



Implementing a Parenting Curriculum Using Implementation Science

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

A parenting curriculum can provide information and opportunities to practice skills that parents in your program may welcome (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).

Installation Stage



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



Adapted from *Implementing Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation*.

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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/>
- 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>
- 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_ccepra_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/>
- 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>
- 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