for replication**. How successfully has the curriculum been implemented by others? For example, can the developer provide examples of sites that are implementing the curriculum for your program to observe? How well can the lessons and strategies that are taught through the curriculum be applied in practice?
6. **Capacity to implement**. Does your program have the capacity to implement the curriculum as intended and to sustain and improve implementation over time? For example, do you have the physical space to hold sessions? Are staff available to deliver the curriculum? Do they know about the topics included in the curriculum (Blase, Kiser, & Van Dyke, 2013)?

Each member of the implementation team should assess the parenting curriculum under consideration. The implementation team members should then take the time to compare and discuss their assessments together.

Choose a Parenting Curriculum. After analyzing each curriculum, the implementation team can use the priorities, goals, and vision that were set with parents in the program to select a curriculum. Your program may consider implementing more than one curriculum, given your program goals.

A thorough exploration can help your program choose the right curriculum for your families. The exploration stage also can provide insights to help you prepare for the next phase of implementation: installation.

References

Blasé, K., Fixsen, D., & Metz, A. (2013–2017). The National Implementation Research Network's Active Implementation Hub. Retrieved from http://implementation.fpg.unc.edu/

Halle, T., Paulsell, D., Daily, S., Douglass, A., Moodie, S., & Metz, A. (2015). *Implementing parenting interventions in early care and education settings: A guidebook for implementation* (OPRE 2015-94). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/parenting_implementation_guidebook_109_b5082.pdf

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). *Choosing a parenting curriculum for your program*. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/choosing-parenting-curriculum-for-your-program.pdf

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Additional Resources

An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems
https://www.acf.hhs.gov/sites/default/files/opre/es_cceepra_stage_based_framework_brief_508.pdf

California Evidence-based Clearinghouse for Child Welfare—Selecting and Implementing Evidence-Based Practices: A Guide for Child and Family Serving Systems
http://www.cebc4cw.org/implementing-programs/guide/

Choosing a Parenting Curriculum for Your Program
https://eclkc.ohs.acf.hhs.gov/publication/choosing-parenting-curriculum-your-program

Compendium of Parenting Interventions
https://eclkc.ohs.acf.hhs.gov/parenting/article/compendium-parenting-interventions

Exploring Parenting Curricula Options
https://eclkc.ohs.acf.hhs.gov/parenting/article/exploring-parenting-curricula-options

Implementing a Parenting Curriculum Using Implementation Science: Webinar Series
https://eclkc.ohs.acf.hhs.gov/parenting/article/implementing-parenting-curriculum-using-implementation-science

Implementing Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parenting-implementation-guidebook.pdf

Parenting Curricula Review Databases
https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases

Additional Resources, cont.

National Implementation Research Network's (NIRN) Active Implementation Hub— Modules
http://implementation.fpg.unc.edu/modules-and-lessons

National Implementation Research Network's (NIRN) Active Implementation Hub—Resource Library Listing
http://implementation.fpg.unc.edu/resources/list?o=sisep

National Implementation Science Network—Stages of Implementation Analysis: Where Are We?
http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-StagesOfImplementationAnalysisWhereAreWe.pdf

For more information about this resource, please contact us:
PFCE@ecetta.info | 1-866-763-6481

The Hexagon Tool

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs (EBP) and practices during the exploration stage of implementation.

EBP under Review:			

5 Point Rating Scale:
High=5; Medium=3; Low=1.
Midpoints can be used and scored 2 or 4.

	High	Med	Low
Need			
Fit			
Resource			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			
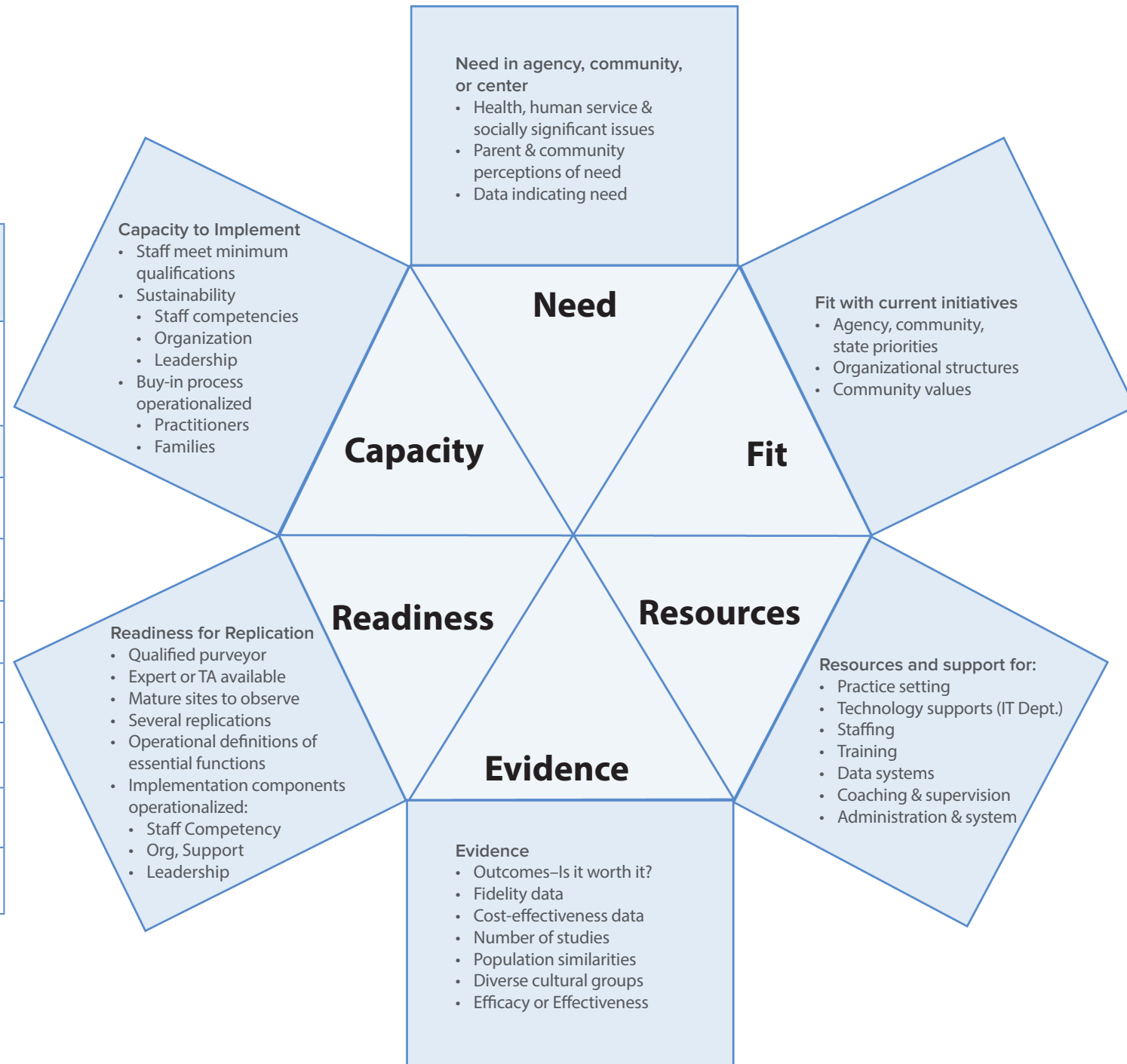
Figure 1. Hexagon Tool
Source: Blase, Fixsen, & Mets, 2017

Need in agency, community, or center
- Health, human service & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement
- Staff meet minimum qualifications
- Sustainability
  - Staff competencies
  - Organization
  - Leadership
- Buy-in process operationalized
  - Practitioners
  - Families

Fit with current initiatives
- Agency, community, state priorities
- Organizational structures
- Community values

Need

Capacity

Fit

Readiness

Resources

Readiness for Replication
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized:
  - Staff Competency
  - Org, Support
  - Leadership

Resources and support for:
- Practice setting
- Technology supports (IT Dept.)
- Staffing
- Training
- Data systems
- Coaching & supervision
- Administration & system

Evidence

Evidence
- Outcomes–Is it worth it?
- Fidelity data
- Cost-effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Implementing a Parenting Curriculum Using Implementation Science

Installation Stage

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Installation Stage Checklist

- ❑ Train implementation team members
- ❑ Develop a communication plan
- ❑ Identify and train facilitators
- ❑ Develop a plan for ongoing training
- ❑ Develop a support system for delivering the curriculum
- ❑ Develop a recruitment and retention strategy
- ❑ Review policies and procedures
- ❑ Set up or modify data systems

Installation Stage Key Tasks

The **installation stage** is an opportunity to identify and gather the resources necessary to deliver a parenting curriculum successfully and with fidelity. This stage also helps ensure that the systems and resources are in place to support successful implementation.

Train implementation team members. Ensure that the team members understand the curriculum and their role in implementing the curriculum, supporting the curriculum facilitators, setting up processes, tracking data, and using data for ongoing decision-making. Develop plans to offer consistent training and to help orient new implementation team members as needed.

Develop a communication plan. Think about how implementation team members prefer to communicate about the process. How often does the team want to communicate and to whom? Do they prefer emails or phone calls? When are video chats and in-person meetings appropriate? A clear communication system and plan will help the team gather feedback about what's going well and where adjustments may be needed.

Identify and train facilitators. Consider the capacity of your program staff to deliver training. For example, can staff take on a facilitation role? Do they have sufficient knowledge of the curriculum? Or, will you need to hire new staff facilitators or contract with professionals? Are there organizations within your community that you might partner with to deliver the curriculum?

Start with a small team of facilitators to help pilot the curriculum so that you can make any changes needed. Develop a consistent training plan to ensure high-quality training for facilitators. Training should clarify the roles and expectations of curriculum facilitators.

Develop a plan for ongoing training. Identify coaches (or supervisors) to support the facilitators. Coaches should have a strong understanding of the curriculum, group dynamics, and strategies for working with parents.

Develop a support system for delivering the curriculum. Develop coaching plans to support and monitor the delivery of the curriculum over time. Consider using your mental health consultant or a senior family service professional to support the staff who are implementing the curriculum.

Develop a recruitment and retention strategy. Consider ways to identify parents and families to participate in the curriculum. Reach out to the parents who were part of the exploration team, parents in leadership roles, and parents who you know might be interested in participating. Work closely with teachers, home visitors, and family service staff to share the benefits for both children and families of participating in the curriculum. Plan to communicate in many ways (e.g., notes home, flyers, emails, texts, and any other ways parents prefer to get information) to encourage parents to join.

Plan how to encourage parents to complete all sessions of the curriculum. Will you offer incentives for completion at each session, for repeated attendance, and for attending all the sessions? Consider certificates of completion, small gifts, or raffle opportunities.

Review policies and procedures. Identify and put in place the supports and resources needed to implement the curriculum using input from staff and families. What kinds of resources and materials are needed for implementation and continuous quality improvement? Consider space, supplies, frequency of sessions, time of day, and funding. What are the transportation, child care, and refreshment needs for each session? Identify changes or new policies that may be needed to support training, facilitation, and implementation.

Set up or modify existing data systems. Prepare to track your program's progress in implementing the parenting curriculum. Coordinate systems for collecting, aggregating, analyzing, and using information about the curriculum with your program-level data management systems. Consider whether the system you have in place is adequate to monitor and evaluate the parenting curriculum. Is a change or update needed? What training or supports will staff need to participate effectively in all aspects of the data cycle accurately? Make a plan for how to share data and with whom.

By the end of the installation stage, the systems and structures are in place and working at a level that allows you to begin delivering the parenting curriculum for parents and families in your program in preparation for the next phase: initial implementation.

Implementing a Parenting Curriculum Using Implementation Science Series

Explore other resources in this series:
- Exploration Stage
- Initial Implementation Stage
- Full Implementation Stage

References

Blasé, K., Fixsen, D., & Metz, A. (2013–2017). The National Implementation Research Network's Active Implementation Hub. Retrieved **from** http://implementation.fpg.unc.edu/

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Implementing a Parenting Curriculum Using Implementation Science: Initial Implementation Stage

Initial Implementation Stage

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Implementing a parenting curriculum that addresses parenting outcomes—nurturing, discipline, teaching, language, and supervision (HHS, ACF, OHS, PFCE, 2018)—is an ongoing process, not a single event. It can take as long as four years to reach full implementation (Blasé, Fixsen, & Metz, 2017). There are four stages of implementation (Blasé, Fixsen, & Metz, 2017):

1. Exploration
2. Installation
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4. Full implementation

These stages are linear but may overlap. It is possible to be in more than one stage at a time. At any point, you might need to return to the lessons learned from a previous stage to improve your program's process for implementing your chosen curriculum. The stages serve as guides to ensuring full and successful implementation over time (Halle, Paulsell, Daily, Douglass, Moodie, & Metz, 2015).

Initial Implementation Stage Checklist

- ☐ Adjust work plan
- ☐ Review and adjust implementation team membership, as needed
- ☐ Identify critical elements for implementation
- ☐ Complete a trial run
- ☐ Use Plan-Do-Study-Act cycles to improve delivery
- ☐ Launch the curriculum as part of regular programming
- ☐ Collect data for internal monitoring and assessment
- ☐ Continue to make improvements

Initial Implementation Stage Key Tasks

The **initial implementation stage** is a time to deliver the new parenting curriculum. Programs may test the delivery of the curriculum and make any enhancements before launching it as part of regular program operations. In this stage, programs identify and test such critical elements as key processes, supports, and data collection and use.

Adjust work plan. Engage the implementation team to review and update the work plan. Ensure that all team members are trained and prepared for group decision-making about, problem solving for, and using data to implement the new curriculum.

Review and adjust the implementation team membership, as needed. Consider who is on the team. What range of skills and perspectives are needed for this stage? Have any of the team roles and responsibilities changed? Do you need to add new members?

Consider perspectives inside and outside of the program. Are parents part of the team? Are staff perspectives represented? Is there a need to engage the curriculum developer or a consultant to address any issues?

Identify critical elements for implementation. "Critical elements" are those aspects of delivering the curriculum that you want to pay special attention to. These may include the content of the parenting curriculum, the facilitation process, organizational supports, or ways to collect feedback from the group. These elements may be critical to the success of the effort, or they may be the most difficult to execute.

Decide at this point what outcomes you will measure and how. Make a plan to determine how you will measure the fidelity to the curriculum implementation.

Complete a trial run. Deliver a few sessions, or try out the curriculum with a small group. Use the small test runs to assess your critical elements. You are likely to identify problems and discover solutions.

Use Plan-Do-Study-Act cycles to improve delivery. Use a Plan-Do-Study-Act cycle to help you test these solutions and make improvements.

After your team completes this cycle, review your data and feedback. Were the results what the team expected? Consider adjusting your plan, your assessment tools or procedures, as necessary. Several Plan-Do-Study-Act cycles may be needed to find all of the challenges and create solutions to address them.

Plan-Do-Study-Act for Improvement Cycles

1. **Plan**: Develop ideas and solutions to address the issues you found.
2. **Do**: Implement the solutions.
3. **Study**: Observe what happens and review the data.
4. **Act:** Make modifications or changes.

Improvement Cycles

Act | Plan
Study | Do
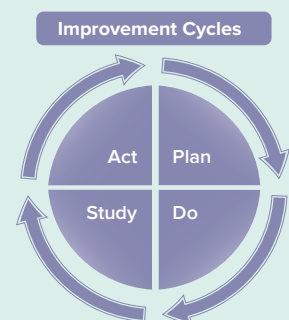
Launch the curriculum as part of regular programming. Now it's time to deliver the curriculum as part of your regular program operations.

Collect data for internal monitoring and assessment. Throughout the process, the team monitors activities closely and makes sure that accurate information is recorded regularly. The team reviews the data frequently to examine trends—for example, monthly in the first year, and then quarterly. Is the process for delivering the curriculum working? Are you seeing the results you expected? Are you satisfied?

Continue to make improvements. As you implement the curriculum, the team will continue to collect data, test, and refine the delivery of the curriculum. These activities overlap and continue over the five-year project period.

Consider ways to strengthen systems to support the success of the curriculum. There may be organizational policies that need to be changed. The implementation team may recommend adjustments to training or coaching practices, or point out partnerships that need strengthening. The team may also reach out to a consultant or the curriculum developer to share feedback about ways to enhance the delivery of the curriculum.

The focus of initial implementation is on trying out critical elements of the parenting intervention, trouble-shooting any problems, and testing any necessary changes in preparation for the next stage of implementation: full implementation.

Implementing a Parenting Curriculum Using Implementation Science Series

Explore other resources in this series:
- Exploration Stage
- Installation Stage
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References

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Additional Resources

The Active Implementation Hub—Designing a Fidelity Assessment System: Identifying Challenges and Strategies
http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/AIModules-Activity-7-1-DesigingFidelityAssessment.pdf

The Active Implementation Hub—Apply the Plan-Do-Study-Act Cycle in Your Work
http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/AIHub-Activity-L6-1-PDSA.pdf

Evidence-Based Prevention and Intervention Support Center: Fidelity Observation Tools
http://www.episcenter.psu.edu/fidelity/more

Implementing Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation
https://eclkc.ohs.acf.hhs.gov/publication/implementing-parenting-interventions-guide

Institute for Healthcare Improvement—Plan-Do-Study-Act Worksheet
http://www.ihi.org/resources/pages/tools/plandostudyactworksheet.aspx

National Implementation Research Network's (NIRN) Active Implementation Hub—Modules
http://implementation.fpg.unc.edu/modules-and-lessons

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National Implementation Resource Network—Usability Testing
http://implementation.fpg.unc.edu/module-5/topic-2-usability-testing

New York State Department of Health: Plan-Do-Study-Act Worksheet
https://www.health.ny.gov/statistics/chac/improvement/docs/pdsa_worksheet_example1.pdf

State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) Center
http://fpg.unc.edu/node/2911

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Implementing a Parenting Curriculum Using Implementation Science: Full Implementation Stage

Full Implementation Stage

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Full Implementation Stage Checklist

- ❑ Update the work plan
- ❑ Support staff and the implementation team
- ❑ Maintain and adapt systems for operations and support
- ❑ Use all available data to guide ongoing continuous improvement efforts
- ❑ Consider replication at other sites or with new groups of parents
- ❑ Prepare for implementation at other sites or with new groups of parents

Full Implementation Stage Key Tasks

In the **full implementation stage**, the delivery of the new parenting curriculum is institutionalized. The curriculum is integrated as part of regular practice. Staff are hired, and parent recruitment is complete. Supports are in place to run the curriculum program with fidelity. It is time to consider replicating the curriculum.

Update the work plan. As you transition from initial to full implementation, the implementation team reviews and updates the work plan so that it aligns with efforts to support the curriculum's full implementation. The team works to integrate the curriculum into program operations. Tasks include monitoring data regularly for continuous improvement, troubleshooting new issues, and identifying program improvements.

Support staff and the implementation team. Make sure systems are in place so that all staff receive ongoing training, coaching, and any other support necessary for implementation. Plan to orient any new staff members.

Consider the composition of the implementation team. Does the team still have a diverse set of perspectives and skills? Consider staff from different levels of the organization for any new or open positions on the team. Include parents who can provide important feedback, especially those who participated in the initial implementation stage. You may continue to talk with consultants for advice and expertise as needed.

Maintain and adapt systems for operations and support. Review systems to make sure they continue to work as intended. These include systems for supervising, training and coaching, providing feedback, and monitoring data. Continue to use Plan-Do-Study-Act cycles (see "Initial Implementation" tip sheet) to inform decision-making.

Use all available data to guide ongoing continuous improvement efforts. Use the information collected to ensure ongoing quality improvement and to track progress toward parenting outcomes. Collect and analyze data regularly—for example, every quarter or twice a year. What adjustments may be needed as families, programs, and communities change?

Determine if the curriculum is a good fit for all of the families in your program. For example, you may find that a curriculum does not match the strengths and needs of some parents in your program. At this point, you may consider making adjustments or adding another curriculum to meet the needs and interests of more families. If possible, contact the curriculum developer about any substantial adaptations.

Consider replication at other sites or with new groups of parents. Review the work completed during initial implementation.

Be sure to:

- Document guidance for implementing each component of the intervention
- Develop systems, content, and structure for training, supervision, coaching, data collection, and organizational policies and practices
- Create or identify tools and systems for monitoring
- Document positive outcomes for participants
- Identify lessons learned from using Plan-Do-Study-Act cycles for continuous improvement

Based on your review, you may find a need to adjust or adapt some aspects of the program for the new site or group of families you plan to serve. Be sure to keep the critical elements in place to ensure fidelity. Consult the curriculum developer about any substantial adaptations, if necessary.

Prepare for replication at other sites or with new groups of parents. Use what you have learned during initial implementation to replicate the curriculum. Set up accurate data collection and monitoring systems to help you make decisions for continuous improvement. Collect and analyze program data regularly to find patterns, and monitor implementation to ensure high-quality practice.

The main focus of the full implementation stage is to ensure that staff are delivering the curriculum with fidelity and in a way that will lead to positive outcomes for families and children.

Be sure to celebrate your successes!

Implementing a Parenting Curriculum Using Implementation Science Series

Explore other resources in this series:
- Exploration Stage
- Installation Stage
- Initial Implementation Stage

References

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Halle, T., Paulsell, D., Daily, S., Douglass, A., Moodie, S., & Metz, A. (2015). *Implementing parenting interventions in early care and education settings: A guidebook for implementation* (OPRE 2015-94). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from https://eclkc.ohs.acf.hhs.gov/publication/implementing-parenting-interventions-guide

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). *Choosing a parenting curriculum for your program.* Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/choosing-parenting-curriculum-for-your-program.pdf

Yoshikawa, H., (February 6, 2014). *Testimony to the Senate HELP Committee—Full-Committee Hearing on Supporting Children and Families through Investments in High-Quality Early Education.* Retrieved from https://www.help.senate.gov/imo/media/doc/Yoshikawa.pdf

Additional Resources

An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems
https://www.acf.hhs.gov/sites/default/files/opre/es_cceepra_stage_based_framework_brief_508.pdf

California Evidence-Based Clearinghouse for Child Welfare—Implementation Measures
http://www.cebc4cw.org/implementing-programs/tools/measures/

**Implementing Parenting Interventions in Early Care and Education Settings:
A Guidebook for Implementation**
https://eclkc.ohs.acf.hhs.gov/publication/implementing-parenting-interventions-guide

Incredible Years—Measures and Forms [for evaluation and satisfaction]
http://www.incredibleyears.com/resources/gl/measures-and-forms/

National Implementation Science Network—Stages of Implementation Analysis: Where Are We?
http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-StagesOfImplementationAnalysisWhereAreWe.pdf

National Implementation Research Network's (NIRN) Active Implementation Hub—Modules
http://implementation.fpg.unc.edu/modules-and-lessons

**National Implementation Research Network's (NIRN) Active Implementation Hub Module—Topic 6:
Full Implementation**
http://implementation.fpg.unc.edu/module-4/topic-6-full-implementation

National Implementation Research Network's (NIRN) Active Implementation Hub—Resource Library Listing
http://implementation.fpg.unc.edu/resources/list?o=sisep

National Child Traumatic Stress Network: TOOLKIT Curriculum for Learning Collaborative Facilitators
http://www.nctsn.org/resources/learning-collaborative-toolkit

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For more information about this resource, please contact us:
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