

NTDC Initial Design and Implementation Plan (IDIP)

Introduction to the IDIP

The Initial Design and Implementation Plan (IDIP) is a document that serves as a tool for a site to thoughtfully and strategically plan for successful implementation of NTDC. Upon completion of the IDIP, the site will have a comprehensive document that guides the implementation of NTDC, supports the use of NTDC to address the needs of parents who are fostering or adopting, and outlines the steps that need to be taken to ensure that the intervention is delivered in the way that it was intended.

If done well, an IDIP has many benefits, including the promotion of a well-developed, logical approach to implementation and the description of strategies to address on-going implementation issues. Planning activities provide the process for thinking through the critical components of implementation, allowing for anticipation of possible barriers and the steps to address them and developing a common understanding of how the identified program goal will be achieved. In addition, the plan can serve as a communication tool with leadership to promote buy-in and sustain support.

Implementing NTDC

A. Goal

The goal of the **National Training and Development Curriculum for Foster and Adoptive Parents** (NTDC) is to develop and evaluate a state-of-the-art training program to prepare foster and adoptive parents to effectively parent children exposed to trauma, separation and loss and to provide these families with ongoing skill development needed to understand and promote healthy child development.

The NTDC prepares people to be successful at fostering or adopting by providing them with the information and tools needed to parent a child who has experienced trauma, separation, or loss. Additionally, once parents have a child in their home, the NTDC helps parents continue to build skills by giving them access to information and resources as their child ages and enters new developmental stages.

What need / problem is the site attempting to address by participating in the NTDC?

B. Theory of Change

If sites use a state-of-the-art curriculum for foster/adoptive parents that includes intensive preparation and ongoing development components, then:

- Families will be better prepared to determine their ability and capacity to parent or explore additional supports, resources, or training that is needed to gain the capacity to parent; and
- Families will increase their knowledge and be able to understand and respond to the unique needs of children placed in their care.

If families increase their knowledge about the needs of the children placed in their care and have a better sense of their own capacity, then:

- Families will be more likely to provide stable and nurturing placements and support the permanency planning process; and
- Families will have increased capacity to meet the children's current needs and the ability to continue to develop capacity to meet the children's changing needs

Then foster and adoptive families will be better prepared to facilitate and support healing and recovery, and also promote the social and emotional well-being of children who have experienced early adversity and trauma.

C. Target Population

NTDC is designed for families who want to foster and/or adopt children through the public child welfare system. The curriculum has also been adapted so that it is pertinent to the following groups:

- ❖ Families who adopt via the intercountry or private domestic adoption process
- ❖ Kinship caregivers
- ❖ American Indian Alaska Native foster and adoptive parents

Clearly define the target population to whom the site will be providing training.

Consider the following eligibility and exclusionary criteria:

- Geographic service areas
- Types of families that will go through NTDC (i.e. kinship families, foster parents, adoptive parents, foster or adoptive parents from a tribal nation, families who adopt privately outside of the child welfare system).



- Needs (e.g., some parents may have low reading levels, some parents may have connectivity issues, language spoken etc.)
- Estimate of the total number of prospective parents that will be served by the NTDC each quarter/year

D. Outcomes

When NTDC is implemented, it is anticipated that the following outcomes will be achieved:

Short-term outcomes: A state-of-the-art training program that prepares/develops foster and adoptive parents' capacity and equips them to meet needs of children in their care as evidenced by: 1) Increased % of families who feel prepared to care for children placed in their homes, 2) Increased % of families who understand the impact of trauma, 3) Increased knowledge in core competency areas, 4) Increased self-awareness in determining ability to foster/adopt, 5) Increased access to training and supports after pre service training, and 6) Increased knowledge of intervention strategies utilized to address mental health, emotional and behavioral challenges children may exhibit.

Long-term outcomes: The long-term outcomes are improved placement stability, improved permanency rates, and increased child and family well-being.

Add any additional desired outcomes based on CFSR, PIP, and other policy / practice goals

E. Philosophy, Values, and Principals

Describe how NTDC fits with current initiatives and values of the site.

F. NTDC Enrollment

Describe how participants will be identified, selected or recruited to participate in the NTDC.

Consider the following:

- *How will prospective families be oriented to the curriculum and encouraged to participate in all aspects?*
- *What information do families need prior to participating in NTDC Project?*
- *Are there special supports you plan to provide to prospective parents such as meals, child care, and transportation?*



Please describe any anticipated issues that may prevent the processes from occurring as planned and how these challenges might be addressed.

G. Curriculum Components:

The NTDC is comprised of three components:

- **NTDC Self-Assessment** - The curriculum includes a self-assessment that is completed before the training begins and after the curriculum is completed. The assessment is constructed through a culturally sensitive lens. It will help participants who are not yet foster or adoptive parents to determine if they have characteristics and competencies shown to be effective in working with this target population. The components of the self-assessment is woven throughout the classroom-based training and is a critical element to the curriculum. The assessment can be completed electronically and takes approximately 1 hour.
 - Identify the barriers that may exist to having participants complete the self-assessment.
 - When and how will participants be informed of the self-assessments?
 - Who and how will the site follow-up with participants who have not completed the self-assessment prior to starting classroom-based training?
- **Classroom-Based Training:** The curriculum includes foundational information that is critical in effectively parenting children who have experienced trauma, separation and loss. The training is interactive and reflects current knowledge of adult learning.

In addition to non-relative parents who want to foster and/or adopt through the child welfare system, the curriculum will also be applicable for kinship caregivers, families who adopt via the intercountry or private domestic process, and American Indian Alaska Native parents who want to foster/adopt. Each theme will include 'break out sections' that will help to ensure that the content in the theme is applicable to these target populations.

Also a part of the classroom component:

- **Online Courses:** There are two themes that are intended to be completed online outside of the classroom (Expanding Your Parenting Paradigm and Overview of the Child Welfare System).
- **Prework:** Each classroom-based theme includes 30 minutes of prework which will include a podcast with questions and sometimes a video or an



article that families are asked to review and reflect upon in preparation for the upcoming class. There is time allotted in the classroom to review the prework; connecting it to the material being discussed that day.

While the NTDC training curriculum thoroughly covers an extensive number of topics, it is possible site-specific policy and/or regulations will require that additional information be shared with participants. Review the curriculum and consider any adaptation or development work that will need to be done to ensure that the curriculum meets the training requirements of the state, county, territory or tribal nation. Consider the following:

- Who can do a crosswalk to compare the NTDC themes with what is required in the site's policy and/or regulation?
 - Who is responsible for reviewing the NTDC content and identifying any topics that may need to be added and/or excluded?
 - Who is responsible for creating the additional content, if needed?
- **Right-Time Training:**

The right-time includes additional themes that are not covered in the classroom training that will provide participants with tools and information they need along the journey. Each right-time theme is approximately 1 hour and includes: 1) Video, 2) Key points/tip sheet, 3) Discussion guide, 4) Questions and answers, 5) My story podcast and 6) Resources. This component of the curriculum allows participants to guide their own continued learning and obtain information at the time they need it.

- How will participants who are taking NTDC being informed and oriented to the right-time component?
- How will the site utilize the right-time training for parents who are already fostering or adopting (i.e. through webinars, support groups etc.)?
- What barriers exist in having participants access the right-time training?

H. Materials

NTDC makes the following materials available to users:

- Curriculum
 - Self-Assessment
 - Classroom-Based Materials



- Right-Time Training
- Facilitator Training Manual
- PPTs, Videos and Podcasts
- Participant Resource Manual and handouts for the classroom-based training
- Program Evaluation Materials (skills checks, pre-test, post-test)

NTDC users will have access to the following to ensure that the NTDC training is being trained as intended:

- Facilitator fidelity survey
- Supervisor observation survey

Sites will need to make the materials available to facilitators and participants.

- Who will be responsible for replicating the materials?
- How the expense associated with replicating the materials be covered?
- Will materials be available online, on paper, or both?
- If materials are being administered via the internet or on-line, how will families that don't have connectivity be supported?
- Will trainers have access to projectors, screens, computers, DVD players, speakers and other materials needed to facilitate the training?

I. Implementation Supports

Implementation supports are the system's existing capacity to support the delivery of NTDC, as well as work that needs to be done to develop supports that are not currently available. Please include discussion about any anticipated concerns and strategies for addressing them.

- **Facilitators and Other Staff:** Delineate the responsibilities and qualification of staff who will facilitate NTDC and other criteria needed to select, recruit, and retain staff as well as the number of staff needed.
 - Any barriers to obtaining appropriate staff as outlined in the NTDC best practice document?
 - What are the responsibilities of the facilitators supporting the delivery of the self-assessment, classroom-based training and right-time training?
 - How many staff are needed to facilitate NTDC?
 - Will existing trainers be used to facilitate NTDC?
 - What qualifications and characteristics will facilitators need to have to train NTDC?
 - What is the process for recruiting and selecting facilitators?
 - Will the site be able to support a two-facilitator training model? If yes, does the site have a pool of parents that are used to co-train with professionals. If not, how will parents be recruited?



- Is compensation provided for facilitators?
- Do staff other than facilitators need to be hired to administer NTDC?
- Are there barriers to recruitment of staff?
- ***Train the Facilitator, Coaching and Supervision:*** Address how staff will be trained to facilitate the curriculum and staff will receive supervision and coaching.
 - Who needs to attend the train the trainers?
 - How many days will be allocated to train facilitators?
 - What needs to be done to ensure that staff can attend the train the trainers?
 - Who will conduct the training for facilitators?
 - Where will the training take place?
 - Overtime, how will you sure that facilitators are motivated and committed to training?
 - What is the plan for providing supervision or coaching for facilitators on an on-going basis?
- ***Fidelity:*** Indicate if any measures or protocols to assess implementation of essential functions and core components need to be developed.
 - Are there other systems or tools in place other than those provided by NTDC to ensure that the training is being delivered as intended?
 - Will the site monitor fidelity using the NTDC tools? If yes, will facilitators be responsible for completing a survey for each theme? If no, how often will it be required? How will fidelity surveys be completed and submitted (on-line, paper, etc.)
 - Who will be responsible for analyzing the fidelity survey data?
 - If training is not being delivered as intended, how will this be addressed with the facilitator?
- ***Policies and Procedures:*** Indicate if policies and procedures need to be created or adapted to support the implementation or use of NTDC.
 - What policies or procedures need to be created or modified?
 - Who needs to be engaged in the development or adaptation process?
- ***Data Systems:*** Indicate any hardware or software needs to manage information related to implementation and program administration.
 - Is new hardware and software required or are modifications needed to collect and manage information related to implementation or program administration?

- Are there anticipated barriers to accomplishing any modifications or acquisitions?
- **Leadership:** Indicate current status of state, county, and local leadership buy-in and where further engagement may be needed.
- **Stakeholders:** Are there critical stakeholder or partners that need to be engaged such as child welfare and mental health professionals, community mental health staff, training entities, private providers, state IT staff, casework or support specialists.
 - What is the expectation for these stakeholders with respect to supporting NTDC?
 - Which of these stakeholders are on-board and which of these stakeholders still need to be engaged?
 - What is needed to engage these partners?
 - How will the stakeholders be informed of this curriculum?

J. NTDC Intervention Specific Work Plan

An NTDC specific work plan should be created to delineate the developmental activities that need occur before the first participants can be served. These tasks will support the development of implementation supports as well as the implementation of NTDC. The following details should be captured on the work plan:

- Activity
- Responsible team
- Start date
- End date

K. Evaluation:

NTDC has been rigorously evaluated and findings from the evaluation have informed the design of the curriculum. While not imperative, NTDC encourages sites to conduct an evaluation to determine if short- and long-term outcomes are being met and to ensure that the intervention is being implemented as intended. The rigor of the evaluation should be determined by the site. NTDC has created materials that are designed to support process and outcome evaluations.



- **Process Evaluation:**

The following NTDC measures can be used to support a process evaluation:

- Self-Assessment
- Skills checks
- Trainer fidelity survey
- Right-time training pre and post tests
- Trainer satisfaction survey (completed after train the trainer)

- **Outcome Evaluation:**

The following measures can be used to evaluate the achievement of short-term outcomes:

- NTDC pre-test
- Theme specific post-tests
- Right-time training pre and post-tests

In addition, sites can assess long term outcomes by looking at data from:

- AFCARS

- **Other evaluation considers:**

In addition to the target population, outcomes, fidelity, and enrollment described above, the following evaluation components need to be considered:

- **Comparison Group**

If you are going to conduct an outcome evaluation, consider whether there will be a comparison group. Describe the criteria for selecting your comparison group, and any anticipated concerns or processes that need to be developed for the comparison group. Please describe services as usual as they will be provided to the comparison group.

- **Logic Model**

Consider developing a logic model that that illustrates the conceptual linkages between core components and your selected intervention, expected outputs, and short-term and long-term outcomes. Use the logic model to explain how specific activities or services are expected to produce or influence their associated outcomes

- **Data Collection**



Describe the process for collecting information related to implementation (outputs and fidelity measures). Indicate any concerns regarding the processes that need to be developed. In addition, describe the process for collecting data to support short- and long-term outcome measures. Indicate any concerns regarding the processes that need to be developed?

- **Data Systems**

Indicate any hardware or software needs to manage information related to implementation and program administration.

- Is new hardware and software required or are modifications needed to collect and manage information related to evaluation
- Are there anticipated barriers to accomplishing any modifications or acquisitions?

