

State Leadership Team Benchmarks of Quality : Implementing Evidence-Based Practices Statewide

May 2018

Purpose

The *State Benchmarks of Quality* is used by a collaborative State Leadership Team (SLT) to assess progress and plan future actions so that selected evidence-based practices (EBP) are available for providers and families statewide. The Benchmarks are grounded in implementation science, which bridges the gap between an EBP and the actual high-fidelity implementation of that practice. Implementation has several stages beginning with assessing needs and exploring which EBPs to implement. Once the SLT has chosen to implement the EBPs, the *Benchmarks of Quality* are used to track progress on the stages of planning/installation, implementation and scale-up as well as planning for sustainability, which is integrated throughout the stages.

Directions

Benchmarks of Quality is a self-assessment tool that can be completed by the SLT as a whole or in small groups with the results from each group compiled into one consensus document to ensure all SLT members are in agreement. The SLT should use the data for planning future work and tracking progress. Suggestions for how to use the data are found at the end of this document. Progress can be charted using a spreadsheet.

Critical elements (and sub-elements)	Benchmarks of Quality	Who (e.g., SLT, staff)	Element		
			Not in place 0	Emerging/ Needs improvement 1	In place (Evidence) 2
<i>The “Critical Elements” listed in this column represent the core features and structures needed to implement and sustain the use of EBPs successfully</i>	<i>The items under the “Benchmarks of Quality” column describe the functions to be performed in order to operationalize the core feature. The relevant implementation stage is aligned with each Benchmark function to help the SLT match activities to the stage of work</i>	<i>In the “Who” column, indicate the person or structure (e.g., coordinator, staff, SLT) responsible for that item.</i>			<i>For each item marked as “In Place,” provide evidence such as documents, data, descriptions, minutes of meetings etc.</i>

Critical elements (and sub-elements)	Benchmarks of Quality	Who (e.g., SLT, staff)	Element		
			Not in place 0	Emerging/ Needs improvement 1	In place (Evidence) 2
State Leadership Team (SLT)					
SLT Membership and Logistics	1. The SLT has written criteria for membership which ensures broad representation from a range of stakeholders, programs, and agencies (e.g., early childhood special education, early intervention, higher education, Head Start, families, child care, mental health). [Planning Stage]				
	2. The SLT establishes a clear, written mission/vision [Planning Stage]				
	3. State Leadership Team members are able to clearly communicate the vision and mission of the State Leadership Team. [Planning Stage]				
	4. The SLT adopts written ground rules and logistics including criteria for membership, no substitutes at meetings, agreeing to decisions made in ones' absence, all agencies will share resources, all members attend EBPs training, uses effective meeting strategies to ensure meetings are engaging and all members' voices are heard [Planning Stage]				
	5. The SLT records decisions from each SLT meeting. [Every Stage]				
	6. The SLT evaluates each meeting and uses the data to improve meetings (see SLT Meeting Planning and Evaluation Package). [Every Stage]				
	7. The SLT achieves consistent attendance and quality of meetings (75% average attendance over the year; and at least an average of 4 on the 5-point meeting evaluations). [Every Stage]				
	8. The SLT meets at least monthly during Planning and Implementation Stages and as needed during the Scale-up Stage. [Every Stage]				
	9. The SLT has a process in place for membership succession within their own agencies (replacing themselves) that ensures continued commitment, understanding, and progress of State Team work. [Sustainability planning, beginning with the Planning Stage]				
	10. The SLT has process in place for orienting new members. [Beginning with Planning Stage]				
Action Planning	11. SLT develops an action plan that includes objectives related to all critical elements of these benchmarks. The action plan guides the work of the Team including designation of work groups, if necessary. The action plan has both short- and long-term objectives. [Every Stage]				

Critical elements (and sub-elements)	Benchmarks of Quality	Who (e.g., SLT, staff)	Element		
			Not in place 0	Emerging/ Needs improvement 1	In place (Evidence) 2
Action Planning, <i>continued</i>	12. The SLT reviews the action plan and updates their progress at each meeting. The action plan has an evaluation component for each action item and the evaluation is reviewed at each meeting. [Every Stage]				
	13. The SLT includes in the action plan sustainability and scale-up objectives and strategies for increasing the number of settings and services using EBPs with the goal of achieving statewide, high-fidelity implementation over time. [Every Stage]				
	14. The SLT action plan includes strategies for institutionalizing and embedding EBPs into state infrastructures such as Quality Rating Systems and Early Learning Guidelines, etc. [Sustainability planning & Scale-up Stage]				
	15. The SLT annually reviews its mission/vision statement, action-plan outcomes and other evaluation data, SLT membership, ground rules, and logistics, and makes revisions as necessary. The annual review includes a celebration of accomplishments. [Every Stage]				
SLT Coordination and Staffing	16. A SLT member serves as Team Coordinator or Chair (i.e., lead contact) to represent the Team and work with staff to facilitate the work of the SLT and to coordinate Practitioner and Program communication. [Planning Stage]				
	17. The EBPs initiative and SLT are supported by staff funded to implement the work. [Beginning with Initial Implementation Stage]				
	18. The SLT's sustainability and scale-up planning (in action plan) includes adequate and appropriate professional and administrative staffing. [Beginning with Planning Stage]				
SLT Funding	19. The SLT identifies funding sources to cover activities for at least three years including additional Program Coaches and sites. [Sustainability planning & Scale-up Stage]				
	20. SLT members contribute resources for the work of the action plan (staffing, materials, training, etc.). [Every Stage]				
SLT Communication & Visibility	21. The SLT develops an annual written report on the progress and outcome data and distributes it to programs, funders, and policy makers. [Beginning with Initial Implementation]				
	22. The SLT identifies and implements dissemination strategies to ensure that stakeholders are kept aware of activities and accomplishments (e.g., website, newsletter, conferences). [Every Stage]				

Critical elements (and sub-elements)	Benchmarks of Quality	Who (e.g., SLT, staff)	Element		
			Not in place 0	Emerging/ Needs improvement 1	In place (Evidence) 2
	23. The SLT develops a written awareness and marketing plan that includes a presentation (e.g., presentation based on annual data and report) to policy makers and current and potential funders. It is used to recruit programs and individuals to participate in the EBPs initiative. [Initial Implementation Stage]				
Authority, Priority, and Communication Linkages	24. The EBPs align with the goals and objectives of each agency represented on the SLT [Every Stage]				
	25. Each SLT representative is authorized to make decisions for their agency related to the EBPs Initiative and/or is able to return a decision to the SLT within two-weeks. [Every Stage]				
	26. SLT members engage in activities within their agency that result in support for the EBPs Initiative (e.g., succession planning, presenting annual reports, orientation presentations). [Every Stage]				
	27. The SLT develops written communication protocols for regular feedback from staff who are charged with implementing the EBPs as well as the Program Coaches, demonstration sites, implementation sites, and communities. The protocols focus on bringing to light any challenges that need to be attended to by the SLT and that cannot be resolved by individual programs or staff. [Initial Implementation Stage]				
Family Engagement					
Family Participation and Communication	28. The SLT includes representation from family organizations. [Planning Stage]				
	29. The SLT makes training opportunities related to the EBPs available for families. [Every Stage]				
	30. The SLT develops and employs mechanisms for communicating with families about the initiative. [Every Stage]				
	31. The SLT develops mechanisms for family members to provide feedback at least annually on the quality of the EBPs experienced by their children. [Every Stage]				
Implementation and Demonstration Programs/Sites					
Implementation/ Programs/Sites	32. The SLT develops readiness criteria, recruitment and selection procedures, and MOUs for programs participating in the initiative as Implementation Programs/Sites. Implementation Programs/Sites have a Program Leadership Team and at least one Practitioner coach [Initial Implementation Stage]				

Critical elements (and sub-elements)	Benchmarks of Quality	Who (e.g., SLT, staff)	Element		
			Not in place 0	Emerging/ Needs improvement 1	In place (Evidence) 2
Demonstration Programs/Sites	33. The SLT has recruitment and selection process and MOUs for Demonstration Programs/Sites and partners with them to provide data that show the effectiveness of the EBPs. The sites provide tours and information for interested parties. Demonstration sites are selected from the Implementation programs/sites [Initial Implementation Stage]				
Implementation Communities	34. The SLT (where appropriate) develops readiness criteria, recruitment and acceptance procedures, and MOUs for community entities to participate in the initiative. All participating communities agree to have a Community Leadership Team and Program Coaches to support Program Leadership Teams and Practitioner Coaches. [Scale-up Stage]				
	35. The SLT develops statewide capacity (funding, staffing) for training and supporting new Program and Community Leadership Teams and Program Coaches in the high-fidelity adoption and implementation process while continuing to support the high fidelity of the original implementation and demonstration programs. [Implementation & Scale-up Stage]				
Professional Development					
Program Coaches	36. The SLT establishes a statewide network of professional-development (PD) experts to build and sustain high-fidelity implementation to serve as Program Coaches and to support Practitioner Coaches. [Implementation Stage]				
	37. The SLT develops an identification process, recruitment and acceptance criteria, and MOUs for Program Coaches.[Initial Implementation Stage]				
	38. The SLT develops statewide EBPs training capacity that includes providing ongoing training and support for Program Coaches who, in turn, train and support community and program staff and Leadership Teams. [Implementation Stage]				
	39. The SLT creates and puts in place a quality-assurance mechanism (e.g., certification, approval) to ensure that Program Coaches are able to provide training in the EBPs accurately and effectively; and that Practitioner Coaches are able to coach practitioners to implementation fidelity resulting in success for children, families and providers [Implementation Stage]				
	40. The SLT implements a plan ensuring that programs and communities statewide have access to Program Coaches, including necessary resources and on-site coaching that result in high-fidelity implementation and sustainability of EBPs. [Implementation Stage]				

Critical elements (and sub-elements)	Benchmarks of Quality	Who (e.g., SLT, staff)	Element		
			Not in place 0	Emerging/ Needs improvement 1	In place (Evidence) 2
Ongoing Support and Technical Assistance	41. The SLT employs a technical-assistance plan for ongoing support and resources for the Program Coaches, demonstration sites, implementation sites and communities to ensure high-fidelity implementation and sustainability. Such support includes planning for turn-over and succession of key individuals. [Sustainability planning & Scale-up Stage]				
	42. A Program Coach is available to meet at least twice a month with each emerging Program Leadership Team (emerging teams are teams that have not met the high-fidelity implementation criteria) face to face or by distance. [Implementation Stage]				
	43. A Program Coach is available to meet at least monthly by distance and quarterly face to face with Program Leadership Teams who have been implementing the EBPs for at least one year with high fidelity. [Sustainability planning]				
Evaluation/Data-Based Decision Making					
Data-Based Decision Making	44. All programs, communities, and Program Coaches submit the data agreed upon in their respective MOUs. [Implementation Stage & Sustainability planning]				
	45. Training, materials, and support are available to Program Coaches, programs, and communities on what data to collect, why, and how to use the data for making decisions for improving outcomes for children, providers, programs, and communities as well as how to submit the data. [Every Stage]				
	46. A process is in place for programs and communities to enter and summarize the data elements above as well as training on how to use the data for program improvement. [Every Stage]				
	47. A process is in place for the SLT to access the data or summaries of the data described above. The SLT uses these data as part of their action plan for regular evaluation as well as the annual evaluation report. [Every Stage]				
	48. The SLT annually prepares an evaluation report that describes: a) the extent to which program- and community-wide high-fidelity adoption is being implemented, sustained, and scaled-up; b) the impact of program-wide adoption and/or community-wide adoption on child, provider, and program outcomes; and c) the impact of training and coaching. The SLT uses the evaluation report for their own progress monitoring and planning as well as for providing a public report on outcomes [Every Stage]				
	49. The SLT provides a public celebration of outcomes and accomplishments annually. [Every Stage]				

Next Steps

- For each benchmark rated as a 0 or 1, develop/update action plan item with the date, status, and plans for improvement.
- For each benchmark rated as a 2, update the appropriate action item. Note plans for sustainability and scale-up, and include the progress and evidence in the annual report.
- Chart progress on a spreadsheet.

Acknowledgements

This document was adapted from:

Fox, L., Hemmeter, M.L., & Jack, S. (2006). *Early Childhood Program-Wide Positive Behavior Support Benchmarks of Quality*. Tampa, Florida: University of South Florida.

Jack, S. & Fox, L. (2010). *Implementing the Pyramid Model Community-Wide: Benchmarks of Quality*. Tampa, Florida: University of South Florida.

PBS District Readiness Checklist 1.12.09.doc – *FLPBS: RtIB Project at University of South Florida*. (from Heather George via email communication).

PBS Implementation and Planning Self-Assessment (2002). Center on Positive Behavioral Interventions and Supports. (Retrieved from www.PBIS.org)

Smith, B., Dunlap, G. & Blase, K. (2013) *Implementing the Pyramid Model State-Wide: The State Benchmarks of Quality*. (Retrieved from www.challengingbehavior.org)

The contents of this document were developed under cooperative agreements from the U.S. Department of Education, #H326P120002, #H326P17001, and #H326B170003, from the Office of Special Education Programs, U.S. Department of Education. However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. ECTA Center Project Officer, Julia Martin Eile and NCPMI Project Officer, Jennifer Tschantz.

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

ecta Early Childhood
Technical Assistance Center

