Implementing the Parenting Curriculum Using Implementation Science

Brandi Black Thacker: Today, we're going to be talking about, of course, the hot topic for everybody: Implementing the Parenting Curriculum, Using Implementation Science. This is our third of four webinars. But guess what? We have been listening so intently to what you've been telling us over time, that we've combined the two steps that remain, Initial and Full Implementation, so we can think about those together today. And in our fourth and final webinar, that I've just clicked over to, we're going to be showcasing a lot of what we're humbly calling "Lessons Learned," so many of them from you. What's been working out there, what you've tried, what you're thinking about, where you need to share more information with us, or where, with each other, more importantly.

And then, where you might like some more time to think together, so we've recalibrated what we are planning on doing based on all the incredible feedback you've been giving us, and we are going to do both Initial and Full Implementation today, so you can see why I'm jumping right in.

And then, on December 8th, we're going to be doing a bit of a recap, but we have some big ideas about how to really showcase somethings that have been helpful for folks throughout this process, not only in this web series, but certainly what we've been learning from you in person across the country over the last bit of times. So, we're so excited to be thinking about that with you and projecting forward to not only today, but that December event, for sure. So, if you haven't yet, sign up to come back and see us in December. With all of that, let us introduce the experts. My name is Brandi Black Thacker. It is so good to be back with you guys. I have the honor of being the director of Training, Technical Assistance, and Collaboration for the National Center on Parent, Family, and Community Engagement. But more importantly, I have the honor of being with two of my most favorite folks on these topics, and I'm learning so much more. Dr. Cathy Ayoub and Dr. Oscar Fleming. So let me pause for a second and let both of them say hello to you as well. Look forward to you, Cathy.

Cathy Ayoub: Oh, thank you, Brandi. Hi, everybody. Happy Friday! Thank you for joining us on a Friday to talk about parenting curricula. I'm Cathy Ayoub, and I'm one of the principle investigators for the National Center on Parent, Family, and Community Engagement, and have had the privilege to lead our project on really trying to understand the evidence around family curricula. So, I'm glad to be with you. Oscar.

Oscar Fleming: Sure. Hi, good afternoon, everybody. I am joining you from Wilmington, North Carolina. I am based at UNC, University of North Carolina at Chapel Hill. And I'm part of the National Center for Early Childhood Development Teaching and Learning, where we are publishing a lot on building implementation, capacity, knowledge implementation and ability to use proven tools to help Head Start programs use evidence-based and other effective programs. So, it's nice to be working in partnership with another national center, and it's great to be back with you all.

Brandi: Thank you, Cathy and Oscar. Well, a couple of things. We just want to outline what we hope to accomplish today. A couple of pieces here that you can see on your screen. What I want to think together about how your chosen parenting curriculum works with the Plan-Do-Study-Act cycle, sort of the small tests of change, if you will. And we're going to show you some visuals, and we're going to actually ground all that into what we already know and use in the Head Start world, too, so that's always value-added. Making sure that you have the support for your staff that are actually implementing the curriculum in place. And then, the third thing here, making sure that your curriculum is fully

incorporated. This is the big one. You know, I know about -- We often don't give ourselves the time and permission to really think meaningfully about giving the time invested in just the full incorporation. I need to stay with that phrase for a second, because we are so excited and dedicated into making sure that we have all of our ducks in a row, that sometimes we just get so flipped up in all the competing priorities we have. So, giving ourselves the space and permission to really make sure everything is fully incorporated.

And then, and this last one: What adaptations or new populations or settings might need to be considered. So this is a big, you know, a big set of goodies over the next 45 minutes or so. But I think we're up for the task. I know we're up for the task. I think you are, too. Here's where we've been. As you guys know, in the first two, we've already talked a little bit about Exploration and Installation. Today we're going to go to stages 3 and 4. And you can see them here: Initial Implementation and Full Implementation. And you guys can see at the top, we can't forget that this whole course of action really is over time, which is a huge gift. We know that it takes time to get to these levels of initial and full implementation, so even coming into this conversation today, there's a lot of pre-work that would have been done to get to these stages. And I know, as Oscar will remind us, these are not so linear. There's moving forward, there's going backward, there's really looking. And so many of you said it in the lead-in with the thoughts around what you do to plan toward improvement, even in your personal life, it really is about constantly thinking, "Should we stay the course?" "Do we, sort of, recalibrate the course?" "Where are we?"

So, a lot of that applies here, certainly, as well. You can see here, a little bit of the language, in terms of the recap, of where we've been under "Explore" and "Install." And this is where so many of you are today in your choice, and then, specifically for how you're thinking about the installation of it. So we'll be interested to hear if any of you identify with being in the third and fourth stages, and we're excited to see your thoughts about how this applies to not only where you might be now, but you're probably doing a lot of forward projection right now about where you need to be as we do with just our ways of continuous quality improvement always in mind. Okay, guys, this is one of my most favorite resources that we've ever been able to publish alongside the office of Head Start. And you've seen it in each one of our webinars: The Parenting Curriculum Decision-Making Checklist. We're not going to stay here for very long, because we have been over this, and we will bring it back to you in the fourth webinar. But what I wanted to say is this has been so powerful in helping folks determine if what they're considering, or what they've already chosen actually is a curriculum.

These characteristics actually help folks determine, is what I'm even looking at going to really honor the intent of the standard that's in front of us? So, we're going to come back to this continually. I think one of the great things that we've been doing at the center that has been so exciting to experience with you guys as we've been out on the ground, is going through this checklist and sort of answering your questions with questions, using this sort of as our roadmap. So, we'll talk a little bit more about that as not only we go forward in webinar 4, but certainly as we continue experiencing this exciting opportunity over time. So with that. That's a whole lot of lead-in, but we want to turn you guys right over, and I believe, Oscar, it's going to be to you. We're going to go right to that third stage of Initial Implementation.

Oscar: Yep, it's my turn. Hello again, everyone. And I just wanted to reflect. I work in a broad range of programs that are often more linked to, kind of, public health system, which in my mind includes really

childhood, but maybe not in everyone's mind. So, looking at that checklist, I always think, 'Wow! It's amazing the amount of supports that are built into Head Start.' It doesn't make your job easier, necessarily, or hope it makes your job easier, but you still have to make some tough decisions and weigh needs against one another and decide what you're doing. So, I just want to lift up that. And as we go through, we'll be talking about helping you all to leverage the supports and resources you have as you make really critical decisions. So, anyway, that checklist -- I just really like it, it always helps me understand what's going on. But to the point, we're going to be talking today about initial implementation, and initial implementation in the way that we've structures the Active Implementation Framework is really the first time you delivered, in this case, the new curriculum, right. So, often in our programs, we don't think intentionally about the stages of work, and often we're pushed to start doing something new before we're really ready. In the last two sessions, we've talked about Exploration -- Making the best decision for your contact, and Installation -- really getting ready and putting the resources and supports in place. So, when you reach Initial Implementation, it's when you begin to deliver or do the new practice for the first time. So, we're going to talk about terms, tasks and takeaway messages, and try to summarize some of the key learning or key ideas for you. And, I have power to move the slides, so I'm going to do that. Alright so, here we're talking.

Briefly, I just want to cover some of these terms for you, and I'll invite Cathy to jump in as she would like to, but as I mentioned, in Initial Implementation, you'll be delivering curricula for the first time. It's a very exciting stage to be in, and it can be kind of awkward. It can be kind of awkward where people are uncomfortable, particularly if they were really good at something they used to do, and they're not good at something new. And so, folks want to revert to the old practice. So, this is a time for vigilance and excitement and learning. The Critical Elements term - I just want to drill down on that for a second. This is where you begin to see the things that you like about the curriculum that you chose, the things that you knew were important. You begin to see them come to life. And, you begin to really look for them in practice. And so, the reason the Critical Elements is important here is you want to begin to use those systems you built in installation - your data systems, your training, coaching - to make sure that folks understand, remember the critical elements, and they begin to manifest them. So, you begin to see parents doing programs as you would hope, parents involved in programs as you expected, staff delivering content as intended.

You should expect to see staff struggle. Probably everyone struggles with new practices most of the time, and that's okay. So, I would encourage you to be giving anticipatory time. It's okay if this feels hard, or if you're nervous. Let's work on that. You're not expected to open the brand new practice and do everything perfectly the first time. And, we certainly wouldn't encourage anyone to try to do more than they can do at start-up. So, think carefully about what you can do, and how you can really take your best first step knowing that there might be some stumbles along the way. And then, we'll get into Plan-Do-Study-Act Cycles and Usability Testing. I just want to flag them here to say that going in knowing that you're going to struggle with some of the aspects of your new curriculum, both Plan-Do-Study-Act Cycles, Rapid Learning Cycles and Usability Testing, are problem-solving methods, learning methods for you to use. So, Cathy, I just wanted to invite you to reflect on any of these terms or the whole idea of starting with a learning mindset.

 Cathy: Thank you, Oscar! A couple of things as you were talking about these key terms that I thought of, that were really specific to parenting curricula. And, one is when, I think when Oscar really says, Try it out. Look at the critical elements. I think it's just that some of you may feel like you're all ready to go and

you're ready to do this with parents, but oftentimes, there are a number of programs that say, 'We're going to start slowly. We're going to try one group of parents, or even, I've just been working this week with about twenty early care programs with Early Head Start, Head Start and Childcare Programs that are implementing curricula, and some of them really like the idea of offering it to their staff first, or really taking a look at a group of parents, or even offering it to parent leadership first. One, so that they could be ambassadors for the group and really help recruit parents, but also for the facilitators to be able to try it out.

So, I think you can be creative in thinking about some ways of actually doing that. A second thing that I was thinking about, when you go back to the standard, it really talks about what you need to do when you think about adapting a curriculum, and I just wanted to emphasize that when Oscar talks about Critical Elements, you know, I think it's defined here of the key processes, supports and collection activities that the team's worried about getting right. And, sometimes when things are really hard, we go, Well, we're just not going to do that. And, I would just -- you have to, kind of, walk - we were talking about this at our meeting, again, with programs, yesterday and the day before -- it's kind of like walking a tightrope. What can I modify? What can I change? Are there things I'm really afraid of? Can I, kind of, shift those? And, what are such big changes that I'm really changing the curriculum enough that I need to talk to the developers and get some consultation because then it really isn't the curriculum. So, that was a second thing that came to mind. So, I'll, I'll hand it back to you, Oscar and Brandi.

 Oscar: Great! Yeah, and we're going to keep talking about adaptation as we move into Full Implementation, and I'll just highlight or echo, I guess I want to say -- In Initial Implementation, we often find -- when we find things hard to do, we may just decide not to do them, and then later, we begin to teach drift, and critical elements of a program or core components may disappear, kind of, over time. And, both of those are things that you want to watch out for. But yeah, it does take some commitment to ensuring that the critical elements, those aspects of a program that make up the program, are manifesting in your sites, and in your programs. Otherwise, you shouldn't expect to see the outcomes, you should be unlikely to achieve the full outcomes that you want in the first place. So, great! Let me see if I did this right. Did I do it twice? No. Alright. And then, we move forward to Key Tasks, and talk a little bit about.

So, what you're doing during this stage. So, if you talk all along, there's an implementation team that's been evolving with you over the stages, and in this case, your implementation team is likely that first layer of support for all of the staff that are involved, and even the parents that are involved in these first efforts. And so, you may need to add some new members, or some members may have less to do in this stage and then they drop off. But again, your frontline of support is the implementation team, and they may be changing, and that's okay. You definitely want to be thinking about what all needs to be in place for staff and participants to get the most out of this first somewhat awkward effort. Again, you're using those data systems you created. So, this is a great chance if you're in installation now to be thinking about: What do we want to learn as we go forward? What are my deepest fears or what's keeping me up at night about this curriculum?

Those are the things -- because you know your situation best -- you probably want to plan ahead for some data collection. How will we know if parents aren't getting the information we put out? Or, how will we know if the timing or location aren't really ideal? Well, what data can we collect? And then, you'll go -- and in Initial Implementation, you'll have the chance to actually collect that data and see. Are your

fears confirmed? Or well, that's not necessarily a problem, and maybe something else has come up that you want to address. So, this may seem very straight-forward, and I think it can be, particularly with your expertise. You all know your situation best, so, think about those concerns that you have, those are probably your best learning points to start with, because those are things you know. Other surprises will come unfortunately, but start with what you think may be a concern. And, I think I'll stop there and invite Cathy back in again with more of that direct experience more recently with programs that are doing this. So, Cathy?

Cathy: Great! Thank you, Oscar! Just a couple of thoughts. One of the things that I heard a lot of lately with folks who are really doing Initial Implementation is that even though they went to training, even though they were really energized by the training they received, they kind of got in and started implementing and they realized that there were some gaps or some holes, or some places that they were less comfortable, particularly around their capacity to facilitate conversations that were required by the curriculum. And so, a lot of folks said, 'We need to have a regular way that we get some consultation, or we can debrief'. And so, I know we've suggested this before, but it's something you might want to all be thinking about if you have a mental health consultant onboard. First of all, depending on the curriculum that you've chosen, and how much, kind of, therapeutic work is involved, as well as universal, kind of, more narrative parenting work. You may want to have that mental health consultant as a co-facilitator. Some folks are doing that. So, anything that anybody has to do, you may have some very experienced family advocates, family service folks, you know, they're, kind of, our mainstay. Or even someone in leadership that has some advanced clinical skills, both around mental health and/or around coaching and group processes. And, those seem to be the two areas where facilitators are really feeling like if they can even have a regular debrief meeting with someone, particularly in the beginning, that's one strategy that a number of programs have really thought about using, and you all may have some other suggestions. So, if you do, it would be really helpful to know because we're really looking for all kinds of good suggestions. I think I'll hand this back to you.

Oscar: Great! Yeah, the last thing I'll say before we move forward here is this is an active - I guess the adaptation at this level, that is fully expected and fully encouraged, is in the way that you manage your work to best deliver the new curriculum. And so, for all of you leaders and managers out there, I want to put you in a mindset of accountability, and I bet many of you, if not most of you, are already there. If staff cannot deliver the curriculum, our first job as leaders and managers is to make - that's our problem, it's not their problem, right? We're accountable to put them in the best spot to be able to deliver the curriculum. And so, if challenges come up, we've got to be there to catch them and respond to them as best and as rapidly as we can. So, the fun for me about implementation is really, kind of, spreading that accountability per picture back up the food chain, so to speak. And, depending on where you are, that can be easier or harder, but really, as leaders or managers, you're accountable for the success of the program and you've got to be actively engaged. I want to move forward - I think, Brandi, you're going to jump in here and talk a little bit about the links between the Program Planning cycle and some of the more — some of the other cycles that are here.

Brandi: Yeah, Oscar, thank you so much! Well, I appreciate all of the insight you and Cathy are giving us, and just a side note. I see all kinds of excited discussion in chat, and just to remind you guys that we always hang out at least 15 minutes afterwards, so that after the presentation ends we can try to address some of the things that you are offering in chat. So, we will try to do as much as we can for you as we go in real-time, and then certainly, if you have the extra minutes to hang out with us, we'll do our

best to support you in the dialog as you're working together there to share ideas and questions. So, I just wanted to give you that, in case that would be helpful, because we're about halfway through. Also, two things that I wanted to offer here quickly. So, Oscar, in the Plan-Do-Study-Act Cycle Over Time, the one we see here on the left hand side of the screen from the Implementation Science model, sort of the cyclical, wonderful image as that are not so foreign to us in Head Start. I mean, you guys know what you see on the right hand side of the screen - The Head Start Program Planning Cycle. We know this from a long time in our work and it's actually more recently been updated to reflect the 5 year project period. And, for those of you that have been around Head Start for a whole long time, you probably also remember that we used to have something similar to the Plan-Do-Study-Act piece even in the Family Partnership Agreement process.

You guys remember those old training guides that we used to get in plastic? Remember those, three-holes punched? Did anybody get those? I'm not the only one, right, that's been around that long? But we had something similar, so the point here is, in addition to those, we have the Four Data Activities that we build on, and some of even our Measuring What Matters work that really raise out the foundation or anchor for how to plan these sorts of things over time. So, we only bring those images here, not to introduce a whole bunch of new concepts for folks, but if you have already been within the arenas to think about that Program Planning Cycle back here on the right hand side of the screen, and/or any of our Measuring What Matters work and Four Data Activities. All of these things are absolutely similar in the way that they are cyclical, but also give us a frame in which to operate as we're thinking about what's really working in our implementation, and which ways that we need to think meaningfully about what's not, and how we then, you know, reconstruct our course sites on that. But I want to check in here with, you know, Oscar, both you and Cathy to see what other ideas you might add here, or even on the previous slide.

Oscar: Yeah, I'll just take this back real quickly and emphasize that the big difference for me as I've come to know the Head Start Program Planning Cycle and looked into the Four Data practices, Plan-Do-Study-Act is a very simple straight-forward methodology, but it still requires that we follow through, that we plan, do, study, and act, and likely do it multiple times. And so, one big difference in these cycles that I want to highlight is the rapidity. You wouldn't choose as a quality improvement measure necessarily - parent satisfaction. You might choose as a quality improvement measure - number of elements that were quickly delivered within the time frame required - I'm thinking out loud here. So, you're really thinking about small changes you can make that are important to effective delivery of a curriculum, and then you're testing solutions, and you're measuring - you're testing by measuring to see if they actually made a difference. So, not all changes. The second point I want to make is not all changes are improvements, so if you only plan and do and plan and do, you never know if you're actually improving, and that's the key point. And in healthcare, which adapted this quality improvement rapid cycle approach broadly from industry to the - what we know from the literature is that most people plan and do and they never actually check to see if there've been any changes. So, be better than healthcare and public health and actually check and see if you're actually making things better. But that's all I would say. I think this is a nice similarity.

Brandi: Gosh, Oscar, I'm so glad you took us back to that because, you know, I think that we just automatically assume that those shifts would be improvements; that we have to stay in that mind space of, you know, that's data too. If they're not improvements, that is actually data, and then we get to make the decision about what we do with that. And, know when that data exists is a big deal. I don't like

to bring up this right to you guys because I know you guys start getting nervous when I say things like monitoring, but what we're hearing about monitoring these days is that you get to tell your story, and part of telling your story is actually having an accurate picture of what's going on, even if you know where the quote/unquote holes are, or where your opportunities are, that's a great thing because that means you're clued in and you're doing your ongoing monitoring, and your record-keeping and reporting, and all those things that we know assist them in a way that indicates your awareness. So, I'm so glad that you took us back there, Oscar. Let's see what happens next year. I know we're getting ready to cycle a little bit here. Oscar, if I'm not mistaken, you're going to give us some of the Key Take-Away Messages from the Stage 3, and we're pretty quickly going to transition into Full Implementation. And then, we want to hover with some of the things that we've been seeing in chat.

Oscar: Yeah, that's fine. So, we've said all the critical take-away messages is that you're actively and intentionally learning, testing and re-testing what's going to work for you, and you want to start as small as you can, and then build-up based on your successes and learn from your failures. It's okay to fail and stumble a bit that's going to happen. So, maybe reduce the pressure on yourself a little bit. You're going to get there, you're going to be successful, and you guys really can do this. So, take a deep breath and get started but on a small scale. And, your implementation teams are going to be busy, so again, I might say the leaders, they're going to need to be doing a lot of work around data collection and getting stakeholder feedback to really figure out how well it's going. And so, leaders and managers are going to have to support them in doing that work if you really want to learn and improve. So, those are the big takeaways that help with this.

Brandi: Alright, well, here is where we have been. You guys know we've spent a little time, obviously in Exploration, Installation. We've just experienced together quickly the initial implementation, and what we want to do now is fast-forward a bit over into any questions that you have, please continue to put them in here. Specifically, it sounds like you guys have been going back to my choice, am I okay, I'm in explore, I'm in install, how am I doing, and I love Oscar's constant reassurance, thanks for trying to get to us. But, you know, it's okay. This isn't a linear thing, you go forward, you come back, you're assessing, you're doing, you're looking around it's all a part of the process. And, I said on one of our earlier webinars, that as we're thinking about our little ones in the classroom, this is all developmentally appropriate, like, whatever you're doing is right where you ought to be. So, take a breath. We hope this kind of dialog will really help you take stock of where you are or where you want to go, and then just know that it might be a little messy, and that's okay, that's all okay. But what we'd like to do is transition over to Full Implementation, so we can talk a little bit about that. And, I think, Oscar, you're going to kick us off, are you?

Oscar: Yeah, so I'll just jump right in. One of the reasons we thought we might shrink Full Implementation a little bit is that our - I think we know that most of you are nowhere near this so, remember 2 to 4 years. Often for any site to take the well-defined practice and reach fidelity or do it as intended, it can take about 2 to 4 years, and that's kind of the recommendation, that's what the evidence, kind of, tells us what we've learned in doing this work. So, we're not going to spend too much time here, you'll get there, and what it looks like in Full Implementation is more than happy your providers, your teachers, your staff are delivering the curriculum as intended. So, that wasn't handed down on our stone tablet, but that's a good way of measuring.

Are we doing this well enough to expect the outcomes that we are looking for? Some curricula and Cathy may know better than me may come with clear definitions of fidelity, others may not. But fidelity, or doing it as intended, is what you're aiming for and that's what you want. Otherwise, you wouldn't be involved in this in the first place. You really want to deliver this well enough to get your result. But you're not there yet, so this is not intended to put more pressure on you, we just want to make sure you get the full picture here. In Full Implementation, we've got, kind of, two big things that come up here and they're on the screen here. Adaptation, exactly, I already, kind of, opened this box for it. As you learn more and do more, you'll be presented with opportunities, and sometimes the need to adapt, and that's great. There is nothing wrong with adaptation, but you want to do it carefully and intentionally so that you know what you're changing and why, and again, you can see if it makes the difference that you want it to.

And, you want to guard against adaptation by default, like, you just stopped doing this, no one really knows why, but while we're doing half of the curriculum the way it's supposed to be done. So, you want to be thoughtful about it, and your implementation during the phase continues to be engaged, we'll know and if things begin to drift off or being done less, you can use your data to inform you. One that's not an adaptation, I'll just say that a good purveyor or a program developer should be able to purveyor I mean the person who's coming to you providing technical support around the curriculum, that's a word I don't know if you all use that as much as others - maybe a vendor or a program developer - should be able to tell you about what adaptations are typical in their experience, and maybe adaptations that don't mess with the core components or critical elements of the curriculum, and those that would be a correct or the fundamental way the curriculum is supposed to work.

Those are great questions to be asking in an exploration. How does it work in a similar setting to us? Can you tell us anything about that? So, that's being a good consumer and ask those questions. And finally, Replication. I know many of you may have, maybe a Head Start program with multiple sites, and so, you have to think about replicating the program within a given site till we get the second and third and fourth time, and maintaining the quality and improving over time. But also beginning to spread to new sites and doing it multiple times there, and the only thing I'll say to you at this point is that you want to be thinking now making your programmatic goals which you want for families to the infrastructure you're going to have to build to deliver it at the scale you desire. So, you don't want to aim to cover every parent, say, in your county, and only have a program for 10 families in one site. Those things are not matched, and so, one of the tricks of implementation over time is continuing to match your infrastructure, your staff, your training resources, your coaching to the scope of your work. You're not there yet, so don't get too nervous, but those are things we will be talking with you about in years to come. So, Cathy, let me invite you in and you give them a break from listening to me.

Cathy: Alright, I think you've really covered this pretty thoroughly. Again, you know, I think I'd just remind everyone that when you get into Full Implementation, that is when you really look very carefully at changing core components, and sometimes, when we get really anxious in Initial Implementation, it's like, "Oh, we've got to change this and we've got to change this." And so, I like to take a deep breath, there's time to do this. So, that's one of the things that we are really supporting folks to do. And, you may eventually end up really finding that there are a certain number of parents where you really do want to change some of the core components and you can talk to the developer, which is really what the standard suggests. And, in addition to that, talk to other experts and there are lots of ways to do that. So, let me leave it there.

Oscar: Yeah.

Oscar: Okay. Key Tasks. Very similar, you're adapting your team as needed, and you're continuing to use data to make improvements. And, I think out of respect of not repeating myself and you've said most of it, so I apologize. This is where you'll be, so I'll just jump it forward, maybe.

Brandi: This is perfect and I think, you know, if we had to Head Start it to have any of those things, I mean this is -- I'm going to bump back just a second. These are bits that are not foreign to us. I mean, this is how we stay systemic, integrated, comprehensive. I mean, these are phrases that we know about, you know, institutionalized have integrated it has become the norm. We have monitoring systems that we've always had. There is a replication that we've always utilized, as you know, start small and then figure out how to go bigger and broader, and all of this is what both Oscar and Cathy have given us guys, promise to get your camera's back because I was going to put this backup. So, you could see all four stages together, and we actually also can create this as a handout for you. So, when this is actually uploaded to the ECLKC, if it's helpful for you to have this, like, our incredible communications team, one of which are most favorite friendly names you have seen in channel helped us create this graphic based on Oscar and his colleagues their work and these four stages, but it's a really great graphic to just showcase a few of the broad ideas in each of these 4 stages based on and what you do in implementing any large undertaking over time here.

So, this is a graphic that we can pop out into a one pager PDF. That way, it's helpful for you guys and you want to have it, like, so many of you guys asked for our framework and you laminate it and put it at your desk, or by your computer, to just use in a reference often. So, if that's helpful here, we can certainly do that for you as well. I'm going to leave it here just for a second and make sure that everybody who wanted to see this quickly gets the chance to get the information that they needed. Did you get your cameras? Okay, you thought that, that would be helpful I assuming that Christy Marlene. I'm going to leave it here a second but I'm going to foreshadow. One of the things that you're going to see on the next slide is actually a question for you, and it's basically given where you are in a process, and it can be anywhere in these stages, what is your best next step? Tell us where you are and what's happening? And, I think what we're going to try to do we've tried meaningfully to create some extra space given the excitement that we're seeing go by in chat. To offer a little extra time to address some things about process and clarity, so that that way, hopefully, you can have a few things to take-away in addition to the amazing content that you've already experienced.

But so you can also have some answers that it looks like you're really hoping to have as well. Best next step, so Christy says Implementation. We'll let a few more things go by here and then we'll try to start addressing some of these great ideas that we've been seeing go. Alright, Cindy, so you guys have made a choice, you've done some training, you have some questions about how to implement it specific to your program, and specific, more specifically, specific to your home-based program option. Great! So, your best next step is probably making those connections to Okay, we've experienced it in a broad way and now, how do we make this work for what we know about our program and our families. Okay, really, this is great! We're in installation, but I'm still feeling anxiety about how in the world will you think we got through exploration. Oscar, would you say that, that's maybe congratulations?

Oscar: Oh well, actually, so the anxiety, I wish I could relieve that but I can't, I'm good just in brave enough, kind of human services folks. If you got through exploration and made a decision, you've gotten farther than all kinds of people in group 2. It's hard to make these decisions because there're trade-offs,

there's always trade-offs. And so, good for you, and it's given me a chance to say what I meant to reemphasize is that as you go forward and learn, you may realize that your wildest dreams are only halfway met, but you like what you did choose. But now, you have a new opportunity to go back and perhaps choose another parenting curricula or take another approach to achieving your goals for families. And so, I just want to use that example to say that you're moving back and forth in the stages. If done well, exploration will get you into installation, but there may be times when you choose something and you're given the installation and you realize, "We can't do this. We liked it, but we can't deliver it, and we've got to go back and make different choices." Nobody wants to do that but it can happen. Alternatively, you'll reach Initial Implementation and realize you didn't put in place the data support system that you needed. You have something that's not good enough, we're going to go back and fix that. So, yeah, it's not linear, it's good to move back and forth. And, if you made it out of exploration, that's great. Please celebrate that! Celebrate your movement along the stages here because, it's a lot of work and you deserve a pat on the back.

 Brandi: Oscar, I'm so glad you clarified my congratulations. It wasn't about the anxiety. Thank you so much! It was about making it through to the other side, yes. That's incredible! And, it's going to continue to ebb and flow, as Oscar said much more eloquently than I could ever. So, I have a couple of things here I wanted to offer. Miss Malia, see, you could never ask any kind of silly question. We are all in this together and we are all here to help each other succeed. So, that's first and foremost, you don't have to feel shy about any of this. And, she says, 'We're having a hard time getting parents to commit to things, like, on a long term basis. So, I'm really curious about how programs are using the curriculum how programs are actually using it and how they're making them work, and, how they're using them to help parents.' Actually, nuts and bolts. So, I'm going to pause because Cathy actually has so much amazing stuff in her beautiful brain but one of her many areas of expertise is Recruitment and Retention specific to these parenting curricula. And, Cathy, I know that was one of the things you wanted to bring back up today, right?

 Cathy: Yes, so let me just throw out a few suggestions and some things that other programs are doing. Melanie, you have hit on what most programs say are the two biggest obstacles to implementation, and, that is recruitment and retention of parents. And again, many of you experienced this when you -- And so, you're also experts at doing this in many ways when you recruit parents for Parent Nights, those of you in really Head Start home-based programs when you're looking at socialization experiences for parents, and really trying to engage parents in multiple ways.

What's really interesting I actually had the real honor of hanging out with a group of parents from 22 different Head Start and Early Head Start programs from across the country the beginning of this week. And, it was the question was what can we do as programs to help you engage, and specifically, what about these parenting curricula? And, the parent essentially said, 'You know, you need to approach us in a number of different ways. One way does not work for all of us and you're not going to get all parents there, but you need to be flexible. One of the key rules is, we really want food, and you need to make it easy for us to attend. So, you need to really make sure that we have a place, that our children can be where we feel that they'll be safe and cared for, while we are involved.' And then, their next suggestion, which I've also seen happen with a number of programs where we've watched this implementation over 5 or 6 years, is get parents involved initially. If you can recruit them, have them come in, when you say to them and you have to stay for 8 sessions, 10 sessions, 12 sessions, depending on the curricula that

you've chosen, most parents go, "Mmm. No way." So, you want them to know there are 10 sessions, but it's almost being flexible about inviting them to come try it, making it welcoming.

And, one of the other things that we talked about a lot earlier in the week with both parents and with program staff was if a parent has missed, they really need -- They need some follow-up from you. They need a call from someone that they trust, and some programs set up parent to parent networks, so that parents in a group call each other, and remind each other. A lot of people are using text messages even during the week to remind parents 'We're looking forward to seeing you there.' Another thing is thinking about offering, again, what in the research world we call Incentives. But some token of appreciation to the parents for being there. And, oftentimes, it doesn't need to be something big.

There are a number of programs who will select some small thing that they bought at The Dollar Store, and they go find one that may be indicative of that particular session. I know there was one facilitator who said, 'Gee, last week we gave all of our parents a ruler because we want them to measure their own progress, and really celebrate their changes. And, next week, we're going to give them each a ball, because we really want them to bounce when they think about the new things that they've learned.' So, you can be much more creative than I am, but these are some of the kinds of things that folks were suggesting. It does take a lot of work to both get parents in, and also to have them stay. So, some programs are also doing things like they're offering make-up sessions, and they're also really checking in with their parents at the end of each session, sometimes even with a little two question evaluation, you know, how did you like this session? They also found out what the favorite sessions were from parents, and invited additional parents there. I probably could go on for much longer Brandi, but let me leave it there.

And, I'm sure many of you have a lot of suggestions too, but just so you know, you're not alone in struggling with 'How do I get parents to be interested and then, how not?' Well, let me offer one other suggestion. One of the key things is if your staff, if your teachers, if your family service folks, who work with parents are really gung-ho, then they are your ambassadors. There's one program that actually has recruited several parents from their leadership group to be ambassadors parent to parent - for their parenting curriculum, and one of the very best ways to really get staff buy in is actually to do the curriculum for them. So, a number of programs are really offering the curriculum, they're doing a staff curriculum version that they offer to staff. And, that works tremendously. We had one program actually doubled the number of parents that were coming after they had offered it for staff. So, all of these are ideas, and I'm hoping that folks may use some of them, and I'd love hearing about yours. It looks like we're hearing about some things that folks have done as well.

Brandi: Oh Cathy, you would be in heaven if we were all so talented to be able to type, talk and think at the same time. There are things like Parents' cafes, just different ideas that folks have integrated their staff first, so they had to buy in. Just as you mentioned, I mean, this group is always incredible, and adding their own insights and creativity. So, not to disappoint today, they are still delivering here in chat. And guys, I want to transition, I want to just give you a little nudge here, we're about two minutes till the end of the official webinar, but we're following your lead. We always promise to stay at least 15 minutes after because we're watching what you said. So, what I'd like to do, with your permission, is transition a little bit to some of your questions about 'Is there an approved list?' Like, what is this stuff we keep hearing about? There are some pieces where we don't feel fully clear on what we can do, what we cannot do, and I think we can help with some of that for you. but I wanted to let you know that

we're going to transition into that place. So, if anybody really had to go at the top of the hour, this would be probably your stopping spot. But hopefully, that was tease enough to at least be some intrigue.

[End video]