

## Presentation Abstract

### Model Demonstration Projects: Sustainability and Scale-Up

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Presented at the Global Implementation Conference  
Dublin, Ireland, May 27, 2015



### Global Implementation Conference (GIC)

The biennial GIC is part of the Global Implementation Initiative which “works to promote implementation science, practice, and policy, and promote their active application in human services.” The theme for GIC 2015 was “Implementation for Impact.” Researchers, policymakers, and practitioners from diverse disciplines (e.g., healthcare, child welfare, education, mental health, juvenile justice) and different countries came together in Dublin, Ireland to collectively try to answer questions such as, “How can implementation make a real difference by producing socially significant results for end-users of services?”

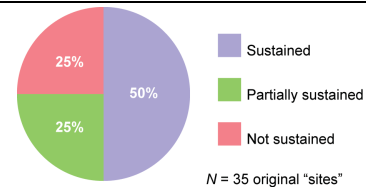
### Session Abstract

#### Model Demonstration Projects: Sustainability and Scale-Up

The aim of this presentation was to share findings on sustainment and scale-up of model demonstration projects funded by the U.S. Department of Education, Office of Special Education Programs, conducted as part of the Model Demonstration Coordination Center. Some projects resulted in sustainment and scale-up, yet many did not. What factors facilitated or hindered sustainment and scale-up?

Findings were based on follow-up studies of 12 projects in 35 sites (schools, districts, and early intervention or early childhood education programs) to determine whether model components were sustained and/or scaled up 1 to 2 years following model demonstration project grant completion. Qualitative methods (e.g., interviews, focus groups, observations) were used to document the degree of and factors related to model sustainment and scale-up. Projects included represented a wide range of interventions intended to improve outcomes for children and youth.

Model practices were fully sustained in 50% of the original sites, partially sustained in 25% of the sites, and not sustained in 25% of the sites at the time of follow-up. Six of the 12 projects experienced some model scale-up, and two projects saw widespread scale-up of their models.



Findings suggest that capacity building should begin early and be focused on multiple systems levels, from the service delivery level, to the local administrative level, to the larger systems level. Projects that were able to help develop ownership, skills, knowledge, and infrastructure supports at multiple systems levels were more successful than other projects in sustaining and scaling-up practices. A connection to statewide technical assistance networks was the primary factor facilitating widespread model scale-up.

### The Model Demonstration Coordination Center (MDCC)

MDCC is funded by the U.S. Department of Education, Office of Special Education Programs (Contract ED-CFO-10-A-0133) to work with cohorts of model demonstration and technology implementation projects aimed at improving outcomes for children with disabilities. MDCC facilitates collaborative learning among cohort grantees and synthesizes findings about factors that facilitate high-quality and sustained implementation of evidence-based practices. Visit <http://mdcc.sri.com/> for more information.