

# Sample Site Application Packet

## Evidence-based Practices Implementation Site Selection

[**State**] has adopted an initiative to increase the implementation of evidence-based practices (EBPs) to enhance the outcomes for young children and their families. One of the objectives is to provide intensive training and technical assistance (T/TA) to programs on implementing, scaling-up, and sustaining EBPs for early intervention/early childhood special education for improving outcomes for young children with or at-risk for delays or disabilities.

To meet this goal, the specific activity of the [**State**] evidence-based practices initiative is to build program capacity to implement the EBPs with fidelity program-wide. We are inviting programs to apply to be implementation sites.

### Implementation Sites: Purpose, Benefits, Expectations, and Selection

We invite you and your program staff to consider becoming an implementation site. An implementation site may include multiple sites operated by a single program/district or may be a cluster of classrooms located in a program or a Part C program that serves children through a home-based model, or a program that serves children through a consultative model with child care, Head Start or other early childhood programs. Implementation sites will receive training, technical assistance and coaching to implement EBPs program-wide.

### What Are the Benefits for an Implementation Site?

Each implementation site will have a Program Coach who will provide training and individualized technical assistance and support in high-quality professional development. The EBP State Leadership Team and the Program Coach will provide:

- Training and ongoing program coaching support to practitioner coaches from your program that will support site staff to implement the practices with fidelity.
- Training and ongoing program coaching support to a program leadership team from your program in the process of program-wide implementation.
- Training in the practices that will be implemented by your site practitioners.
- Materials and tools that can be used for implementation and evaluation.
- Training in program evaluation and monitoring tools and how to use the data for making decisions for program improvement and professional development.

### Implementation Sites must:

- Maintain a high-quality early childhood program with a stable staff and strong leadership.
- Serve young children with disabilities (on IEPs/IFSPs) in natural or inclusive settings through program partnership.
- Commit to the implementation of EBPs program-wide for a minimum of two years after completion of training.
- Work in collaboration with the Program Coach to ensure implementation fidelity.
- Collect and use evaluation data to guide program-wide implementation, support practitioner implementation, and monitor child progress and outcomes.
- Establish a leadership team that meets on a monthly basis and includes an

Administrator and key stakeholders. The leadership team will receive support from the Program Coach who will guide implementation steps including reviewing data and making data-based decisions on fidelity of implementation of EBPs, child outcomes, and program improvement.

- Commit to the participation of the leadership team in 6-8 days of meetings/trainings. The first strategic planning meeting is 2 days, followed by 4 days of practitioner training on the EBPs. A full-day meeting after 4-6 months will be held and a final day at the end of the first year of implementation.
- Send program staff and the program leadership team to two two-day training events in the use of EBPs within their classroom or home-visiting work.
- Identify a practitioner coach(es) to participate trainings and coaching from the Program Coach in practice-based coaching. Practitioner coaches will provide coaching to practitioners in the program and receive ongoing assistance and support in coaching and collecting data on fidelity of implementation.
- Select local site(s) (classrooms, family child care) to commit to EBPs implementation.
- Participate in evaluation and self-assessment activities.
- Complete the attached application and submit it to **[person/agency]** by **[Date]**.

### **High-Fidelity Demonstration Sites**

In addition to becoming an implementation site, the state will be seeking to select a few of the implementation sites to serve as demonstration sites. Demonstration sites will serve to showcase the implementation of EBPs with fidelity. The responsibilities of implementation sites that become demonstration sites are to: maintain high fidelity of implementation; provide tours and information about the program; provide public information about the implementation process and outcomes; and allow for information about the site to be widely disseminated. In this application, sites can indicate if they are interested in pursuing the designation of demonstration site.

### **How Can Potential Implementation Sites Get More Information?**

Potential implementation site staff can learn about this effort by contacting

\_\_\_\_\_ at \_\_\_\_\_.

## Application: Implementation Site

Please submit application via e-mail to \_\_\_\_\_ no later than \_\_\_\_\_.

### Program Contact Information

**School District/ECE Program:**

Administrator/Director:

Phone:

E-mail address:

Other Administrator (as  
necessary):

Phone:

E-mail address:

**Inclusion Partner such as childcare, Head Start, Public Preschool:**

**Program Name (as appropriate):**

Program Leader 1 (name/title):

Phone:

E-mail address:

Program Leader 2, as necessary  
(name/title):

Phone:

E-mail Address

**1. Why we want to be an implementation site (200 words or less):**

**2. If your site would also like to be considered as a potential demonstration site, provide a description of your capacity and interest to serve as a showcase of high quality practices, host tours, and share evaluation information.**

Our program is interested in also becoming a demonstration site

Yes (provide support below),

No

Not sure

3. Complete the table below by providing information on your program.

Component	Applicant Response	Scoring
<p><b>Strong Leadership</b> List key program leaders and the length of time each has been in a leadership role within partner program</p>		
<p><b>Stability of Staff</b> What percent of participating staff have been employed by the program for two years or more?</p>		
<p><b>Prior experience with Implementing Evidence-Based Practices</b> Describe prior district / program experience with implementing an evidence-based model or EBP with fidelity</p>		
<p><b>Sustainability</b> Describe the program's ability to sustain the use of EBPs once training and technical assistance ends</p>		

<p><b>Site Selection</b> Describe the site(s) being considered by your program as an implementation site. Include the total number of participating children, ages of children served, staff/child ratio and the number of children with disabilities served</p>		
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**Commitment to Participate as an Implementation Site**

As an administrator associated with a program listed in this application, I commit the program and staff to:

- Implementing evidence-based practices program-wide as an implementation site for a minimum of two years after completion of training.
- Working in collaboration with the State Leadership Team and Program Coach to ensure implementation fidelity.
- Establishing a leadership team that meets on a monthly basis and includes an Administrator and key stakeholders described below including the practitioner coach and a member that will serve as data coordinator. The local leadership team will receive support from a Program Coach who will guide implementation steps.
- Collecting and using evaluation data to guide program-wide implementation, support practitioner implementation, and monitor child progress and outcomes.
- Committing to the participation of the leadership team in 6-8 days of meetings/trainings. The first strategic planning meeting is 2 days, followed by 4 days of practitioner training on the evidence-based practices. A full-day meeting after 4-6 months will be held and a final day at the end of the first year.
- Sending program staff and the program leadership team to two two-day training events in the use of evidence-based practices within their classroom or home visiting program.
- Identifying a practitioner coach(es) to participate in trainings and coaching from the Program Coach in practice-based coaching. Practitioner coaches will provide coaching to practitioners in the program and receive ongoing assistance and support in coaching and collecting data on fidelity of implementation.
- Participate in evaluation and self-assessment activities. Provide data that are collected to the State Leadership Team.

**Signatures of Program Administrators**

District/Program: \_\_\_\_\_  
Signature/Title \_\_\_\_\_ Date \_\_\_\_\_

Inclusion Partner: \_\_\_\_\_  
Signature/Title \_\_\_\_\_ Date \_\_\_\_\_

## Implementation Site Leadership Team

Program Name:

Date:

Please list the names of the persons who will commit to serving on the Implementation Site Leadership Team and their team responsibilities. This team should represent the program and can consist of administrators, therapists, consulting staff, home visitors, teachers, and a family member. Center program teams might include teachers who represent both infant/toddler classes and classes for 3- to-5-year-olds. Part C programs might include program administrators, supervisors, family coaches, and therapists.

Teams **MUST** include an administrator who can allocate resources and make fiscal and personnel decisions and program staff who will serve in the role of practitioner coach to program practitioners.

Signatures indicate that team members will commit, to the best of their ability, to the following:

- Have the ability to meet on-site as a leadership team on a monthly basis;
- Facilitate collection of data and make data-based decisions as a team;
- Assist staff in identifying professional-development needs;
- Assist with coaching teachers/home visitors (selected team members) around professional-development needs;
- Access e-mail on a regular basis for communication purposes; and
- Attend 4 mandatory Leadership Team training events (initial 2-day meeting, a one-day meeting at six months, and an annual one-day meeting; and practitioner training).

Leadership Team Role <sup>1</sup>	Print Name	E-Mail	Person's Signature
Administrator			
Practitioner Coach <sup>2</sup>			
Data Coordinator <sup>3</sup>			
Practitioner			

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<sup>1</sup> Add additional rows if needed for more members.

<sup>2</sup> The practitioner coach must be provided with the time to be trained and coached by the Program Coach and to coach program practitioners

<sup>3</sup> Any team member can serve in the role of data coordinator. The data coordinator will collect evaluation data and organize and bring it to Leadership Team meetings for review.

## Sample Site Application Scoring Rubric

Site Selection criteria	1	2	3	4	5	Score
<b>1) Strong Leadership</b> Listed key program leaders and the length of time each has been in a leadership role within partner program	All the leaders have been in the program for 5 or more years.	At least some of the leaders have been in the program for 5 or more years.	All the leaders have been in the program for 3 years.	At least some of the leaders have been in the program for 3 or more years.	Less than 3 yrs in the program.	
Comments						
<b>2) Stability of Staff</b> What percent of participating staff have been employed by the program for 2 years or more	100% of the staff have been employed by the program for 2 years or more	80% of the staff have been employed by the program for 2 years or more	70% of the staff have been employed by the program for 2 years or more	60% of the staff have been employed by the program for 2 years or more	50% of the staff have been employed by the program for 2 years or more	
Comments						
<b>3) Prior Experience</b> with Implementing Evidence-Based Practices	Documented prior experience with implementing EBPs in ECE				No documented experience with EBPs or program model	
Comments						

Site Selection criteria	1	2	3	4	5	Score
<b>4) Sustainability</b> Describe the program's ability to sustain the use of EBPs once training and technical assistance ends	Documented, in detail, factors that will contribute to the program's ability to sustain program-wide implementation		Provided some detail about the factors that will contribute to the program's ability to sustain program-wide implementation		Did not provide enough information about the factors that will contribute to the program's ability to sustain program-wide implementation	
Comments						
<b>5) Site Selection</b> Described sites being considered	Documented number of participating children, ages of children served, staff/child ratio, and no. of children with disabilities served		Documented some details about the characteristics of the demo sites being chosen		Did not provide enough detail about the sites	
Comments						
<b>TOTAL SCORE:</b>						

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



National Center for  
**Pyramid Model**  
**INNOVATIONS**