**State Leadership Team Benchmarks of Quality:**

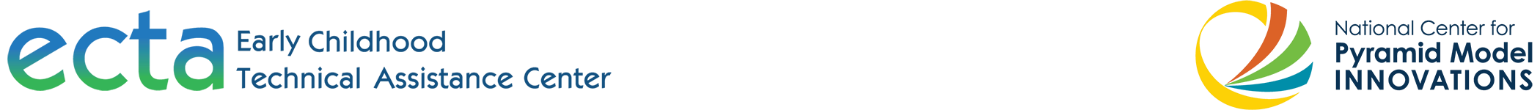
**Implementing Evidence-Based Practices Statewide**

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.

**Items 1-20 completed November 17, 2020; items 21-49 completed December 15, 2020**

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| 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** |
| 2. The SLT establishes a clear, written mission/vision [Planning Stage] |  |  |  | **2** |
| 3. State Leadership Team members are able to clearly communicate the vision and mission of the State Leadership Team. [Planning Stage] |  |  | **1**  SLT members know the general concepts but “it doesn’t roll off the tongue” |  |
| 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] |  |  |  | **2** |
| 5. The SLT records decisions from each SLT meeting. [Every Stage] |  |  |  | **2** |
| 6. The SLT evaluates each meeting and uses the data to improve meetings (se[e SLT Meeting](http://ectacenter.org/%7Epdfs/sig/6_1_team_meeting_package.pdf)  [Planning and Evaluation Package)](http://ectacenter.org/%7Epdfs/sig/6_1_team_meeting_package.pdf). [Every  Stage] |  |  |  | **2**  SLT feels we should take another look at the eval form previously developed, revise as needed and determine appropriate schedule for use. “What processes help/hinder moving work forward?” |
| 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] |  |  |  | **2**  Review % participation monthly at Core Team meetings; determine follow up strategies as needed. Include % on monthly meeting notes; determine whether we are missing any key players |
| 8. The SLT meets at least monthly during Planning and Implementation Stages and as needed during the Scale-up Stage. [Every Stage] |  |  |  | **2** |
| 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] |  |  |  | **2** |
| 10. The SLT has process in place for orienting new members. [Beginning with Planning Stage] |  |  |  | **2** |
| 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] |  |  | **1**  SLT previously agreed to use workgroup action plans; some are unclear about the SLT’s ‘broad goals”; feel there needs to be an overarching set of goals to build a single system |  |

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| Action Planning, *continued* | 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] |  | **0**  No SLT action plan |  |  |
| 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] |  | **0**  No SLT action plan |  |  |
| 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] |  | **0**  No SLT action plan |  |  |
| 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] |  |  | **1**  Core Team should review annually and provide SLT with updates as appropriate. Post BoQ on PMSLT webpage |  |
| 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] |  |  | **1**  Significant progress made but we still need to address coordination; it’s clear internally who ‘paid staff’ are but not externally (‘the field’) |  |
| 17. The EBPs initiative and SLT are supported by staff funded to implement the work. [Beginning with Initial Implementation Stage] |  |  |  | **2** |
| 18. The SLT’s sustainability and scale-up planning (in action plan) includes adequate and appropriate professional and administrative staffing. [Beginning with Planning Stage] |  |  | **1** |  |
| 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] |  |  | **1**  Rob noted that this expectation is unrealistic |  |
| 20. SLT members contribute resources for the work of the action plan (staffing, materials, training, etc.). [Every Stage] |  |  | **1**  We need to clearly define expectations; what are we asking each member organization to commit to? Can we build toward having PM embedded into state budgets? If so, “how much money do we need?” |  |
| 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] |  |  | **1**  1 report completed; no outcome data; need to improve distribution plan |  |
| 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] |  |  | **1**  Those in the field may be aware of the SLT but not “kept aware of….” |  |

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|  | 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] |  | **0**  Some beginning conversations but no written plan |  |  |
| Authority, Priority,  and Communication  Linkages | 24. The EBPs align with the goals and objectives of each agency represented on the SLT [Every  Stage] |  |  |  | **2**  Made clear during monthly check in; Core Team to discuss need for more formal /intentional process |
| 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] |  |  |  | **2**  As required in SLT membership policy |
| 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] |  |  | **1**  Some agencies ‘allow’ but do not necessarily ‘promote’ support of PM |  |
| 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] |  | **0**  Sense that there are some systems in place but not well documented; no clear feedback loops from workgroups to SLT |  |  |
| **Family Engagement** | | | | | |
| Family Participation and Communication | 28. The SLT includes representation from family organizations. [Planning Stage] |  |  |  | **2** |
| 29. The SLT makes training opportunities related to the EBPs available for families. [Every Stage] |  |  | **1**  Training opportunities happening but not directly linked to SLT. Surfaced again the question, Are we the ‘doers’ or the ‘facilitators’? |  |
| 30. The SLT develops and employs mechanisms for communicating with families about the initiative.  [Every Stage] |  |  | **1**  2 Tip Cards for families developed and disseminated; need to develop more intentional mechanisms |  |
| 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] |  | **0**  No formal mechanism developed |  |  |
| **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] |  |  | **1**  Some pieces developed by the Implementation workgroup but lacking feedback loop to the SLT. What is our model? Is everyone agreeing to using the same procedures? |  |

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| 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] |  | **0**  No demonstration sites |  |  |
| 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] |  | **0**  iSocial has Community Collabs; SLT has not yet discussed |  |  |
| 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] |  |  | **1** |  |
| **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] |  |  | **1** |  |
| 37. The SLT develops an identification process, recruitment and acceptance criteria, and MOUs for Program Coaches.[Initial Implementation Stage] |  |  | **1** |  |
| 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] |  |  | **1** |  |
| 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] |  |  | **1**  Emerging through the development of the UNH Center of Excellence |  |
| 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] |  | **0**  Sense that this has not been addressed directly; programs wouldn’t know how to access a coach at this time |  |  |
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| 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] |  | **0** |  |  |
| 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] |  | **0** |  |  |
| 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] |  | **0** |  |  |
| **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] |  | **0**  SLT in agreement that DOE data system will be used but process and protocols not yet formalized |  |  |
| 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] |  | **0** |  |  |
| 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] |  | **0** |  |  |
| 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] |  | **0** |  |  |
| 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] |  | **0** |  |  |
| 49. The SLT provides a public celebration of outcomes and accomplishments annually.  [Every Stage] |  | **0** |  |  |

# Next steps:

* Clarify (simplify?) vision and mission statements so that SLT members can clearly communicate
* Revise meeting evaluation form and use on a consistent basis
* Track meeting attendance to determine achievement of 75% average; revise membership policy as needed to identify strategies to respond to non-compliance
* Develop shared agreement re: the role of the SLT….. ‘doers’/’creators’ vs. ‘facilitators’
* Develop shared agreement re: a SLT unified approach/model
* Core Team to develop an over-arching action plan that addresses infrastructure development
* Develop more intentional feedback loops from workgroups to SLT
* Schedule intentional process for review/revision of:
* Mission and vision statements
* Action plan outcomes
* SLT membership
* Meeting ground rules and logistics
* Develop a plan for annual celebration
* Need to engage the SLT in intentional discussions re:
* Expectations re: contributions in terms of resources for the work of the action plan
* How much funding is needed and where it will come from
* Expectations re: PM practices aligning with goals/objectives of each agency represented on the SLT
  + Formal check in annually? Quarterly?
* Develop a shared agreement re: definition of “emerging/needs improvement” score prior to next review of BoQ