Considerations for a Written Sustainability and Scale-Up Plan

Sustaining and scaling-up the evidence-based practices (EBP) initiative are key components of the Benchmarks of Quality (BoQ) for both the State Leadership Team and local programs. As implementation of the EBP at fidelity leads to improved child outcomes and overall better program functioning, the vision is to help more programs and children benefit from the EBP initiative over time. To do so, **explicit and intentional work** is needed to: 1) sustain the high-fidelity implementation of the EBP in the early implementing programs (sustainability), while also, 2) scaling-up to additional new programs. This should be done through the development and implementation of a written sustainability and scale-up plan based on specific critical BoQ elements. State Benchmarks of Quality item numbers are in parenthesis where appropriate below. Considerations for a sustainability and scale-up plan include:

- **Scope:** The plan must include actions to sustain and scale-up **all components** of the initiative: State Leadership Team, Program Coaches, Implementation and Demonstration sites, evaluation and data collection. The plan should be for at least **4-5 years**. (#11, #13)
- **Cross-Sector**: The plan includes actions to embed, integrate and align the initiative within cross-sector and on-going systems, policies, initiatives where appropriate. The plan is cross-sector (shared resources, staffing, etc.) where appropriate. (#14. #20)
- **Policy:** The plan includes actions to incorporate the initiative into written state policy. (#14)
- **Plan for sustaining high fidelity implementation:** Fidelity "drift" is common. It is crucial that the plan contain the requirement that fidelity data be collected at least annually on all practitioners in all implementation and demonstration programs. Where drift occurs, training and coaching is provided until fidelity is reached again. Program coaches continue monthly contact with existing programs, while new programs have program coach support at least twice monthly. This support can be face to face or by distance as appropriate. (#42, #43)
- **Plan for turn-over**: The plan includes specific actions to address turn-over in staff, program coaches, leadership team members, data coordinators, and leadership in demonstration sites to ensure sustainability. Actions include ongoing training/technical assistance for new staff, program coaches and leadership, data-based reports to ensure new leadership and staff recognizes the value in the initiative. On-going awareness presentations should be available to new staff and leadership team members at both the state and program levels. (#9, #10)
- **Availability of information and materials:** The plan provides that materials (data reports, training and coaching materials, data measures) are maintained in an accessible location such as a website. A public web presence is also used to promote awareness of the initiative and achievements such as the annual report, data on child outcomes and stories from programs, practitioners and families. (#23)

- **Measures the "health" of the State Leadership Team:** milestones of a healthy SLT include:
  - *The state leadership team is at high fidelity on the State Benchmarks of Quality* (e.g., 75% of benchmarks are fully implemented) including the critical elements that relate to sustainability and scaling-up.
  - *The state leadership team has a written sustainability and scale-up plan* that will guide the expansion of the development of implementation sites and continued resources for training and program coaching to sites.
  - *The state leadership team is sharing information about the EBP effort* with general audiences including potential new implementation sites, policy-makers, and funders through an annual report that summarizes the key features, value, and outcomes of the initiative.
  - *The state leadership team has identified demonstration sites* (minimum of 1 true demonstration site) for each implementation focus setting (i.e., home visiting; classroom). Demonstration sites are local programs that are implementing at high fidelity (e.g., 75% of benchmarks are fully implemented). This means that the program leadership team meets regularly, uses data for decision-making, supports professionals in their implementation of EBPs including the use of practice-based coaching to support staff in using EBPs, and continuously uses the Benchmarks of Quality to meet all critical elements of program-wide implementation. In addition, the site can identify at least one classroom or home visiting professional who is at high proficiency in the use of EBPs as measured by a measurement tool such as the RP Observation Scale, with plans to support all professionals in achieving high proficiency. Demonstration sites are those sites that have been formally designated as a demonstration and are poised to engage in demonstration outreach activities. Those activities might include: receiving tours or visitors to the program; being highlighted in products and presentations as a high-fidelity site; and sharing their implementation success with other programs through formal presentations or publications.
  - *The state leadership team has a system for collecting program data and using data for decision-making.* The state leadership team has identified the program data elements that are needed to guide support to programs and understand outcomes, how data will be gathered from programs, and how data will be summarized in meaningful ways that can guide data decision-making. A person or persons responsible for data and ongoing evaluation has been identified and the process for collecting and submitting data has been communicated to all implementation programs.
  - *The state leadership team has established a network of technical assistance professionals who will continue to provide training and program coaching* to program leadership teams and practitioners with training on program-wide implementation, practice training on evidence-based practices, training for practitioner coaches on the use of practice-based coaching, and training in data decision-making. The state leadership team has a plan for the continued support and expansion of the network, e.g., funding sources have been identified and allocated for these specific activities.
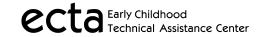
- **State Leadership Team budgeting:** The plan contains a 4-5 year budget for sustaining and scaling-up. The budget resources can be shared among SLT member agencies. Examples of funding sources include: IDEA Part B, 619 and Part C; Pre-K; Preschool Development Grant; Title I of ESSA; Head Start; Child Care; universities; Early Childhood Comprehensive Systems, Home Visiting, Project LAUNCH, private foundations. Budget considerations include: (#19, #20)
  - **State staff:** at least 1.0 FTE to coordinate the work of the State Leadership Team and to coordinate the PD work including supporting the Program Coaches (can be 2 half time people) (see coordinators job description link). (#17, #18)
  - **Program Coaches:** plan for at least .10 FTE for each program coach for each program they are supporting. The number of program coaches increases every year based on maintaining support to current programs and expanding to new programs (see example from Utah below provided by edXponential). The example below refers to program coaches as external coaches and programs as sites. (#41, #42, #43)

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
•5 continuing sites •5 new sites •6 external coaches •15+ practitioner participants	•10 continuing sites •5 new sites •8 external coaches •30+ practitioner participants	•15 continuing sites •5 new sites •10 external coaches •45+ practitioner participants	•20 continuing sites •5 new sites •12 external coaches •60+ practitioner participants	•25 continuing sites •5 new sites •14 external coaches •75+ practitioner participants

  - **Annual Training events:** training and support for the following: program coaches, program-wide implementation practitioner coaches, practitioners, annual retreats, or institutes (event site costs, A.V. equipment, food, materials, substitutes, travel, etc.). (#35, #38)
  - **Data collection and analysis:** data collection systems, data analysis and report generation, staffing (part of the state coordinators responsibilities or possibly consultant). (#44)
  - **Program stipends**: if appropriate, stipends to new programs to help offset training and coaching costs for the first year.
  - **Family engagement:** expenses associated with membership and meetings on leadership teams, participation in training, etc. (#28, #29)
  - **Other initiatives**: higher education implementation, public awareness (printing of annual report, videos), travel for demos sites to present at conferences or to the SLT, travel to related national conferences for key staff.

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

This document can be found at: http://ectacenter.org/sig

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National Center for Pyramid Model INNOVATIONS