



Doodle Den Implementation Guide



By Anne-Marie Reid
CHILDHOOD DEVELOPMENT INITIATIVE

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Glossary

Balanced Literacy Framework: A framework for organising reading and writing instruction. Balanced Literacy is a model for teaching children in a child-centred classroom, providing many opportunities for real-life reading and writing experiences.

Booster training: Follow-up training for practitioners subsequent to, and complementary of, initial training.

Evidence-based programme: Programmes that are based on research and are proven to work.

Evidence-informed practice: Use of the best available research and practice knowledge to guide programme design and implementation.

Fidelity: The degree to which a programme is delivered compared to the essential elements of the original programme.

Manualised approach: Where service delivery is guided by a manual. The manual should contain clearly defined outcomes to be achieved, clear target criteria, a strong logic model and well-defined service components.

Quality: The standard of something as measured against other things of a similar kind.

Acronyms used

ABC	Area-Based Childhood Programme
AP	The Atlantic Philanthropies
CDI	Childhood Development Initiative
CES	Centre for Effective Services
COPs	Communities of Practice
DCYA	Department of Children and Youth Affairs
DD	Doodle Den
EBP	evidence-based programme
HSCL	Home School Community Liaison Teacher
IG	Implementation Guide
MoU	Memorandum of Understanding
NEWB	National Educational Welfare Board
PEIP	Prevention and Early Intervention Programme
QUB	Queen's University Belfast
RP	restorative practices
SCP	School Completion Programme
TOR	Terms of Reference
TOT	training of trainers
TW	Tallaght West

Acknowledgements

CDI would like to thank the service providers, managers and expert reviewers who have taken the time to read this Implementation Guide and give their feedback, which has been invaluable throughout the process of writing. Niamh Flavin in Respond! and Professor Daniel Perkins (Pennsylvania State University), Mary Rafferty and all the members of the Doodle Den Advisory Committee have given their time to ensure that this Implementation Guide is something that will enhance and support the delivery of Doodle Den as the programme begins to be replicated in new communities.

CDI would also like to thank the managers, facilitators, children and parents who have contributed to the continued success of Doodle Den and have made this Guide possible, and indeed necessary.

Finally, this Guide would not have been possible without the financial support of the Department of Children and Youth Affairs and The Atlantic Philanthropies. Their focus on prevention and early intervention to support children and families has provided a solid policy context within which CDI has been able to develop its work. We acknowledge and thank them for both the resources provided and their support for using evidence-informed approaches to improving outcomes for children and families.

Introduction

This Implementation Guide will give an introduction to Doodle Den and the recommended steps for starting a new group and delivering the programme. The Doodle Den Manual describes the programme content and acts as a companion to this Implementation Guide. The CDROM included with this Guide contains sample documents that will be useful in the implementation of the programme. CDI's *Quality Services, Better Outcomes* Workbook (Murphy *et al*, 2011) will also support this Guide, informing all stages in the process of ensuring provision of a quality service. It can be found at www.twcdi.ie.

The Guide is presented in six sections, as follows:

- This **Introduction** provides an overview of the Childhood Development Initiative (CDI) and Doodle Den, and then goes on to discuss implementation, how to use this Guide and logic modeling.
- **Section 1** provides an overview of Doodle Den. It goes on to outline the steps to be taken in **exploring and preparing** for the introduction of the programme by discussing community readiness, the identification of key stakeholders, the development of promotional materials, the partnership approach and licensing.
- **Section 2** looks at what is involved in **planning and resourcing** Doodle Den, including gathering resources, referrals, record-keeping, facilitator requirements, recruitment and training and developing a Memorandum of Understanding.
- **Section 3** is about **implementing and operationalising** Doodle Den. It discusses the delivery of the three core components, assessments and quality assurance.

- **Section 4** concerns '**business as usual**' and discusses consolidation and what it will take to ensure that the programme is sustainable.
- **Section 5** concludes the Guide with a list of things to consider to keep Doodle Den smoothly, and to maximise its' sustainability.

The Childhood Development Initiative

The Childhood Development Initiative (CDI) is funded under the Government's Area-Based Childhood (ABC) Programme, which builds on the learning to date from the prevention and early intervention programmes. The initiative aims to break the cycle of child poverty in areas where it is most deeply entrenched and to improve the outcomes for children and young people where these are currently significantly poorer than they are for children and young people living elsewhere in the State (DCYA, 2013).

CDI was initially established through a partnership between the Department of Children and Youth Affairs (DCYA) and The Atlantic Philanthropies (AP) under the Prevention and Early Intervention Programme (PEIP), which was set up with the objective of testing innovative ways of delivering services and early interventions for children and young people, including the wider family and community settings.

CDI designed, delivered and evaluated a suite of programmes across a spectrum of local needs on language, literacy, health, early years, conflict management and community safety. All CDI programmes are evidence-informed and manualised, and are delivered through existing structures and services. This Implementation Guide draws on the independent evaluations of CDI's programmes (available at www.twcdi.ie/resources-information-centre/evaluation-reports) and lengthy experience in supporting the delivery of high-quality evidence-informed services.

Background and underpinning principles

CDI arose from the professionalism, passion and persistence of a group of committed individuals and organisations in Tallaght West. Coming together with a vision of creating a safe and healthy place for children, this consortium led the thinking, consultation and negotiations that culminated in Tallaght West being designated as one of three Prevention and Early Intervention locations, subsequently to receive funding under the Area-Based Childhood (ABC) Programme.

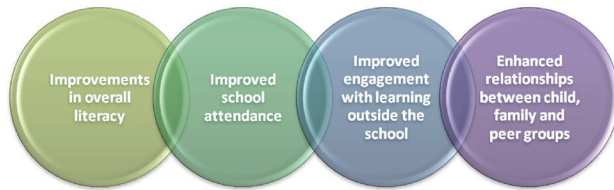
These roots in the community have defined the ethos and practice of CDI, with community development principles and a child-centred approach being at the core of all the organisation's work. Tensions, however, have been experienced at times in CDI's development, particularly in relation to the centrality of research, rigorous evaluation and utilisation of replicable methods of programme delivery. Managing the balance between these sometimes conflicting approaches is well described in CDI's final process evaluation report, *Leading Community Change* (Canavan *et al*, 2014). The report refers to the difficulties inherent in supporting the delivery of a manualised programme, while also wishing to emphasise the importance of individualised, differentiated learning; being true to the principles of community development, while also integrating international research and best practice; and offering a voice to the community alongside the responsibilities of sharing the learning.

These are constant struggles, and sometimes we managed them better than others. CDI is fortunate in having many people who act as our 'conscience', who remind us of our roots, who support us in living out our vision and who do so without judgement or blame.

Our experience has been that there is no single way through which to engage communities effectively and that the job of doing so is never-ending; that there are phases and cycles which happen organically, during which consultation will hold differing levels of importance; and that it is possible to deliver evidence-based programmes to children and families that are respectful, appropriate and of high quality, but doing so takes skill, training and ongoing reflection. We hope that this Implementation Guide will support others in undertaking this exciting, challenging work, bringing together the science and the spirit in order to improve outcomes for children and families.

What is Doodle Den?

Doodle Den is an after-school programme that aims to improve children's overall literacy skills. The programme has been rigorously evaluated (Biggart *et al*, 2012) and proven to bring about not only an improvement in children's overall literacy skills, but also an improvement in their school attendance, improved engagement with learning outside of the school and improved relationships with their parents and peers (*see Figure 1*). The Doodle Den logic model sets out the key outcomes for the programme, highlighting the research underpinning it and listing the broad approaches needed in order to achieve these outcomes (*see Figure 3*). It is fully described in Chapter 3 of the Doodle Den Manual. Logic models, in general, are described later in this section of the Guide.

Figure 1: Proven outcomes of the Doodle Den Programme

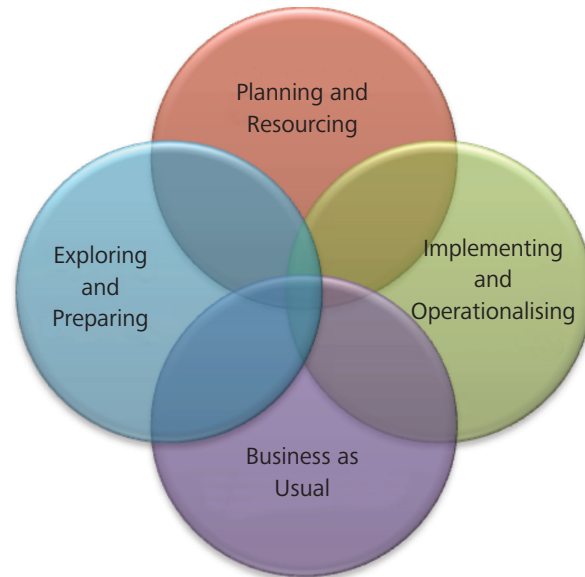
Introduction to implementation

Implementation refers to the process of carrying out a plan and focuses on the 'how' rather than the 'what' of the programme in question (Burke *et al*, 2012). It relates to all aspects of putting a programme into operation (in this case, the Doodle Den Programme) and bridges the gap between theory or training and using practice or an approach at an individual or organisational level.

An Implementation Guide sets out the 'how to' of getting programme delivery underway. It supports the set-up phases and guides the user through a step-by-step process to bring the programme to the 'business as usual' phase. Implementation is seen as crucial in the delivery of a programme since it can have a huge impact on whether or not the programme achieves its intended outcomes. This Implementation Guide draws on work done by the Centre for Effective Services (CES) in that the implementation phases described in the following sections are adapted from *An Introductory Guide to Implementation: Terms, Concepts and Frameworks* (Burke *et al*, 2012).

This Guide is presented in four phases, focusing on (1) start-up of programme (exploring and preparing); (2) planning and resourcing; (3) implementing and operationalising; and (4) sustaining the programme ('business as usual'). These phases operate in a parallel rather than linear fashion, and so the community or organisation may move back and

forth between phases (see Figure 2). Each of these phases, as they relate to the Doodle Den Programme, is described in detail in the following sections of the Guide.

Figure 2: Phases of implementation of Doodle Den Programme

Source: Burke *et al* (2012)

How to use this Implementation Guide

The information contained in this Implementation Guide is based on CDI's experience of establishing the Doodle Den Programme within a community where early childhood literacy was identified as a priority for development. Working with various stakeholders to make the programme a success, CDI drew on international research and best practice in relation to the delivery of evidence-based programmes.

Doodle Den Implementation Guide

The Guide outlines the processes needed to establish relationships, identify key stakeholders and get people involved. It also describes the training and quality assurance methods used to ensure that the best possible service is developed and delivered to children and their families. Each phase of the implementation process concludes with a checklist to track progress, as well as acting as a way of identifying any areas in need of further support.

While the work of implementing the Doodle Den Programme is described in discrete phases, elements of each phase will cross over and some work will be ongoing throughout. It is therefore recommended to read the entire Guide at the outset of the programme and to refer back to the relevant sections for detailed consideration as implementation progresses.

Introduction to logic modelling

Logic modelling is a relatively new term for child and family services, and is a central element of developing and implementing evidence-based programmes. Many organisations, having experienced the benefits that come with the clarity and focus of a logic model, have now integrated logic modelling into their management processes. Some organisations have been using similar methods, such as developing a theory of change or even a business plan, and processes that include identifying specific objectives, activities to achieve them and the rationale for the activities. All of these are very similar to the logic model approach.

A logic model is defined as a framework or tool that may be used for programme planning, implementation and evaluation (Alter and Egan, 1997; Julian, 1997; McLaughlin and Jordan, 1999). It links the **evidence** (i.e. what research and best practice tells us about a programme – issues/

anticipated outcomes), **inputs** (i.e. the resources available to and required by the programme) and **activities** (i.e. what you deliver) to the anticipated **outputs and outcomes** (Hernandez, 2000; McLaughlin and Jordan, 1999). In other words, the logic model process provides the rationale for delivering specific programme activities (i.e. that X will lead to Z if Y is implemented).

CDI and many others have used logic models to agree objectives, to maximise the potential to improve outcomes for children, to manage programmes and shape their associated evaluations, and to ensure accountability of resources and outcomes. Figure 3 gives an outline of the various elements to be considered when completing a logic model, which can be used at a strategic organisational level or very specifically for a certain piece of work. CDI's *Quality Services, Better Outcomes* (Murphy *et al*, 2011), which acts as a companion to this Guide, provides further information on developing and maintaining a logic model.

The clear description of a programme's goals, tasks or activities, and anticipated outcomes provides an opportunity to involve programme managers, staff and other key stakeholders in the identification of the necessary resources (i.e. What do we need?), the assignment of responsibilities (i.e. Who is responsible for what?) and the clarification of relationships between specific activities and expected outcomes (i.e. Will implementing these activities produce the desired results?) (Millar *et al*, 2001). However, it is important to note that an examination of existing practice in terms of, for example, how resources are allocated, the way in which activities are implemented or whether anticipated outcomes are achieved may encounter resistance at an organisational or individual level (Kaplan *et al*, 2004) and so we need to be prepared for this.

Table 1 provides the details of the logic model for the Doodle Den Programme.

Figure 3: Steps in a logic model



Source: Murphy *et al* (2011)

Doodle Den Implementation Guide

Table 1: The Doodle Den Logic Model

Vision/Overall Aim of Tallaght West Consortium: That children will improve their literacy, comprehension, and school attendance.

Monitoring and evaluation: Doodle Den Assessment, Child Satisfaction Survey, Parent Survey, Principal Survey, on site visit Reports, Training Evaluations, Communities of Practice, Management Meetings.

Objectives	Inputs	Key Activities and Outputs
<p>Improvements in overall literacy ability of senior class children;</p> <p>Improved school attendance;</p> <p>Enhanced relationships between child, family and peer group;</p> <p>Increased engagement in, and enjoyment of reading and learning.</p>	<p>Quality Specialist to support delivery;</p> <p>Literacy Expert;</p> <p>PC/Laptops;</p> <p>Programme manuals;</p> <p>Healthy snacks;</p> <p>Funding for programme delivery;</p> <p>Facilitators to deliver the programme – two per group;</p> <p>Library engagement.</p>	<p>Child component: Three 90 minute sessions per week for the academic year;</p> <p>Parent component: Six sessions per academic year;</p> <p>Family Component: Three sessions per academic year;</p> <p>Communities of Practice Meetings;</p> <p>On site support and visits;</p> <p>Training;</p> <p>A balanced literacy framework e.g. activities/ strategies such as shared reading, independent reading and writing activities, sight vocabulary, art, drama, P.E. and literacy rich environment.</p>

Evidence: Doodle Den Evaluation

Table 1: The Doodle Den Logic Model - continued

Short-term Outcomes (by 2016)	Longer-term Outcomes
<p>Increased school attendance achieved through increasing children's literacy skills, increasing parents' positive attitude towards reading and school; increasing parents' involvement in their child's literacy development, and improving children's enjoyment of educational participation;</p> <p>Increased concentration positively impacting on academic performance which may influence school attendance etc;</p> <p>Decrease in negative behaviors such as bullying and classroom disruption;</p> <p>Increased library use by participating families;</p> <p>Increased literacy activity in the home;</p> <p>Improved home learning environment;</p> <p>Positive attitudes to reading and schooling among parents;</p> <p>Increased capacity of parents to engage in and support their child's learning;</p> <p>Teachers and facilitators have enhanced skills to deliver an interactive, differentiated programme.</p>	<p>Doodle Den will be offered as part of a menu of evidence based programmes available to children in disadvantaged communities;</p> <p>Children receiving Doodle Den attain literacy levels which are equitable to national norms;</p> <p>Skills, knowledge and attitudes of those engaging with young children are supportive of an effective learning environment and a literacy-rich context is established in all services.</p>

Evidence: Doodle Den Evaluation

SECTION 1:

Phase 1: EXPLORING AND PREPARING

1.1 Introduction

'Exploring and preparing' refers to the process of identifying local needs and, having clarified that Doodle Den is the appropriate mechanism by which to respond to them, getting started with a new Doodle Den group. It is important to develop an understanding of the Doodle Den logic model, which outlines the objectives, research underpinning the approach, the outcomes you can expect and the required activities to deliver the programme. Understanding these steps will help in communication with stakeholders since you will have a clear overview of what the programme sets out to do and what it takes to achieve this. Learning about the Doodle Den evaluation findings is also important since it is a proven programme with a set of robust findings, which can help you to engage stakeholders in the early stages.

Reading all of this Implementation Guide is recommended in Phase 1 since the information contained will assist you in exploring what Doodle Den can offer individuals, organisations and communities in terms of improved outcomes. When starting up a new programme, the initial steps will include checking for organisational readiness and assessing the needs of the target group, identifying the key people to consult with and developing promotional materials. Consultation with key stakeholders is important at this stage because it will promote buy-in and help to identify programme champions who can, in turn, support and drive the implementation of the programme (Burke *et al*, 2012).

By the end of Phase 1, you will have:

- developed an understanding of the Doodle Den Programme;
- recognised the benefits of taking the Doodle Den approach and the evidence for it as a model of best practice;
- developed a logic model for Doodle Den;
- completed your Organisational Readiness analysis;
- identified the key stakeholders and potential programme leaders specific to your community, organisation or service;
- consulted with the key stakeholders and established their necessary buy-in to programme;
- sourced potential champions for the Doodle Den Programme.

1.2 Organisational readiness and capacity-building

Organisational readiness to implement an evidence-informed programme is crucial. This includes having an implementation plan, strong leadership, adequately trained and supervised staff, and effective ways of getting feedback.

Research literature has identified several factors that are important for effective implementation of evidence-informed practices and these inform an assessment of the readiness process. The organisational readiness assessment tools developed by Austin and Claassen (2008) and Barwick (2011) have been adapted to fit the Irish context (*see Table 2*). This model has 8 key factors, namely: system level capacity; organisational capacity; organisational culture/ climate; senior leadership; staff capacity; operational considerations; training; and implementation plan.

Table 2: Organisational Readiness Checklist

	Factors in organisational readiness	Not even close	Some way to go	Nearly there	We're there	What would help?
		1	2	3	4	5
A. SYSTEM LEVEL CAPACITY						
To what extent do you think:						
A1.	The service funder recognises the importance of evidence informed programmes (EIPs), such as CDI's Doodle Den?					
A2.	Financial resources are adequate and available to introduce and sustain the implementation of Doodle Den?					
A3.	The service funder and/or administrator recognises that Doodle Den implementation may necessitate additional budget and/or shifting along budget lines?					
A4.	Technical assistance (e.g. training, coaching, ongoing support) is available for the implementation of Doodle Den?					
A5.	All stakeholders having a role to play have been consulted about their views on the Doodle Den implementation?					
SUB-TOTALS						
Totals for A						
B. ORGANISATIONAL CAPACITY						
To what extent do you think:						
B1.	Change at this time is appropriate and feasible in the life of the organisation? Consider competing priorities and their timelines.					
SUB-TOTALS						
Totals for B						

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	Factors in organisational readiness	Not even close	Some way to go	Nearly there	We're there	What would help?
		1	2	3	4	5
C. ORGANISATIONAL CULTURE/CLIMATE						
To what extent do you think:						
C1.	There is leadership support from top management in the form of a designated person responsible for implementation?					
C2.	This organisation's mission reflects a commitment to being a learning organisation and is supportive of implementing Doodle Den?					
C3.	Generally speaking, staff understand the mission and goals of this organisation and how they relate to evidence-informed practice ?					
C4.	Generally speaking, staff in this organisation understand what evidence-based practices are and hold positive attitudes toward their use?					
C5.	Staff in this organisation are given high levels of autonomy in their work and encouraged to ask questions?					
C6.	There are open lines of communication in place in this organisation?					
C7.	Innovation is rewarded?					
	SUB-TOTALS					
	Totals for C					

Factors in organisational readiness		Not even close	Some way to go	Nearly there	We're there	What would help?
		1	2	3	4	5
D. SENIOR LEADERSHIP						
To what extent do you think:						
D1.	Senior leadership considers that Doodle Den addresses an important problem/issue/gap in service delivery?					
D2.	Implementing Doodle Den is aligned with organisational, regional or system goals?					
D3.	The implementation of Doodle Den will result in better outcomes for your service users?					
D4.	Senior leadership is willing and able to lead and shape implementation?					
SUB-TOTALS						
Totals for D						
E. STAFF CAPACITY						
To what extent do you think:						
E1.	Professional growth and development are desired by staff in this organisation?					
E2.	Staff preferences for learning and practice change were taken into consideration when selecting Doodle Den and in developing the implementation plan?					
E3.	Staff demonstrate readiness for practice change and a commitment to use Doodle Den?					
E4.	The appropriate staff with the necessary qualifications and experience have been selected to implement Doodle Den?					
E5.	Staff demonstrate evidence-based practice skills (e.g. client engagement, critical thinking, use of positive reinforcements, analytical thinking and reflective practice)?					

Factors in organisational readiness		Not even close	Some way to go	Nearly there	We're there	What would help?
		1	2	3	4	5
E6.	Human resources are adequate and available to introduce and sustain the delivery of Doodle Den? This means: (a) you intend to select staff that have the required competency levels to implement the programme; (b) you are prepared to deal with changes to job requirements and staffing where necessary; (c) you are prepared to provide the appropriate management and supervision of staff involved in the programme.					
SUB-TOTALS Totals for E						
F. OPERATIONAL CONSIDERATIONS To what extent do you think:						
F1.	Management will ensure that Doodle Den is delivered in full as outlined in the Manual and Implementation Guide?					
F2.	There is a system in place to share service users' outcomes with staff, boards, stakeholders, services users and CDI?					
F3.	There is a Quality Assurance Plan in place that will enable the monitoring of programme implementation ?					
F4.	There is intent to use outcome data to inform service planning and delivery?					
F5.	The organisation will consider whether policies or service provider contracts require revision for the implementation of Doodle Den?					
SUB-TOTALS Totals for F						

Factors in organisational readiness		Not even close	Some way to go	Nearly there	We're there	What would help?
		1	2	3	4	5
G. TRAINING						
To what extent do you think:						
G1.	Staff require training in the theory of evidence-based practice ?					
G2.	Staff need training and support in delivering Doodle Den ?					
G3.	Line managers need training and support to supervise staff effectively and support fidelity of the programme?					
G4.	Staff need training to integrate reflective practice ?					
G5.	Adequate time will be allocated for training, reflection, practice and assimilation of new skills?					
SUB-TOTALS						
Totals for G						
H. IMPLEMENTATION PLAN						
To what extent do you think:						
H1.	There is a comprehensive implementation team in place (i.e. an identified group of staff with a range of skills who will support the delivery of the programme)?					
H2.	There is an implementation framework selected to guide the implementation process through the different phases?					
H3.	There is a communications plan to share progress of the implementation plan with multiple stakeholders, regardless of their direct involvement (e.g. consider communication to your funder, board of directors, service users, community partners)?					
H4.	There is agreement on how to monitor programme outcomes ?					
SUB-TOTALS						
Totals for H						

Analysis of these 8 key factors in the checklist in Table 2 will assist you in identifying areas for development. A plan of activities may be required to address these, such as developing the skills required to assess organisational readiness, develop the required buy-in, culture change, training and required competencies to implement an evidence-based or evidence-informed programme.

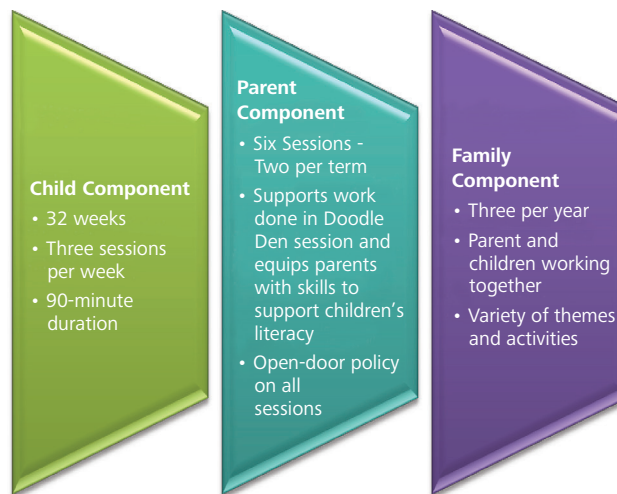
1.3 What does the Doodle Den Programme involve?

The Doodle Den Programme offers learning opportunities across the following literacy domains through a balanced literacy framework: writing, text comprehension, phonics, sight vocabulary, independent reading and fluency. Doodle Den is delivered to children in Senior Infant classes. The programme is delivered 3 times per week, with each session lasting 90 minutes (see Figure 4). It was designed to complement the Irish Primary School curriculum by literacy experts with particular knowledge of young children's literacy development. Each session covers key literacy learning objectives that are taught through games, arts and crafts activities, drama and physical education. Children are encouraged to engage in these fun activities by two facilitators, one of whom is a teacher and one a childcare, social care or youth worker. This co-facilitation approach brings a combination of professions together that adds to the overall experience for children and families engaged with the programme. It is also important in marking the difference between school and Doodle Den.

An important feature of the programme is the high level of parental involvement. Each year, the facilitators deliver parent sessions that give the parents an insight into the work done by their children in Doodle Den, tips for extending the literacy work at home and building links with the local library. There are also family sessions in which the

parents and children work together through some of the activities in Doodle Den and have some fun family time engaging with literacy activities. Parents are also invited to sit in on Doodle Den sessions throughout the year.

Figure 4: Overview of Doodle Den Programme



1.4 Why choose Doodle Den?

Doodle Den is one of a small sample of after-school literacy programmes, on both a national and international stage, that has demonstrated positive outcomes following rigorous evaluation. The programme was evaluated through a randomised controlled trial carried out by the Centre for Effective Education in Queens University, Belfast (Biggart *et al*, 2012). This is regarded as the 'gold standard' in research methods. The research team completed standardised tests with the children who participated in the programme, as well as interviewing their parents, teachers, facilitators and school principals. Findings showed that participation in the Doodle Den programme led to moderate improvements in the children's overall literacy with particular gains seen in sentence structure, word choice and word recognition. The

evaluation also found that children's behaviour improved, that their reading at home increased and that the families used the local libraries more frequently. The evaluation report is available at: <http://www.twcdi.ie/images/uploads/general/Doodle-Den-Report-web-version.pdf>

1.5 Identifying your stakeholders

In this first phase, it is important to create awareness of the Doodle Den Programme, its benefits and what it has to offer the various stakeholders.

When starting a new initiative such as Doodle Den, it is important to ensure that all of the relevant stakeholders are consulted from the outset. This will lead to increased buy-in and investment from all parties in ensuring the smooth delivery of the programme. Key stakeholders include:

- school principals;
- school completion coordinators;
- community and youth groups;
- after-school service providers;
- teachers;
- local library;
- adult literacy supports;
- home-school community liaison;
- education support staff with an interest in literacy;
- parents.

Children are also key stakeholders to be considered and appropriate consultation should be carried out with them in relation to their views on Doodle Den.

The early meetings will include outlining the Doodle Den Programme, its requirements and the evaluation findings. A PowerPoint presentation has been developed that

outlines all of these areas and can be found on the CDROM included with this Guide. This presentation can be tailored to meet the needs of your target audience.

Highlighting the benefits as well as providing factual, practical information is important for each of these groups. Ensuring that the key parties are consulted at the earliest planning stages and that these meetings continue to occur regularly throughout the lifespan of the Doodle Den Programme will prove helpful in maximising buy-in. These meetings could be carried out on a school term or yearly basis, depending on the group. Sample hand-outs are provided on the CDROM.

1.6 The Doodle Den partnership approach

In this first phase, it is important to consider the role that the host organisation (i.e. the one that will take the lead in managing Doodle Den) will play in bringing various groups together. Successful delivery of Doodle Den requires that at least two key organisations – the local community group or organisation leading programme delivery, and the school – work closely together as partners. This approach may be new for both parties and requires co-facilitation, which extends to wider organisational matters. The school, for example, will make referrals, may help with the recruitment of the teacher facilitator and in some instances provide a room for the Doodle Den group, to name just a few actions. The local community organisation could provide a space for the group, but will also be important in identifying the facilitator from an allied profession (such as childcare, youth or community work) and in most cases will take responsibility for the day-to-day management of the programme. This partnership approach is crucial because agreeing the role of each organisation will impact on the day-to-day delivery of Doodle Den.

1.7 Developing promotional materials

Promotional materials are important in raising awareness of Doodle Den and promoting the benefits of the programme throughout the local community. Consider your audience in terms of the language used and information provided. A sample promotional flyer is included on the CDROM accompanying this Implementation Guide.

1.8 Licensing and ownership

As already described, Doodle Den was developed by CDI to meet the literacy needs of young children in disadvantaged areas. CDI owns the intellectual property rights to the programme as well as all of the associated materials. In order to deliver Doodle Den, the host organisation must enter into a licensing agreement with CDI, which will be renewed on a yearly basis. The materials are made available for use only in circumstances where a valid license is in operation and the programme can only be delivered by those who have been accredited by CDI as Doodle Den facilitators.

1.9 Checklist and Next Steps ...

Track your progress throughout this Phase 1 by completing the **Exploring and Preparing Checklist** given in Table 3. This will help to ensure that the essential steps have all been considered, taken or progressed during this first phase.

Now you can move on to Phase 2 – Planning and Resourcing your Doodle Den Programme.

Table 3: Phase 1 – Exploring and Preparing Checklist

Stage	Description	Implementation status: fully (F), partially (P), or not at all (N)			Agency capacity to implement Doodle Den	Comments
Stage 1: Organisational readiness	Has the local community/target group been identified as having a need for a literacy programme?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
	Has the organisational readiness checklist been completed?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Stage 2: Understanding the logic model	Are you and the relevant stakeholders familiar with the Doodle Den logic model?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Stage 3: Developing an understanding of Doodle Den	Have you read the information on Doodle Den?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Stage 4: Developing an understanding of the evaluation findings	Have you read the information on the Doodle Den evaluation?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	

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Stage	Description	Implementation status: fully (F), partially (P), or not at all (N)			Agency capacity to implement Doodle Den	Comments
Stage 5: Identifying your stakeholders	Have you identified the relevant stakeholders and shared information about Doodle Den with them?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Stage 6: Identifying programme champions	Have you identified programme champions for Doodle Den?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Stage 7: Licensing Agreement	Have you and your partners in delivery read, understood and signed the licensing agreement?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	

SECTION 2: Phase 2: PLANNING AND RESOURCING

2.1 Introduction

The second phase of programme implementation focuses on gathering the resources, preparing documents and ensuring that the elements needed for delivery are in place. This phase will also involve ensuring that the structures to support delivery are in place, which will include securing funding and confirming the budget; identifying appropriate staff and completing the recruitment process; and putting in place the necessary resources (Burke *et al*, 2012).

At the end Phase 2, you will:

- have agreed budgets;
- developed and agreed a Memorandum of Understanding with stakeholders;
- recruited an appropriate team of facilitators, who will have completed the training programme;
- purchased all of the materials for Doodle Den;
- identified an appropriate space for the Doodle Den group;
- completed the referral process.

2.2 What it takes to deliver Doodle Den

Doodle Den is delivered to groups of up to 15 children during 3 sessions per week, with each session lasting 90 minutes. There are also 6 parent sessions each year, as well as 3 family sessions, which link with the Doodle

Den sessions for children and aim to empower the parents to support and promote literacy development in the home. Facilitators are required to engage in planning for each of these sessions, attend training and participate in Communities of Practice (CoPs), which bring the facilitators together to engage in reflective practice and ensure fidelity with the Doodle Den Programme.

Managers play an important role in the overall delivery of the Doodle Den Programme (*see Figure 5*). They are responsible for finance management and the writing and development of reports. In addition, they play an important role in quality assurance. They are required to ensure that facilitators are engaging in the planning process, as well as overseeing delivery, monitoring quality of delivery and engaging in meetings with school principals, facilitators and other relevant stakeholders. Regular observations of each Doodle Den group should also be carried out, with feedback given to both facilitators at the end of the observation session. CDI offers support and capacity-building with all of these processes, as appropriate to the delivering organisation.

Figure 5: Roles and responsibilities of Doodle Den managers



Each of these processes is described in greater detail below and in Phases 3 and 4, with all accompanying documents and templates available on the CDROM accompanying this Guide.

2.3 Costs

The cost of running a Doodle Den group can vary from site to site. The largest cost that needs to be considered is that of the salaries. Both facilitators should be paid at a rate commensurate with other pay scales in your organisation and these can be calculated at an average of 7.5 hours per week to include programme delivery, planning time, supervision, training and delivery of the parent and family components (see Figure 6).

Apart from salaries, the cost per Doodle Den group is approximately €5,000 per annum. This includes family day costs, snacks, programme materials and resources. The most recent budget is available from CDI on request. CDI provides the Doodle Den Manual and the Implementation Guide, and delivers the training, support and quality assurance free of charge.

2.4 Referrals

The local school will play an important role in ensuring appropriate referrals are made to Doodle Den. Providing the school principal as well as the class teachers with the referral forms and a brief explanation of the process can support this. The referral criteria for recruiting children for participation in the Doodle Den Programme are detailed in the manual, but a brief outline is given below. A referral form is also included on the accompanying CDROM for this Implementation Guide. Teachers are asked to refer children from their classes to the programme in consultation with the parents. These are usually the Junior Infants teachers who have identified children that could benefit from further literacy support and from a spectrum of literacy needs through selection of children with high, medium and low literacy ratings.

The referral process is a critical step in the delivery of Doodle Den and has been carefully designed to ensure that those children who need additional literacy support have access to the programme. Once teachers have identified these children, and sought parental consent to refer them, the referral forms are then forwarded to the host organisation to be processed.

2.4.1 Criteria for inclusion

The child should:

- Commence Senior Infant class in the September of the year delivery is due to begin.
- Have an identified need in one of the following areas:
 - oral language;
 - phonic awareness;
 - emergent writing;
 - reading, particularly in relation to decoding words.
- The child should be comfortable (or have the capacity) to participate in group activities.

Please note:

- In order to support the functioning of the Doodle Den group, children across the spectrum of literacy need should be referred.
- Doodle Den can usually support a small number of children (3 to 4 per group) who require additional support in terms of their literacy and/or behaviour.
- Doodle Den may not be appropriate for children with a developmental delay or children who are currently receiving additional support for literacy or speech and language.

- Doodle Den is not an appropriate response to issues relating to English as a second language.

2.5 Record-keeping

It is important to establish a system from the beginning of the programme through which you will be able to record the details of all the children participating in Doodle Den. At a minimum, this database should contain the child's name, date of birth, parents' names and contact details, as well as the year in which they participated in Doodle Den and the school they attend. Any other relevant information can also be stored in the database. This will help in the process of tracking the participants and monitoring their progress throughout the rest of their time in school.

This database is to be shared with both the school the child attends and with CDI. Parental consent may be required for this, so it is something that should be included in the Parent Consent Forms from the start of the programme. An example is included on the accompanying CDROM.

2.6 Doodle Den facilitators

2.6.1 Recruitment

Recruitment and selection of Doodle Den facilitators is a critical step in the early stages of setting up a Doodle Den group. Careful attention should be paid to this process, with consideration given to the candidates' capacity to deliver an evidence-based programme, their experience of working with young children in disadvantaged areas, as well as their understanding of the impact of educational disadvantage. Ensuring a rigorous procedure for short-listing, selecting, interviewing and inducting new staff members will help to ensure the quality of the candidate chosen to work as a Doodle Den facilitator.

Each group should have at least one substitute facilitator in case there is a need for emergency/unplanned staff cover. Having additional facilitators can also be helpful in the management of parent sessions, family trips or family sessions. These facilitators should engage with the core training as a minimum and can be included in Communities of Practice meetings, where appropriate, to ensure they are kept up to date with developments and feel included as part of the facilitation team.

2.6.2 Requirements

Doodle Den facilitators will have responsibility for delivery of the Doodle Den Programme in its entirety, which includes facilitating the child, parent and family sessions as described in the manual. A full job description and personnel specification is included on the accompanying CDROM.

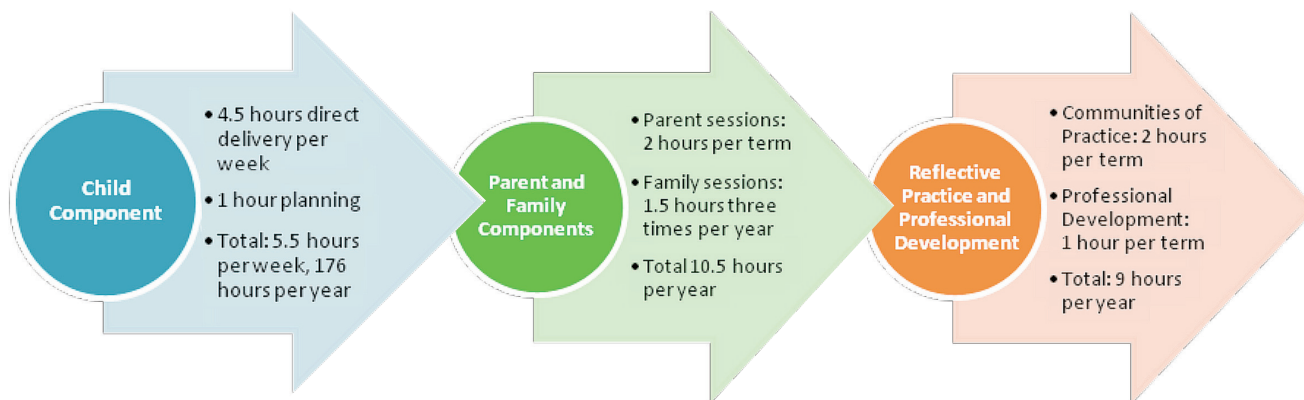
Two facilitators work with each Doodle Den group, of up to 15 children. One of the facilitators must have a third-level qualification in teaching and the other must have a third-level qualification in social care, youth work, social

work, childcare or equivalent. This balance between professional backgrounds is an important element of the delivery of Doodle Den since each facilitator brings a different perspective to the work. It ensures a balance of literacy work, fun and the use of games within an after-school club atmosphere by drawing on the key skills of both professions.

In addition to the above, an interest in educational disadvantage and an understanding of the importance of developing literacy in the early years are also necessary. The facilitators must be open to working in collaboration with other professions and committed to participating in ongoing training, reflective practice and supervision with their line managers. Experience of working with adults will be a considerable advantage for delivery of the parent sessions.

Each facilitator will be required to work an average of 7.5 hours per week for the academic year. Figure 6 shows a breakdown of the hours involved in each component of the programme.

Figure 6: Breakdown of facilitator's hours

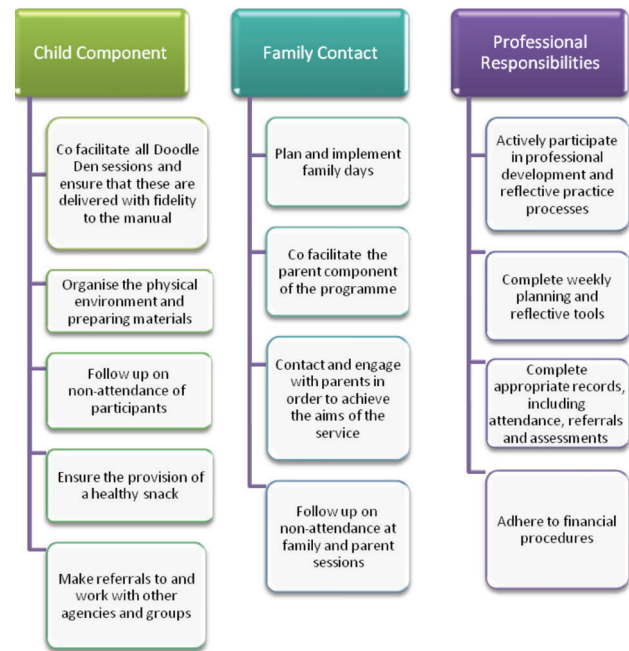


In addition, each facilitator is required to attend 2 full days of training at the start of the programme and 2 half-day 'booster' sessions at a later point during the year. The training is outlined in more detail below.

The duties and responsibilities of Doodle Den facilitators are outlined in Figure 7. They will also be required to engage in ongoing professional development and reflective practice processes, which will include participating in weekly planning sessions and carrying out fidelity checks, participating in regular Communities of Practice meetings and submitting DVD footage of their practice to CDI for review and discussion. Facilitators will also be required to engage with the Doodle Den Members Forum, an online training and support resource. Full details about this forum are given at the induction training.

It is important to note that additional support can be gained by linking in with members of groups such as NALA or the local library, or with the Home–School Community Liaison Teacher to support the delivery of Doodle Den or to assist in facilitating specific sessions throughout the year. These other professionals can be of particular support in the family and parent sessions and can act as valuable links throughout the life span of the programme. They can also become programme 'champions' within the community (see Phase 4 under 'Sustainability' for more detail on champions).

Figure 7: Duties and responsibilities of Doodle Den facilitators



2.6.3 Training

Before starting delivery of the Doodle Den Programme, a comprehensive training programme must be completed (see Figure 8). This will equip the facilitators with the skills needed to implement a manualised programme and to familiarise themselves with the components of the manual and the key strategies used to deliver the programme. The training is delivered in conjunction with a literacy expert, CDI's Quality Specialist and any other relevant party.

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The training programme covers the following topics:

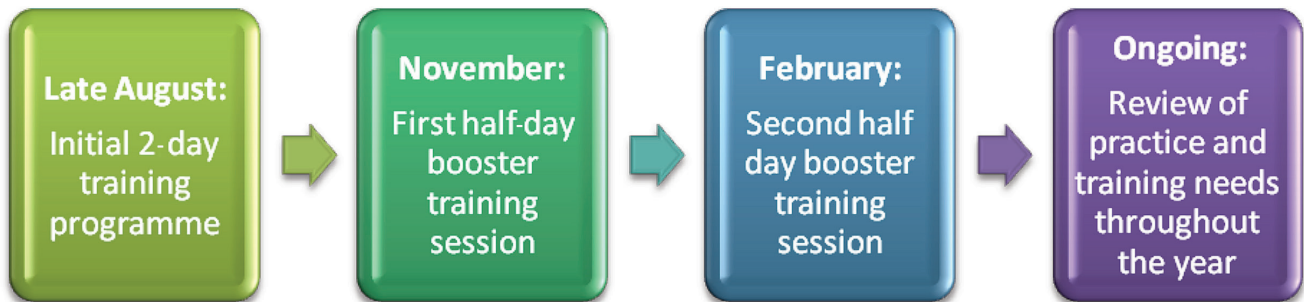
- implementing a manualised programme;
- logic models and fidelity;
- co-facilitation;
- reflective practice;
- literacy teaching tools;
- hands-on experience of delivering components of Doodle Den;
- parental engagement;
- literacy through the creative arts;
- assessment.

Additional literacy training will be delivered in relation to literacy development and supporting young children in this process.

Since CDI is a restorative organisation, all its partners also participate in a session to promote awareness and utilisation of restorative practices, which offers simple, but effective mechanisms to both minimise and manage conflict, should it arise.

To support the facilitators in their ongoing practice, booster training sessions will also be offered in the form of 2 half-day sessions, which generally take place within the first and second terms of delivery. This training focuses on the experiences of the facilitators and any other areas that have been identified as needing further clarification or support. In addition to this booster training, the facilitators will also be able to receive telephone and e-mail support throughout the implementation phase and the course of Doodle Den delivery.

Figure 8: Timeline for Doodle Den training programme



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2.6.4 Support from CDI

The training and support provided by CDI to Doodle Den facilitators includes the following elements:

- **Induction training:** This incorporates 2 days of training, to be held prior to delivery, and will include:
 - introduction to the Doodle Den Manual, the logic model underpinning it and the methods used in it to support children's literacy;
 - an introduction to delivering evidence-based programmes, delivering from a manual and with fidelity, based on CDI's workbook *Quality Services, Better Outcomes*;
 - meetings/workshops/training with managers to enhance knowledge and skills in relation to supporting quality delivery of evidence-based programmes, with a view to the monitoring and quality assurance roles becoming an integral element of the host organisation;
 - training on childhood milestones relating to literacy, classroom literacy practices and supporting emerging literacy;
 - restorative practice;
 - co-facilitation and team building.
- **Booster training:** This will support manual implementation and ongoing training needs, and takes the form of 2 half-days in November and January/February.
- **Quality assurance,** to include:
 - site visits to support implementation, service delivery and fidelity through observation and constructive feedback sessions;
 - submission of DVD of programme delivery for review and discussion;

- monthly Communities of Practice to support practitioners in their day-to-day delivery of Doodle Den, with a particular focus on reflective practice, fidelity and quality.

- **Ongoing support:**

- telephone support;
- e-mail;
- online forum with other Doodle Den facilitators from groups around the country, where ideas and resources can be shared in an online learning community;
- supervision and support through line managers.

- **Training of trainers:** This approach supports the longevity of the Doodle Den Programme within the host organisation.

2.6.5 Licensing Doodle Den facilitators

Each year, Doodle Den facilitators will be given a licence for facilitating Doodle Den. This licence must be renewed each year. It will be linked to attendance at training and participation in Communities of Practice, reflective practice and fidelity monitoring systems. Facilitators will also be observed during at least one site observation by a Doodle Den trainer. The licence certificate will be issued within the first term and be renewed on a yearly basis.

2.6.6 Doodle Den trainers

CDI has developed a panel of trainers who will deliver training and complete quality assurance tasks, such as conducting site visits, monitoring fidelity and facilitating Communities of Practice. It is strongly recommended that each organisation identifies a key person to participate in training to become a Doodle Den trainer. The trainers will also be licensed, with a requirement to renew their licence

on a yearly basis, and CDI will work with organisations to support this process.

2.7 Developing a Memorandum of Understanding

Following the recruitment, selection process and consultation with the relevant stakeholders with an interest in the delivery of the Doodle Den Programme, the next stage involves developing a Memorandum of Understanding, which clearly outlines the roles of those involved. This will provide a helpful mechanism for clarifying and agreeing the roles of the parties involved in delivering Doodle Den

from the outset and will acknowledge the important role the various organisations play in ensuring the success of Doodle Den. All relevant parties should meet to discuss and agree the way they will work together on the programme. Figure 9 highlights the areas that should be included in the Memorandum of Understanding.

In addition, consideration of the checklist in Table 4 will support clarity of roles and responsibilities.

Figure 9: Items for consideration in developing a Memorandum of Understanding



Table 4: Memorandum of Understanding Checklist

Area for consideration	Action	Decision	Additional comments
Decision-making process <ul style="list-style-type: none"> • How do decisions get made? • Who has overall responsibility for the programme? 			
Dual management of Doodle Den <ul style="list-style-type: none"> • Who is responsible for delivery of the various aspects of the programme? • What is the overall aim of each party's role? • What are the key tasks? 			
Activities relating to delivery of Doodle Den (who, where, when, how) <ul style="list-style-type: none"> • Give consideration to child, parent and family sessions, as well as logistics such as where will the programme be delivered, who is arranging snacks and who will make contact with the library. 			
Decision-making process <ul style="list-style-type: none"> • How do decisions get made? • Who has overall responsibility for the programme? 			
Timeframes <ul style="list-style-type: none"> • When are reports due and who are they submitted to? • What's the timeframe in which we have to deliver the programme? 			
Commitment expected from each partner <ul style="list-style-type: none"> • What is involved for each party? • Are the roles clearly defined? 			

Area for consideration	Action	Decision	Additional comments
<p>Management and operational arrangements:</p> <ul style="list-style-type: none"> • Who is responsible for overseeing the budget? • Which party will be responsible for gathering the necessary equipment and materials? • What parties have a managerial role and what is the line of management? 			
<p>Communication and information management</p> <ul style="list-style-type: none"> • How will information be shared among the parties? • What meeting structures will be in place and how frequently will meetings be held? • Who will identify and progress PR opportunities? • Who is responsible for collating data to inform the monitoring of programme delivery? 			
<p>Reporting structures</p> <ul style="list-style-type: none"> • What reports need to be completed and by whom? • Who do facilitators and programme coordinators report to? 			
<p>Conflict resolution</p> <ul style="list-style-type: none"> • Is there a clear grievance policy in place? • What are the procedures in terms of resolving conflict? • Who do parents go to if they have a complaint? 			
<p>Governance and risk management</p> <ul style="list-style-type: none"> • Is appropriate insurance in place? • Does anyone need to be indemnified? • Is everyone clear about lines of accountability? 			

Area for consideration	Action	Decision	Additional comments
Monitoring and evaluation <ul style="list-style-type: none"> • Who is responsible? • What areas need to be included? • How will this be done? 			
Quality assurance procedures and mechanisms <ul style="list-style-type: none"> • Who will conduct site visits? • Who will monitor the completion of checklists, reflective tools and children’s portfolios? • How are training needs identified? • Who will provide staff support and supervision? 			

The checklist in Table 4 highlights the main areas for consideration, but is in no way exhaustive. Other points for consideration may arise to suit your organisation’s needs and these can be included. The main aim of having a document such as a Memorandum of Understanding in place is to ensure that the roles, responsibilities and expectations of all those involved are clear from the outset and to ensure high-quality delivery of Doodle Den. A sample Memorandum of Understanding is included on the accompanying CDROM.

2.8 Getting ready for the implementation of Doodle Den

Once the above stages have been completed, preparation to begin the day-to-day delivery of Doodle Den can begin. This will include everything from identifying a room, sourcing the materials for delivery, setting the room up and getting ready to open the doors to the children and families you will be working with. The Doodle Den Manual will be an important reference guide throughout this process

since it contains details such as the materials required and the specifications for the room that will be used.

2.8.1 Learning environment

When setting up the physical learning space, it is important to remember that the Doodle Den learning environment should be distinctly different from a school classroom. This is to ensure that the sessions are run as an after-school club for the children, rather than feeling like an extended part of the school day. The room should be in a dedicated space, where possible, either on or off the school campus. This is to allow for Doodle Den materials to be left in place and work to be displayed. Where this is not possible, facilitators should negotiate a wall space, dividers or display space which is exclusively for Doodle Den use. This can add to the children’s sense of ownership of the room.

As the Doodle Den Programme is an active one that encourages movement, adequate space to allow for this should be provided. The room should contain a white board, flip chart, clear floor space, desks for table top activities and a computer station. The room should also

have adequate wall space to allow for the children's work to be displayed along with the relevant Doodle Den materials. Each room will need storage for books, art and crafts supplies, PE equipment, a PC or laptop, Internet access and other materials used in the delivery of Doodle Den. Cushions and soft seating are important for creating a relaxed learning environment.

If Doodle Den has to be run within the classroom, consideration should be given to how the space is managed to allow the children to make the transition between the two parts of the day. Some services use display panels that can be moved in and out of the room or table cloths and table mats to make the space look or feel different. Consider re-arranging the room to allow for more work on the floor or to allow the children to work collaboratively. Moveable storage units or a dedicated storage space for Doodle Den materials can facilitate easy access to materials so that the group can start quickly. More information about the learning environment can be found in the Doodle Den Manual.

2.8.2 Equipment

A complete list of the materials required for each Doodle Den session is included in the Doodle Den Manual and on the CDROM accompanying this Implementation Guide. It may be useful to consider talking to other managers involved in Doodle Den delivery to check what suppliers they are using and if any of the materials can be ordered jointly in order to reduce costs.

2.9 Checklist and Next Steps ...

Track your progress throughout this Phase 2 by completing the **Planning and Resourcing Checklist** given in Table 5. This will help to ensure that the essential steps have all been considered, taken or progressed during this first

phase. We recommend that you aim to have all items on the checklist completed in advance of commencing the delivery of Doodle Den.

Now you can move on to Phase 3 – Implementing and Operationalising your Doodle Den Programme.

Table 5: Phase 2 – Planning and Resourcing Checklist

Stage	Description	Implementation status: fully (F), partially (P), or not at all (N)			Agency capacity to implement Doodle Den	Comments
Agreeing budgets	Have budgets been agreed and finalised?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Developing a Memorandum of Understanding	Has a Memorandum of Understanding been agreed and have all parties signed up to it?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Referrals and	Have referrals been sent to schools and children identified for participation?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Consent	Has parental consent been received for all children?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Recruitment	Have suitable facilitators been recruited for the programme?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Training	Have all facilitators received the required training for the delivery of Doodle Den?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	

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Stage	Description	Implementation status: fully (F), partially (P), or not at all (N)			Agency capacity to implement Doodle Den	Comments
Developing a Memorandum of Understanding	Has a Memorandum of Understanding been agreed and have all parties signed up to it?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
Getting ready for implementation of Doodle Den	Has a suitable room been identified?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
	Have all materials been purchased to commence delivery?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	
	Does each facilitator have a copy of the Doodle Den Manual?	F	P	N	Within your agency? YES NO	
					Within partnering agency? YES NO	

SECTION 3:

Phase 3: IMPLEMENTING AND OPERATIONALISING

3.1 Implementation

When you have reached this third phase, the Doodle Den group should be ready to begin day-to-day delivery of the programme. This means that all the equipment, staff and resources necessary are in place and the facilitators are ready to welcome the parents and children to participate in the three Doodle Den components, aimed at the child, parent and family respectively. The Doodle Den Manual provides details of the sessions and gives a clear outline of the requirements for each stage of delivery.

Burke et al (2012) have identified the following key activities for this phase:

- providing ongoing coaching and assistance to staff;
- monitoring ongoing implementation;
- changing systems/culture as necessary;
- explaining and communicating why the programme is relevant and what it will look like once implemented;
- creating feedback mechanisms to inform future actions.

By the end of Phase 3, you will:

- have begun delivering Doodle Den;
- have scheduled parent sessions and family sessions for the coming academic year;
- have an understanding of the quality assurance

process that will be carried out throughout Doodle Den;

- have an understanding of the necessary programme fidelity checks;
- have an understanding of the assessment criteria for Doodle Den.

3.1.1 Parent component

Facilitators should meet with parents before the children's sessions begin to explain the programme and what to expect in the coming year (*see Doodle Den Manual for further details*). It is important to ensure that parent consent forms have been obtained for the children participating in Doodle Den. A consent form is included in both the manual and on the CDROM provided. Consideration should be given in relation to the timing of the parent sessions and where they will be delivered. Some facilitators have found it useful to have childcare in place to support parents to attend sessions. Others have asked substitute facilitators, who have completed Doodle Den training, to run the children's session, while the facilitators work with the parents. In some instances, parent sessions have been run twice to facilitate those parents who are not available at particular times of the day. Local adult education and literacy services may also be very supportive in this aspect of the programme.

3.1.2 Child component

The child component is fully explained in the Doodle Den Manual and facilitators are required to deliver each session in the manual as outlined. Fidelity to the programme and ensuring it is delivered as intended is key to ensuring the continued success of Doodle Den. It is also important to note that both facilitators have an equal role in delivery of all aspects of the programme. This co-facilitation approach is discussed more fully in the manual and is also covered

in the induction training. Allowing adequate planning time is key to ensuring not only the fidelity to the programme, but also the development of the co-facilitation process in Doodle Den.

3.1.3 Family component

The family component brings the child and parent together. Suggestions for these sessions are included in the Doodle Den Manual. Trips to the library or fun creative sessions such as 'story sack-making' sessions have been successful, as have events that celebrate the success of the children and parents who have engaged with the Doodle Den Programme. Some groups have also gone on outings to theatre plays or to book readings. Dates should be agreed in advance so that parents are aware of the programme and what is expected of them in terms of participation. Follow-up reminders are usually also necessary to maximise participation.

3.2 Quality assurance

The *Quality Services, Better Outcomes* workbook produced by CDI in 2011 describes quality assurance as a process that is complex, but has increasingly come to underpin the delivery of services to children and families in Ireland today. Quality assurance allows us to ensure that children and families are receiving a service that best meets their needs, that the service is delivered to the required standard and that practitioners can engage in reflective practice to strengthen their overall professional development. This section of the Implementation Guide discusses the quality assurance measures relevant to the delivery of Doodle Den. It outlines the processes involved in supporting quality, who is responsible for this and attempts to troubleshoot some common problems.

3.2.1 Assessment and feedback

Having a clear and well-developed assessment process in place is important for ensuring that the children engaging with Doodle Den are benefiting from the programme. The process is twofold and involves tracking delivery and gathering data on the benefits of Doodle Den. It is important to note that the assessment process is being reviewed continually.

The first assessment process involves an **assessment of learning**, which can help the facilitators to differentiate the programme according to the needs of individual children, to review progress and to use it as a basis for giving feedback to parents. The assessment, which is contained in the Doodle Den Manual, should be completed at the beginning, middle and end of the Doodle Den Programme. It focuses on key areas of the children's literacy development and should be used as a tool to inform planning and the facilitators' reflective practice. This information must be shared with CDI in order to monitor progress through a summary sheet which displays anonymised overall scores for each child. CDI may also request anonymised samples of children's work from time to time to use in training, presentations or other areas to highlight the work done by children and families in Doodle Den. Facilitators are required to keep portfolios of the children's work, which can also support the assessment process. Schools' standardised tests will also show progress made by the children as a result of their participation in Doodle Den and, where possible, these should be used to monitor the programme's impact. All of this information is available on the Doodle Den website's Member's Page.

The second assessment process focuses on the extent to which Doodle Den is being delivered with **fidelity to the programme**, as outlined in the manual. This will ensure that

children will continue to receive the benefits highlighted in the Doodle Den evaluation. The fidelity checks are carried out through onsite visits and checklists, and supported through the Communities of Practice structure. Other assessments, such as service user satisfaction surveys for both the children and parents, should also be completed. These can be obtained from CDI.

It is important to note that parents should be made fully aware of the assessment processes used throughout the Doodle Den Programme and that they give consent for their child to take part. This should be included in the parental consent sought at the beginning of delivery (see *CDROM*).

3.2.2 Ongoing quality assurance mechanisms

Promoting quality is an integral part of the delivery of Doodle Den. This is carried out through the following processes and is something which should be embedded in practice from the very outset. The quality assurance procedures include, but are not limited to:

- reflective checklists;
- portfolios of children's work;
- site observations and feedback sessions;
- use of planning tools;
- review of DVD footage of practice;
- engagement with Communities of Practice;
- ongoing support and supervision;
- coaching for facilitators.

Quality Services, Better Outcomes (CDI, 2011) contains resources for promoting quality service delivery and can act as a valuable reference point in establishing and maintaining quality assurance measures.

All parties will have a role to play in quality assurance. CDI offers support through site visits, which are carried out by both a literacy expert and a quality specialist. CDI will also provide the facilitators and programme managers with checklists and any of the documentation needed to ensure a high-quality service. Copies of all these documents, and the ones highlighted later on in this section, are included on the CDROM. Regular meetings with CDI, facilitators and programme managers will also take place in order to ensure that the quality assurance process is active and functioning well. These meetings will also serve as a way of engaging in reflective practice and provide a format for identifying areas for improvement and acting on these.

The programme managers will also be required to make site visits. A site observation tool is available (on the CDROM) that clearly outlines each area for consideration during such a visit. At the end of each site visit, the facilitators should be given feedback based on the observations made by the programme managers.

The Doodle Den facilitators also play an important role in quality assurance and are required to complete weekly planning and reflective tools. Engagement with Communities of Practice and participating in ongoing training are also important ways of ensuring the quality of delivery to the children and their families participating with Doodle Den.

3.3 Checklist and Next Steps ...

Track your progress throughout this Phase 3 by completing the **Implementing and Operationalising Checklist** given in Table 6. This will help to ensure that the essential steps have all been considered, taken or progressed during this third phase.

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Now that your Doodle Den Programme is fully operational, you can move on to Phase 4 – ‘Business as Usual’ or sustaining your programme.

Table 6: Phase 3 – Implementing and Operationalising Checklist

Stage	Description	Implementation status: fully (F), partially (P), or not at all (N)			Comments
Parent component	Have all parents been invited to the first parent session?	F	P	N	
	Have parents been given an outline of the programme for the coming year?	F	P	N	
	Have parent consent forms for children’s participation in Doodle Den been collected?	F	P	N	
Child component	Has delivery of the children’s component commenced?	F	P	N	
Family component	Have arrangements for family sessions or dates been agreed?	F	P	N	
Quality assurance	Have all of the facilitators been made aware of the various quality assurance tools they must use?	F	P	N	
	Have dates for site visits been identified?	F	P	N	
	Have dates for Communities of Practice been agreed?	F	P	N	
	Have dates for training been agreed?	F	P	N	

SECTION 4: Phase 4: BUSINESS AS USUAL

4.1 Consolidation

Phase 4 is the final phase of implementation and will mean that Doodle Den is fully operational. This phase of implementation relates to consolidating the programme and ensuring continued sustainability. The main focus of this process involves engaging with the programme's key stakeholders, who will, in turn, be instrumental in ensuring the success of the programme. The following section suggests mechanisms to ensure continued engagement with the key stakeholders and ways to further develop their commitment to the programme. It also offers suggestions regarding other agencies that could be helpful in the delivery of Doodle Den. It is important that each Doodle Den group looks at the stakeholders' list from the perspective of their own community and identifies who may have a role or involvement that is specific to their area. This allows each group to establish local links that are relevant to their particular community. It also provides a key mechanism for securing the sustainability of the programme.

By the end of Phase 4, you will:

- be ready to reflect on the implementation process and how Doodle Den is meeting the needs of your target group;
- have identified and/or progressed actions to integrate the service into ongoing structures and delivery.

4.1.1 Who are your stakeholders?

When it comes to ensuring the success of any programme, identifying the key stakeholders and involving them from the earliest possible stage is crucial. These stakeholders can also act as 'champions' for the programme – a fact that has been clearly established in the delivery of Doodle Den to date. The group will include anyone who has an interest or involvement with the programme and is likely to include:

- school principals;
- school completion coordinators;
- community and youth groups;
- after-school service providers;
- teachers;
- local library;
- adult literacy support workers;
- home–school community liaison;
- education support staff with an interest in literacy;
- parents.

4.1.2 How can you get their support?

Once you have identified the stakeholders for your Doodle Den group, the next stage will be to include them in a meaningful way, such as:

- information sessions;
- regular meetings;
- clarity in relation to roles and expectations;
- clear lines for communication and sharing information;
- sharing the benefits of the programme from the perspectives of the child, parent and teacher;
- opportunities for involvement that are relevant to the individual group, particularly those that celebrate success.

When working through the process of identifying the stakeholders, it may be useful to think about the type of information each grouping will need and how best to communicate this to them.

4.2 Sustainability

CDI has a commitment and requirement to support the integration of its proven programmes into existing services. It aims to ensure that these models become 'business as usual'. In the anticipated absence of ongoing, additional funding to support this integration, this will require creativity, reflection and some hard choices. CDI will support all parties in this process.

Sustainability will ensure the continued delivery of Doodle Den. There are a number of ways to maximise the likelihood of the programme continuing. These are:

- **Programme champions:** The sustainability of the Doodle Den Programme is closely linked to how it has become embedded within the community in which it is being delivered. Programme 'champions' are key to this, as is sharing the successes of the children and parents who have participated in the programme. These supporters act as advocates for continuation of the programme and it would be helpful if such champions are identified from a range of areas, including parents, schools and community groups. Developing networks which include a committee of key managers from the relevant sectors to support delivery can also be useful.
- **Capacity-building:** Another important step in sustainability is ensuring that capacity has been built within the community or structure in which the programme is being delivered.

This process will ensure that there are a number of people with the skills to support the delivery of Doodle Den, which will reduce the reliance over time on external supports and expertise. It involves training and embedding of practice, including the role of supporting the delivery of Doodle Den, quality assurance and day-to-day delivery. As mentioned in previous sections, CDI's workbook *Quality Services, Better Outcomes* (CDI, 2011) can act as a valuable resource in supporting this process, while developing a local panel of facilitators and trainers will also be key.

- **Creating awareness:** It is important to ensure that the local community is aware of Doodle Den and the benefits that participation brings for the families involved. In this way, Doodle Den will continue. This can be achieved through regular updates in the form of newsletters and through the use of social media. Identifying ongoing PR opportunities to promote the work done within the groups can also support this process, as is effective use of your identified champions.
- **Creative resourcing:** Identifying opportunities to draw on resources to support programme delivery can take good local knowledge, established relationships and, most importantly, an openness to thinking 'outside the box'. For example, is there potential for sponsorship of the programme or elements of it? Could 'Croke Park' hours be used for teacher training? Can partnership with other organisations offset costs relating to venue, materials and snacks? What funding sources could be accessed locally to fund delivery?

4.3 Checklist and Next Steps ...

Reaching the end of Phase 4 will mean that Doodle Den has become fully embedded in your community or organisation. Track your progress through this final phase by completing the **Business as Usual Checklist** given in

Table 7. This will help to ensure that attention is paid to all ongoing tasks for the maintenance and development of your programme and that the Doodle Den approach is now the norm in your community or organisation.

Table 7: Phase 4 – Business as Usual Checklist

Stage	Description	Implementation status: fully (F), partially (P), or not at all (N)			Comments
Consolidation	Have the relevant stakeholders been identified?	F	P	N	
	Has support from the stakeholders been secured?	F	P	N	
	Have clear lines of communication with the relevant parties been established?	F	P	N	
Sustainability	Have Programme Champions been identified?	F	P	N	
	Has capacity been built within the organisation to support the ongoing delivery of Doodle Den?	F	P	N	
	Is the local community aware of Doodle Den?	F	P	N	
	Has consideration been given to a range of ways of resourcing programme delivery?	F	P	N	
	Have any funding streams been identified?	F	P	N	

SECTION 5: Some things for consideration

Implementing the Doodle Den Programme in your community or organisation can be a challenge. The four phases given in this Guide provide you with a solid framework on which to develop your programme and the following thoughts may help in your work:

- **Planning:** Careful consideration needs to be given to the process of implementing a new programme. As the implementation process progresses, a number of phases can be active at the same time and you may move back and forth between these phases. Remember to track your progress and be prepared for items that will come up in subsequent phases. This can be helped through the use of some of the resources included in this Implementation Guide, but can also be assisted through contact with someone else who has also implemented the programme. CDI will help you with this and the Online Members Forum on CDI's website provides an immediate place to engage with others.
- **Time:** Implementing a new programme takes time. This can relate to all aspects of the implementation process, but is particularly true as implementation commences. Perseverance is the key – stick with it! The experience to date is that the first few months of delivering from a comprehensive manual are tough, but that this quickly becomes easier and indeed offers great clarity and focus to facilitators. There may also be

a need to refer back to the activities of the previous phases in the implementation process or for some stages to run simultaneously.

- **Communication:** Good communication is essential in ensuring that stakeholders, programme champions and programme participants are kept on board. Consider feedback loops and appropriate ways for keeping the key people you are working with engaged with Doodle Den. Newsletters, open days, public celebrations, local media interest and work displays are just some of the ways of keeping people motivated.
- **Support:** Trying something new, however familiar it is, can be daunting, irritating, frustrating and exciting – perhaps all at the same time! Use your contacts, check in with other areas using Doodle Den, think about how best to use your time at Communities of Practice and stay in touch with CDI for support and resources.

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For more information on Doodle Den

or to speak to one of CDI's Quality Specialists about any aspect of this Implementation Guide or about the Doodle Den Programme, please contact:

Post: **Childhood Development Initiative**

St. Mark's Youth and Family Centre
Cookstown Lane
Fettercairn
Tallaght
Dublin 24

Tel: (01) 494 0030

E-mail: info@twcdi.ie

Web: www.twcdi.ie

Facebook: [www.facebook.com/
childhooddevelopmentinitiative](https://www.facebook.com/childhooddevelopmentinitiative)

Twitter: [@twcdi](https://twitter.com/twcdi)

