Implementation Site Development from Selection, through Practice Fidelity, to Scale-up and Demonstration

One of the essential elements of your statewide plan to take evidence-based practices (EBPs) to scale is having sites that can provide a clear and precise demonstration of the selected practices. Demonstration Sites, in fact, demonstrate how a Program Leadership Team uses data to make ongoing decisions around resource allocation, coaching support and monitoring provider and child/family behavior change. Demonstration Sites also demonstrate the high fidelity or precise use of EBPs. Additionally, Demonstration Sites provide data to the State Leadership Team to assist in building a convincing database to sustain and expand the use of EBPs. In the Table below we describe important consideration for the State Leadership Team specific to the stages involved in achieving Demonstration Site status including, *Selecting Potential Sites*, *Reaching Fidelity*, *Sustaining Fidelity* and eventually *Scale up and Operating as a Demonstration Site*. For each of these implementation considerations we articulate things that sites should provide and things that the State Leadership Team needs to provide to ensure success at each step. Throughout the table links are provided to additional resources that further explain, elaborate or illustrate the identified considerations.

	Important Considerations for Becoming an Implementation and Demonstration Site	
Phase of Development	**What Sites Should Provide**	**Resources to be Provided to Sites**
Selecting Potential Sites (all sites)	• Complete Application Process • Baseline evidence of classroom/program quality (e.g., QRIS, ECERS, CLASS, NAEYC Accreditation) • Consideration of competing initiatives • Information on the program's EC curricula • Information on program structure and demographics	• State Leadership Team's (SLT) request for applications (RFA) (application, scoring rubric and selection process) • Clear descriptions and expectations around time commitments, FTE, time lines, expectations regarding sustainability and coaching capacity • Readiness activity • Support from a Program Coach • Orientation presentation (pitch) to prospective site administration • Commitment of SLT to provide ongoing support • Information on linkage to other state goals and initiatives (Pyramid, Inclusion, Social-Emotional) • SLT selects sites; PR for sites • SLT plans for selecting Demonstration Sites in second year
Reaching Practice Fidelity (all sites)	All of the above, plus: • Program Leadership Team (PLT) (administrator, teacher, coach, family member, data coordinator) in place and meets monthly • Documentation of FTE allocation for Practice-based Coaching (for Practitioner Coaches and Teachers) • Time commitment for staff to attend Intensive Training (Program wide, Practitioner) and Program Coach support • Structure for ongoing collaboration with family • Ongoing collaboration with Program Coach • Data and evidence of data-based decisions made regarding fidelity implementation (Table of Measures and Look-Think-Act: Introduction, Coaching, Child Outcomes, Program BOQ, RP OS) • Key Considerations for Reaching and Maintaining Fidelity	• Training (Program-wide, Practitioner, practice-based coaching (PBC), Data Systems and Management) • Data tools and spreadsheets (Program BOQ - classroom and home-visiting, Coach Log – classroom and home-visiting, RP Observation Scales – classroom and home-visiting) • Program Coaching distance or in-person • Mid-year and Year-end meetings with State Team participation to celebrate success and engage in planning • Guidance on what defines Fidelity Implementation • Systematic process for reinforcing approximations (SLT provides ongoing feedback and reinforcement to the programs engaged in the process) • System for the dissemination of success (list-serve, social media posts, news releases, wiki, website)

Sustaining Fidelity (all sites)	All of the above, plus: • Evidence of the implementation of EBP components at a Program-wide level (across classrooms, providers) (training, practice-based coaching, fidelity implementation, data-based decision making) ([Key Considerations for Reaching and Maintaining Fidelity)](#) • Evidence of adoption of EBP initiative throughout all program activities and materials (e.g., hiring, promotion, communication with families, policies) • Leadership Team has process in place for embedding EBPs within new initiatives • Plan for ongoing training of existing and new staff • Coaching has been provided to all classrooms/providers in the program • Program is active in communication and promotion within the community • Program Leadership Team shares data, successes and challenges up the line to Program Coaches and SLT	• Continue to investigate new resources, funding streams, etc. to support ongoing training, practice-based coaching and data collection • Ongoing PR for sites at fidelity • Recruiting bi-partisan support for ongoing support of EBP initiative • Promotion of EBP initiative across state agencies to explore additional funding and integration opportunities • SLT provides professional development, program coaching and financial incentives (certification and/or course credits, career ladder, etc.) around EBP initiative • SLT uses program data to identify and address systemic problems and allocates resources appropriately
Scale-up and Operating as a Demonstration Site (only Demonstration sites)	All of the above, plus: • Plan/policy around in-house promotion of staff (into leadership roles) • Program opens doors to outside agencies and programs for tours (provides data to SLT on who and how many). • Markets program to community as Demo Site • Open to student PD experiences as preservice training, internships, practicum placement, etc. • Open to linking with family support agencies, social services, etc. • PLT identifies and designates FTE to providing tours and other experiences • Disseminates information on implementation and outcomes via conference presentations, publications, PR, training events, etc. • Provides quotes, vignettes, videos photos, etc. to SLT for annual report.	• Supports program through marketing as demonstration site • SLT supports links between Higher Ed sites and demonstration Sites • Recognition from State upon reaching demonstration site status • Collects data from site on visitors (numbers, types, etc.); visitor packet

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

ecta Early Childhood Technical Assistance Center

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

National Center for
Pyramid Model
INNOVATIONS