



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Family Assistance | 330 C Street, S.W., Washington, DC 20201
www.acf.hhs.gov/ofa

INTRODUCTION TO LI² AND BEGINNING YOUR LEARN PHASE JOURNEY

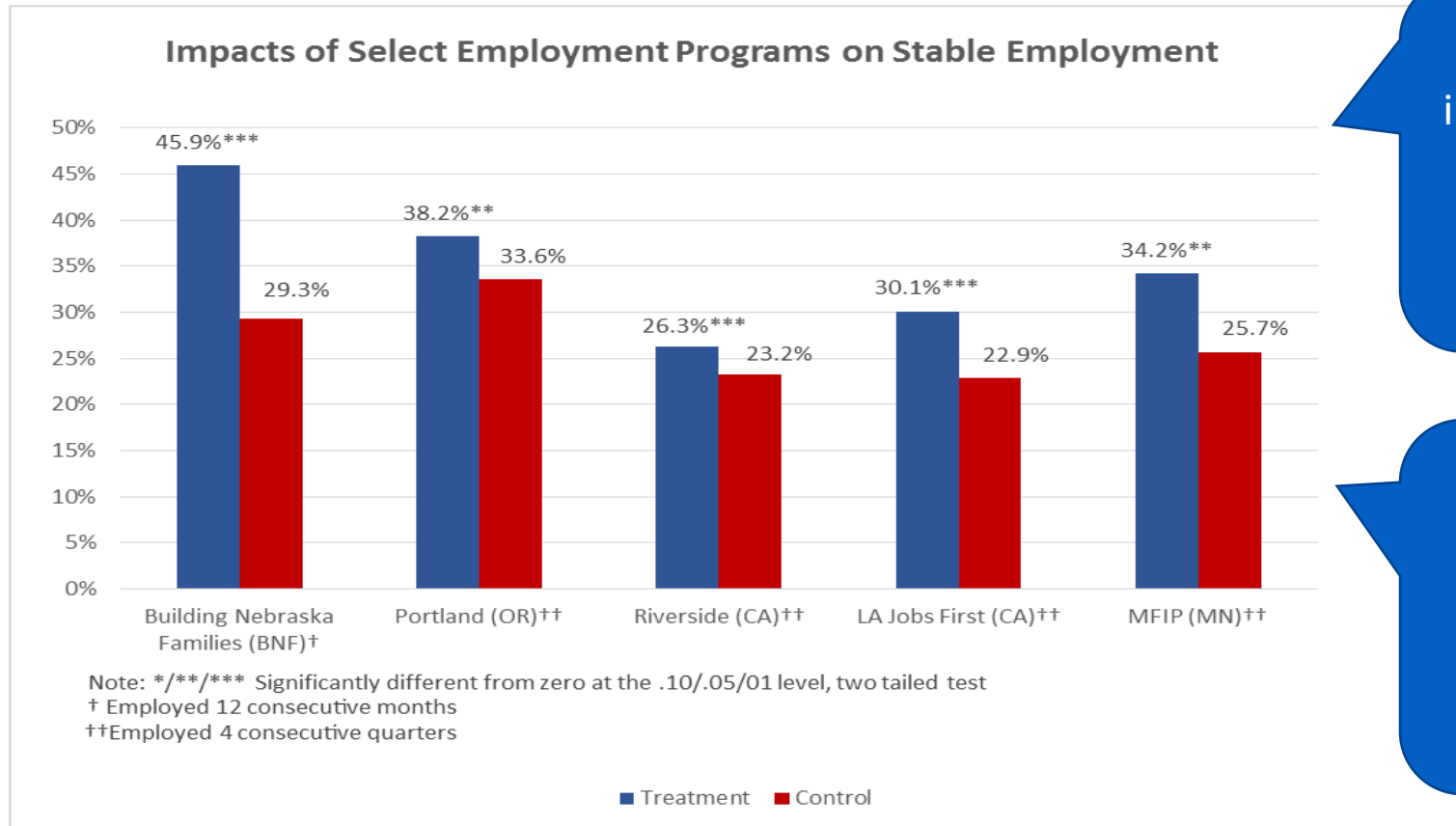
WEDNESDAY, JANUARY 19, 2022



Leveraging
America's Social &
Economic Resilience

WHY?

- Why should you care about **implementation science** or **LI²**?



Even among the most impactful program models, at best <50% participants showed long-term stable employment

Many programs/models that have been studied showed limited or no impacts on employment...but why?

IMPLEMENTATION IS HARD!

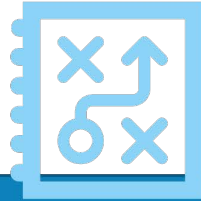
- In health care, **17 years** is the estimated time it takes from scientific discovery of an innovation to widespread adoption by health care professionals
- Take handwashing for example...
 - 1870s: Surgeons began hand-washing to prepare for surgery
 - 1980s: The **first** national hand hygiene guidelines were released¹
- Changing practice takes...
 - Time
 - Intentionality



¹ National Geographic. 2020. [‘Wash your hands’ was once controversial medical advice.](#)

FINDING YOUR BEARINGS...

Your effects as part of the TLC will be spent in these phases



Pre-implementation

- Exploring evidence/models
- Designing components
- Planning implementation
- Assessing readiness



Implementation

- Pilot testing implementation plan
- Gathering process/outcome data
- Analyzing and making sense of data
- Revising your implementation plan



Post-implementation

- Ensuring sustainability
- Scaling up or “spreading”
- Closing out

“DOING” IMPLEMENTATION

- So, *how* can you “do” implementation practice well?
 - **Framework** – how to think about it
 - **Process model** – how to do it
- This is where *Learn, Innovate, Improve* (LI²) comes into play

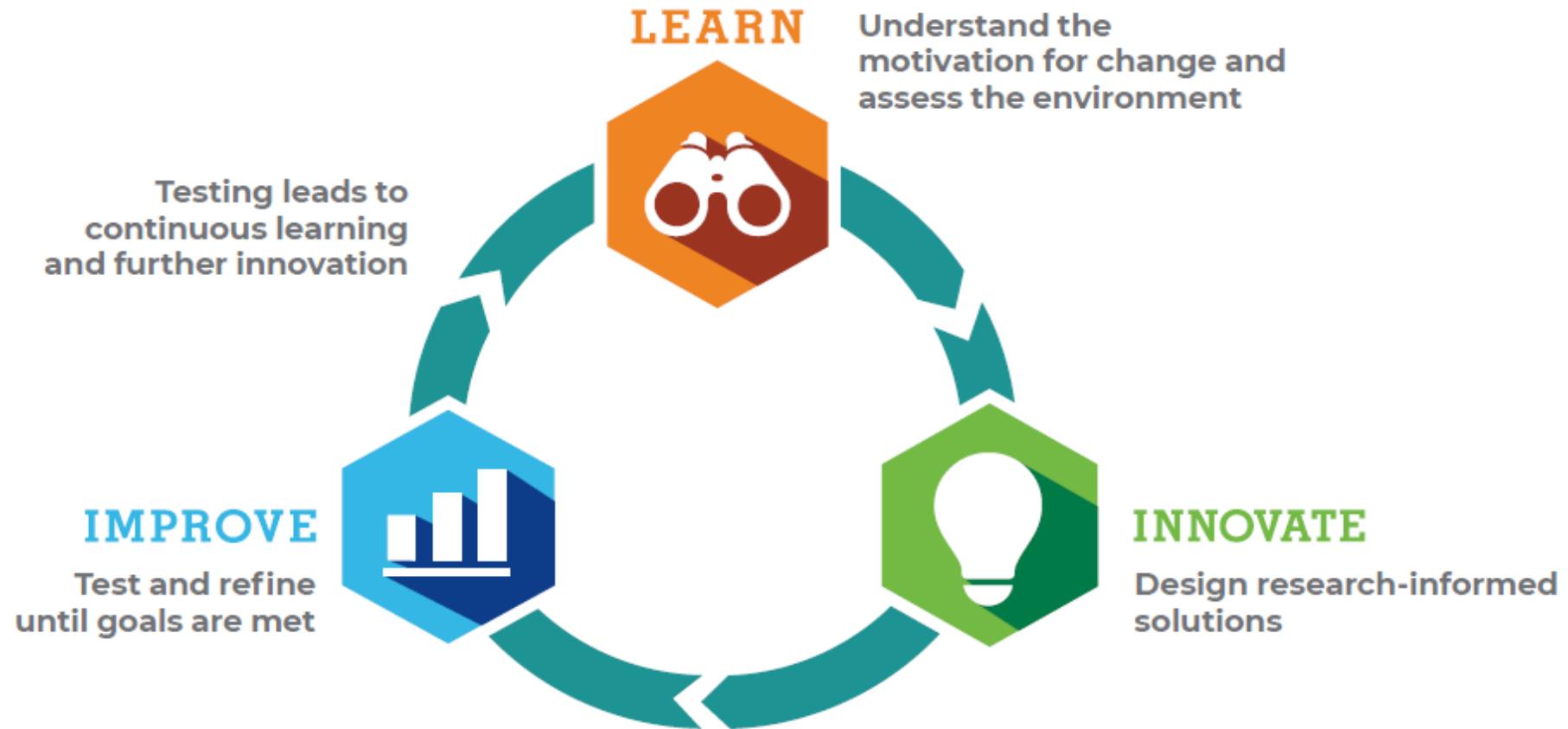


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LEARN, INNOVATE, IMPROVE (LI²)



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PEOPLE ARE AT THE CENTER...



- Diversity
 - Forge partnerships that reflect the live experiences of “end users” (frontline staff, program participants, and community members/stakeholders)
- Equity
 - Explore disparities and drivers of marginalization → Why? How do we change the status quo?
- Inclusion
 - Facilitate a highly collaborative, participatory process in which all members belong, contribute expertise, and shape the work

THE LEARN PHASE

- Identify, clarify, and prioritize your motivation for change
- Identify and engage stakeholders
- Assess your environment
 - Factors that will *help* and *hinder* success
 - Readiness for change

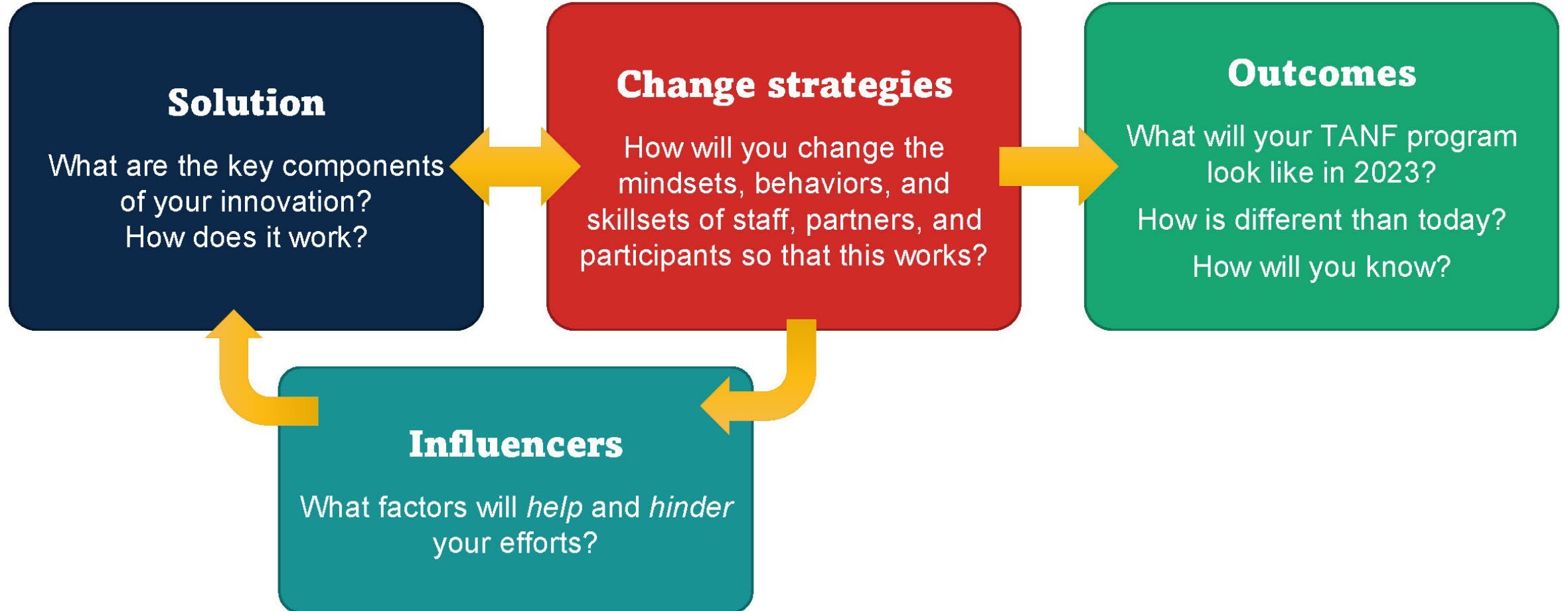


THE INNOVATE PHASE

- Define your solution
 - *What is your innovation? What are its key components?*
- Create strategies to implement the solution
 - *How do you change mindsets, behaviors, and skillsets?*
- Identify measures of success aligned with the solution
 - *What does success look like?*



THE ROAD MAP FOR CHANGE

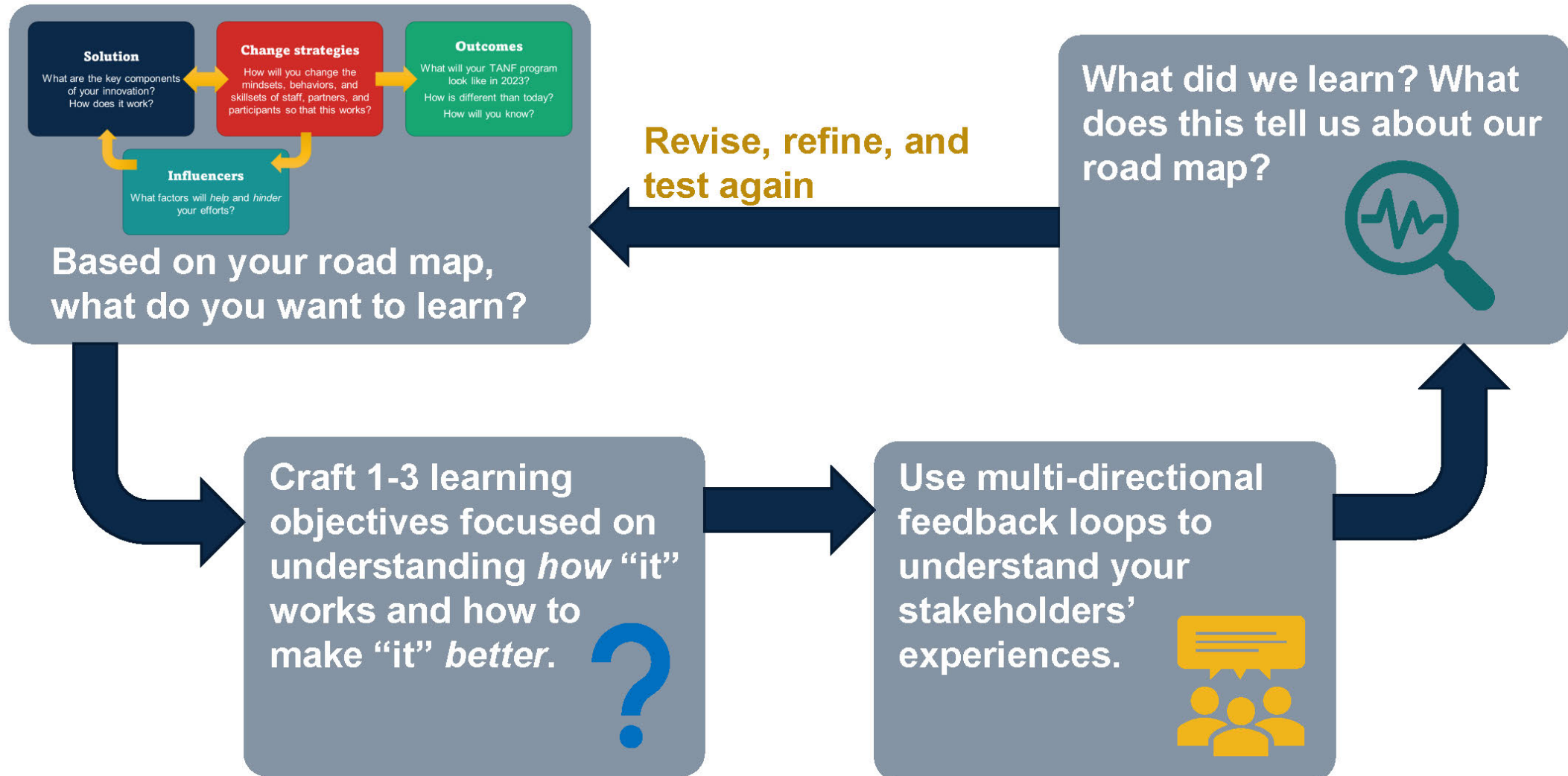


THE IMPROVE PHASE

- Test your solution
 - Start small, focus on implementation and integration
- Refine your solution
- Repeat until goals are met
 - Learning evolves as scale increases



START WITH A ROAD TEST



EXAMPLE: BALTIMORE, MD

- Baltimore Health Corps
 - 303 individuals hired as COVID-19 contract tracers earning \$16.83/hour + health insurance stipend
 - Began in Aug. 2020
 - Designed to last 8 months; extended through Sept. 2021
 - Training and employment services to support transition
- Learn
 - Agency preparedness to operate the program
- Innovate
 - Defined and refined core components:
 - Clearly defined roles
 - Career navigation structures (groups and one-on-one)
 - Structured process to set and review employment goals
 - Service mapping

Check out the
case study brief!





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LEARN

THE LEARN PHASE

THE FOUNDATION FOR SUCCESS

CLARIFY YOUR MOTIVATION FOR CHANGE

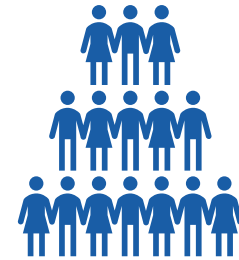
/ **What's the *why***
behind your
***what*?**



/ **What problem(s)**
are you solving
for?



/ **According to**
whom? For
whom?



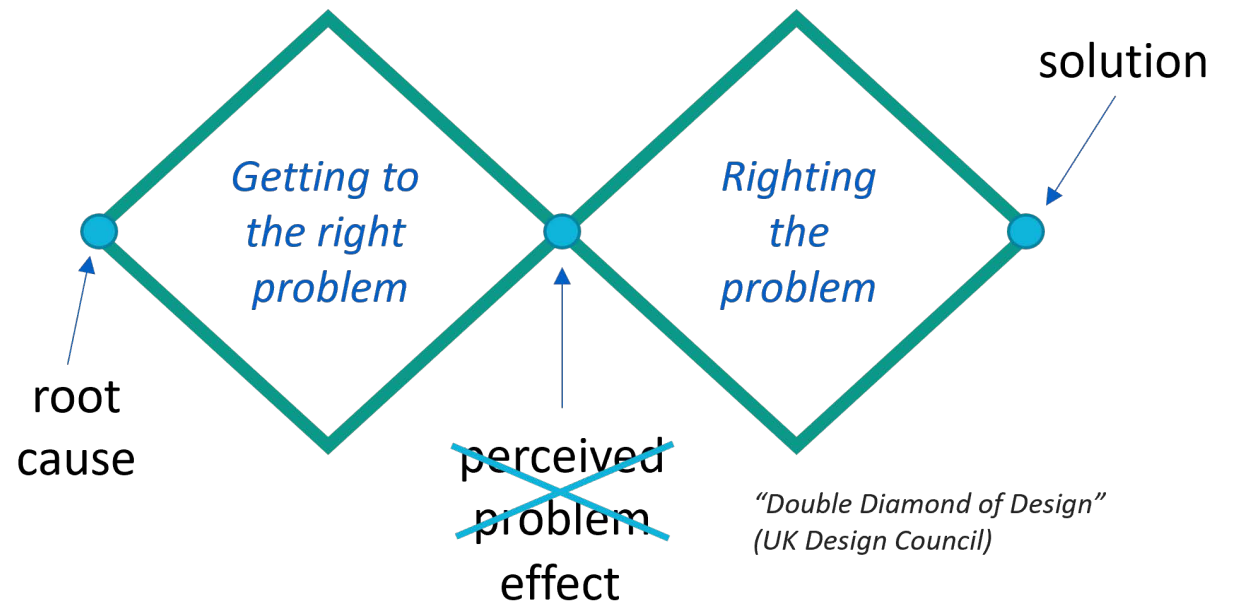
Reflect: What have we already done to answer these questions? What more needs to be done?

MOTIVATION FOR CHANGE

- Getting clear about why we are pursuing change
 - Opportunity vs. problem
 - Push, pull, or both?
- Applying a diversity, equity, and inclusion lens:
 - According to whom?
 - Who is currently affected?
 - What do they have to say?
 - Who *will be* affected?
 - What do they have to say?

“If you don’t know where you’re headed, you’ll probably end up somewhere else...”

- Yogi Berra



DEFINING THE TYPE OF PROBLEM

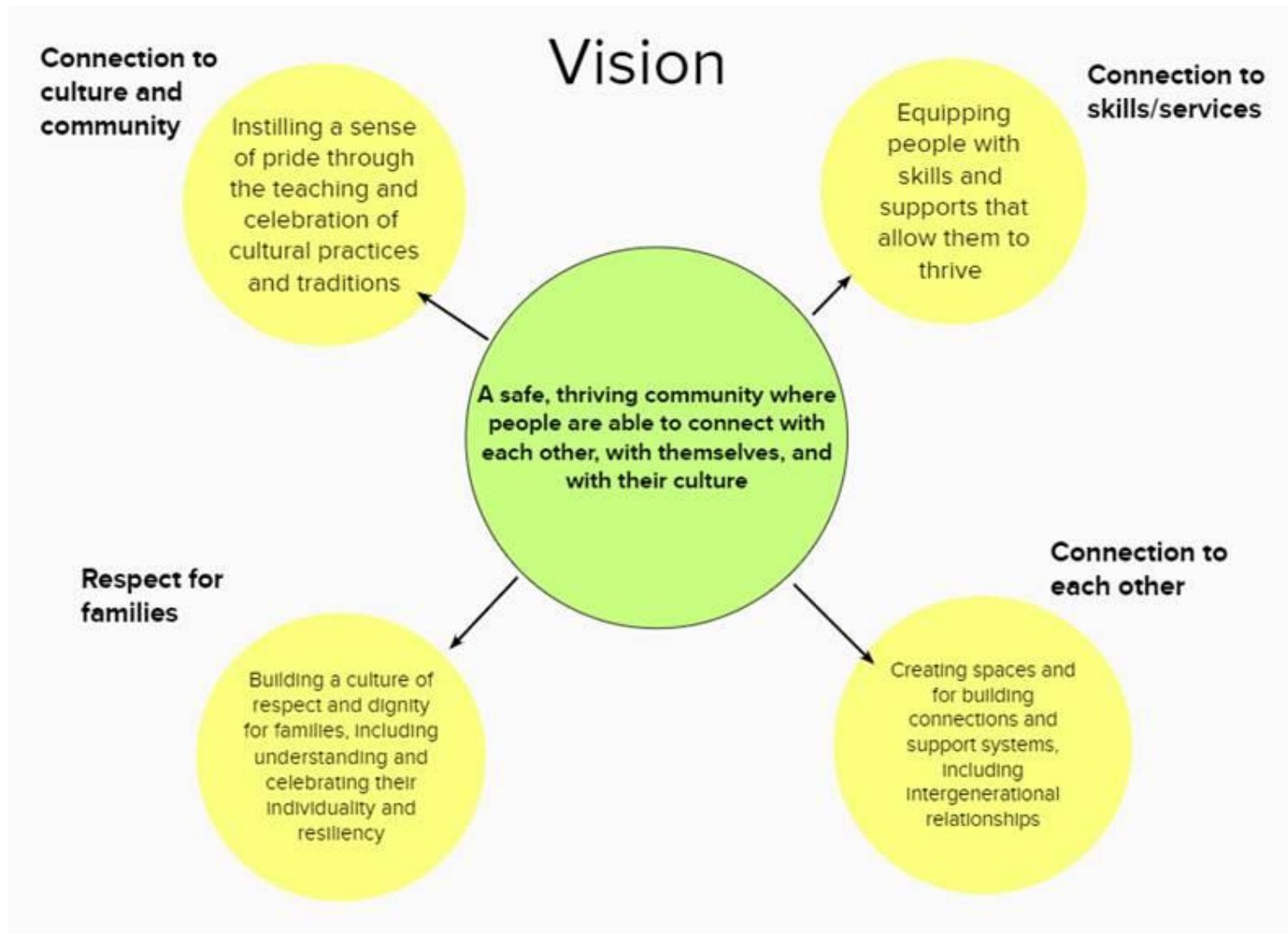


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Technical problems have known solutions that can be implemented with current knowledge, resolved through authoritative expertise, and through the organization's current structures, procedures, and ways of doing things.

Adaptive problems can only be addressed through changes in people's priorities, beliefs, habits, and loyalties; this requires mobilizing discovery, shedding certain entrenched ways, tolerating losses, and generating new capacity to thrive.

EXAMPLE: CHIPPEWA CREE TEAM



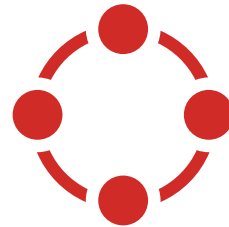
- **Vision-casting:** *What will our program and community look like if we are able to support families and stay grounded in our cultural values?*
- **Explore the environment:** Review of processes at each of 3 service sites (geographically dispersed)

ENGAGE YOUR STAKEHOLDERS

/ **Who is at the table? Who is not?**



/ **What are the gains, losses, loyalties, and values at play?**



/ **How might you prioritize the voice of the “end user”?**



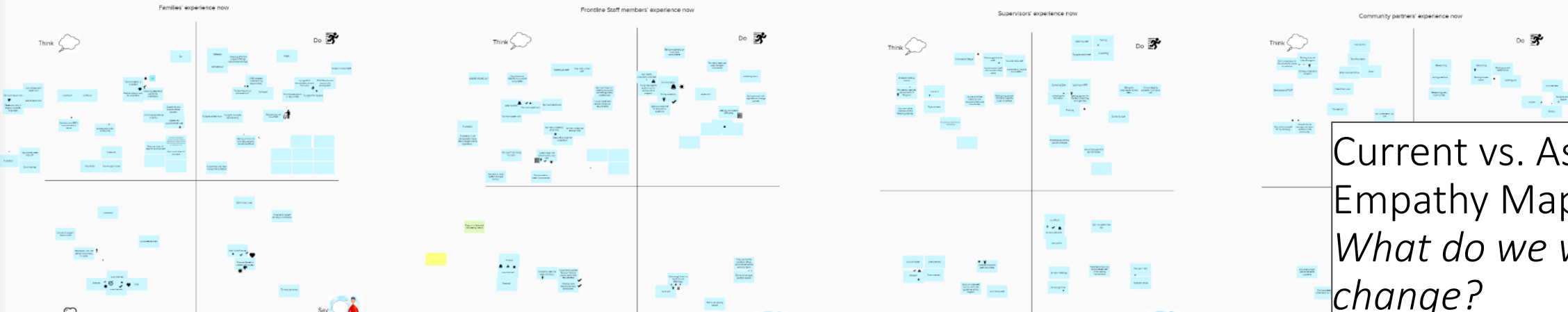
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EXAMPLE: ND TLC TEAM



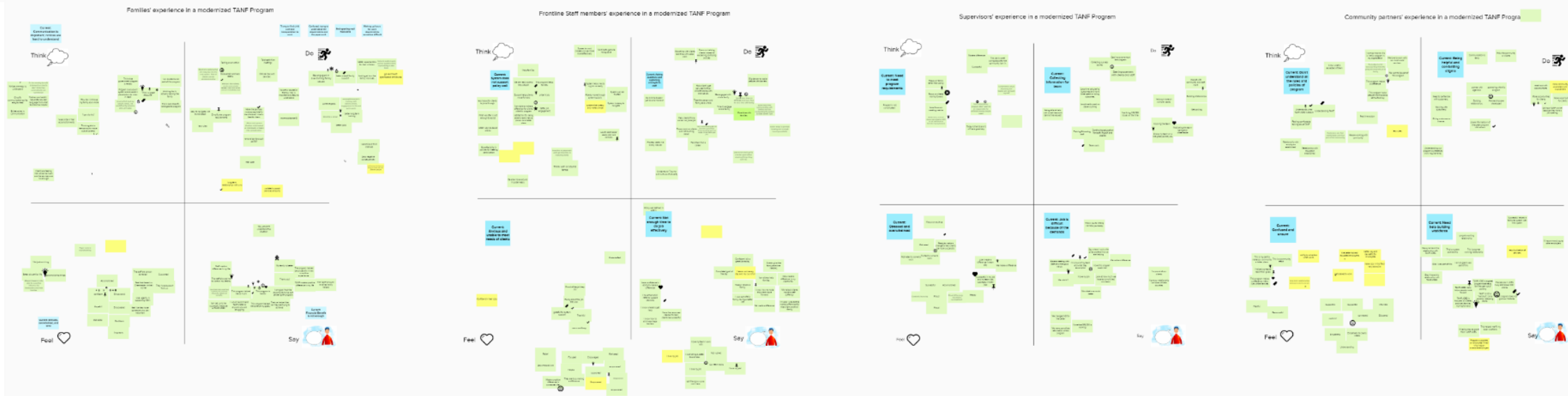
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DAY 1: Current Empathy Maps



Current vs. Aspirational
Empathy Mapping –
*What do we want to
change?*

DAY 2: Aspirational Empathy Maps



EXAMPLE: NC TLC TEAM



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Reflecting on our own understanding

For the categories below, think about what information we already, confidently know and what questions we have and/or what information we will need in order to implement ePass easily and smoothly so that all stakeholders are happy.

We will have 3 minutes to brainstorm per category

What knowledge and strengths can we leverage?

What will we try to learn from our stakeholders?

What do we want to learn from other sources?



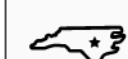
Technical specifications & systems integration

How do we build this and connect it with our existing system?



Implementation at the county level

How can we support staff to carry out this change?



Coordination with state and federal partners

How can we leverage partnerships to do this well?



Customer needs

How can we ensure that this change will make access to Work First more equitable and will meet customer needs?



LASER TLC: North Carolina Work First - Learn phase

Readiness for change & stakeholder engagement

I. What knowledge and strengths can the Implementation Team leverage?

Technical specifications & systems integration
How do we build ePass and connect it with our existing system?

Barriers

- Policy and policy knowledge
- Reporting requirements

STAKEHOLDERS: State Policy Team, State DSS Management, State CA System (NC, PA, IL, MD, OH, WI)

Other

- Willingness to hear staff
- Engaging county staff
- Communication

STAKEHOLDERS: Operational Support Team, WF Policy Team, NC FAST Training team

Other

- TLC consulting

Coordinates with state and federal partners
How can we leverage partnerships to do this well?

Federal support and coordination

- We are working with DPA to understand the minimum application requirements
- Strong support from federal partners (DPA is on call for us)
- Access to the learning community (TLC)

STAKEHOLDERS: ACE, WF Policy Team, DSS Performance Management

Other

- Current system functionality

LASER TLC: North Carolina Work First - Learn phase

Consistency across programs

- Cost?
- How much time do developers need on their end?
- How to go from here to there?
- Timeline from planning to execution?

Customer needs
How can we ensure that this change will make access to Work First more equitable and will meet customer needs?

Customer knowledge and awareness

- Do customers know about this?
- Do customers have any questions or concerns?
- Are there any technical barriers that might prevent us from being successful?

Willingness to hear customer voice

- Ask questions and listen to the customers
- Surveys
- Focus/interest groups
- Surveys

Other

- Consistency across programs
- Sharing of information
- Communication

STAKEHOLDERS: DSS Management, WF Policy Team, NC FAST, Local DSS Directors, Local County WF Supervisors and QA Staff, Local DSS Case Managers

Other questions

- What are the barriers?
- What are the minimum requirements for the application?

II. What information do we need from stakeholders and other sources?

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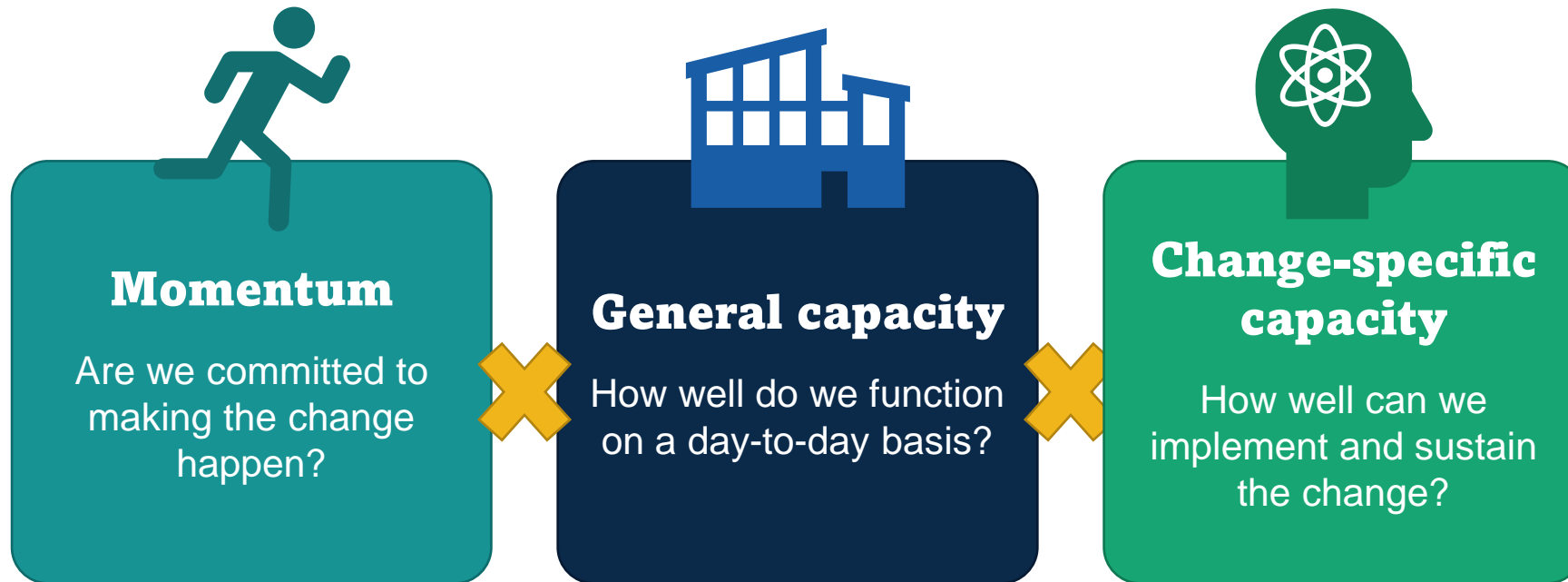
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ARE WE READY?



Reflect: Which of these seems strongest?
Which of these seems weakest? Why?

EXAMPLE: LARIMER COUNTY TEAM



Building an exemplary internship program – starting in-house, then going “big”

- **What do we know?**
 - Survey of current and past interns – what are their experiences?
 - Survey of current, past, and potential worksites – what is important to them?
- **Open questions:**
 - Learning from department managers: What gets in the way of successfully hosting interns?
 - Learning from other Colorado counties: How do you intern?
 - To expand or not to expand beyond DHS...?
 - How might we build a database for cataloguing and identifying local internship opportunities?

GETTING STARTED



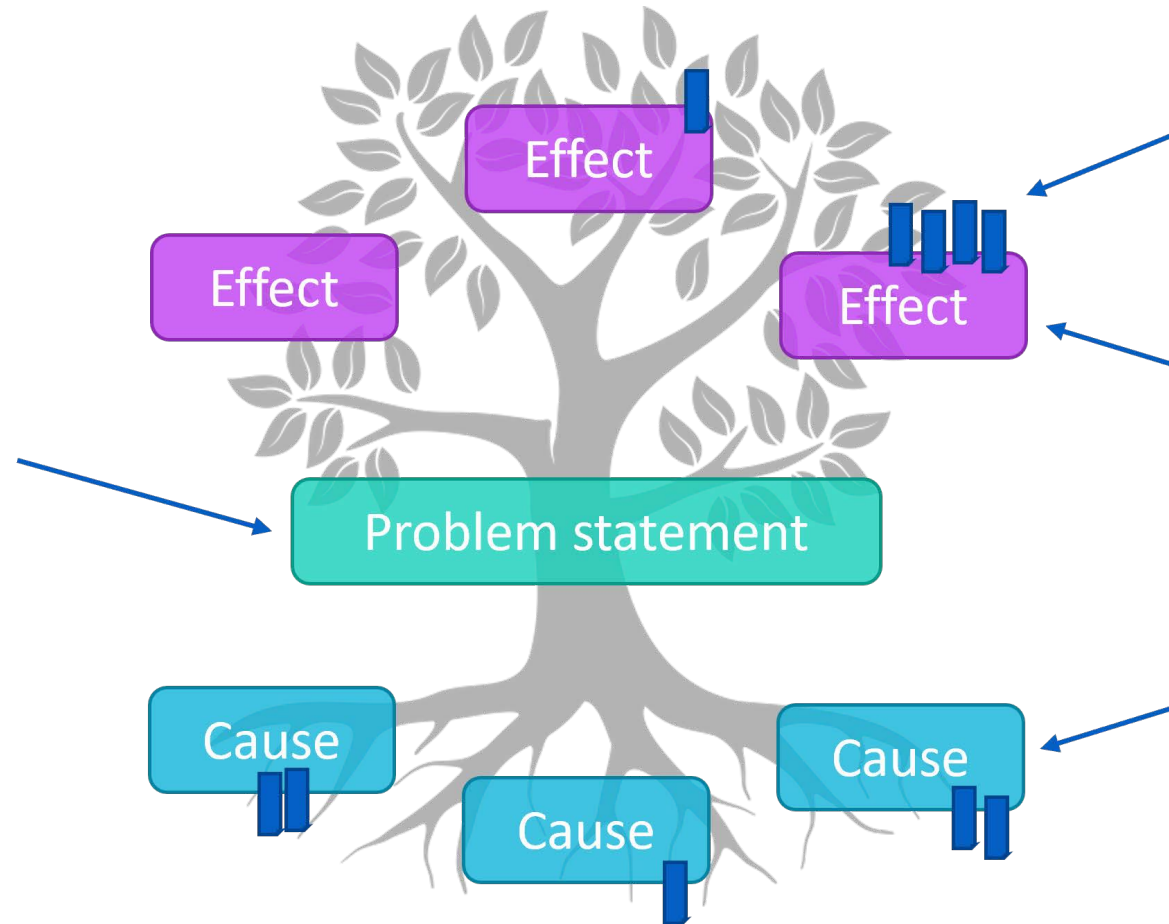
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- Many potential methods – three options to get started today in your teams:
 - Problem tree analysis
 - Bullseye diagramming
 - Abstraction laddering

PROBLEM-TREE ANALYSIS

An exercise to help teams clarify and more deeply understand a key problem

Start by defining the problem, as you see it, in a simple phrase or sentence



Finally, “vote” or discuss as a group which are most important

Then, brainstorm potential **effects** of the problem

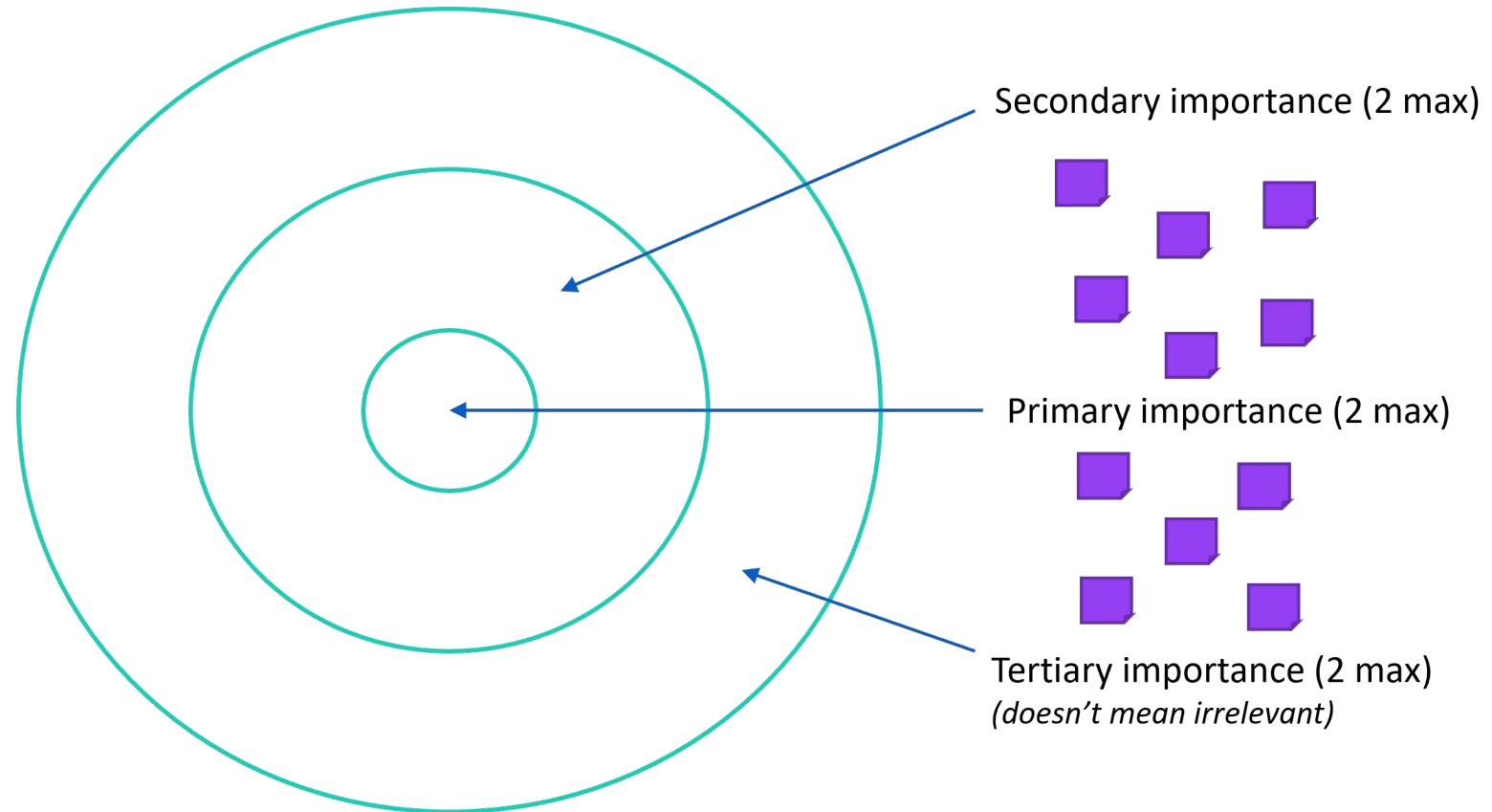
Next, brainstorm potential **causes** of the problem

BULLSEYE DIAGRAMMING

An exercise to help teams prioritize among several competing opportunities or problems

Start by laying out
all items for
consideration (8-12)

Next, work as a
team to discuss and
debate the relative
importance of each
item and plot it
accordingly



ABSTRACTION LADDERING

An exercise to help teams (re)consider and clarify their understanding of an opportunity or problem by broadening and narrowing its focus

