INTRODUCTION

The Levels of Implementation Tool is designed as a self-assessment for Project Directors to review their Initiative's progress over time. To use it, Project Directors read the benchmarks within the Tool and select which level of implementation (Low, Medium, or Full) best captures their Initiative's current status. Completing the Tool will take approximately one hour. Once the Tool is complete, Project Directors can download and review a graphic representation of their current levels of implementation. Project Directors can use the Tool as often as they like, and can review their progress over time by comparing current and past assessments.

The Tool is divided into 11 functional domains, each with benchmarks that describe implementation within those domains. The domains and their benchmarks are listed below. Clicking on one of the benchmarks will bring you to examples of low, medium, and full implementation, and allow you to choose a level that is the best match for your current level of implementation.

LEVELS OF IMPLEMENTATION TOOL

Domain 1: Capacity Building
- The Initiative has created a professional development plan to support program implementation
- Professional development system builds capacity within and across partners

Domain 2: Communications/Marketing
- The Initiative has a communications plan
- Project leadership collaboratively develops effective communications plan to sustain programs

Domain 3: Cultural Competence
- Initiative has a culturally and linguistically competent organizational structure
- Initiative has culturally and linguistically competent engagement strategies
- Initiative has culturally and linguistically competent services, activities, and interventions

Domain 4: Evaluation
- Data is collected on all performance indicators, GPRA measures, and process measures specified in the logic model; data collected meets federal and local needs and reporting requirements
- Data collection process is managed well and evaluation resources are allocated appropriately (e.g., they support evaluation of all outcomes and concentrate resources strategically) and evaluation process is monitored and assessed
- Evaluation is culturally relevant and sensitive
- Project leadership uses evaluation to improve implementation, make decisions about program and sustainability, and support systems changes
- Project leadership works to sustain evaluation processes

Domain 5: Finance
- Initiative has sound financial systems in place
- Initiative has developed shared responsibility across partners and multiple strategies to ensure financial sustainability

Domain 6: Implementation of Programs/Activities
- Initiative has identified and selected appropriate programs/activities for implementation, and developed their fit with their schools or agency contact
- Initiative builds infrastructure for implementation of program activities
- Initiative implements EBPs with as high a level of fidelity as possible
- Initiative builds infrastructure for sustainability of program activities

Domain 7: Leadership
- Project leadership develops positive relationships with partners and members of the community
- PD develops distributed leadership of Initiative within partner organizations
- Project leadership and district infrastructure become integrated and congruent

Domain 8: Management and Governance
- Management structures and roles are clearly defined and include adequate supervision of PD and other staff
- PD and others use management tools to keep Initiative on track

- Project leadership has created a safe and supportive environment and effective mechanisms for problem solving
- Project leadership plans to integrate key management tasks into district and partner organizations

Domain 9: Partnerships
- Collaborative decision-making is the norm for the partnership
- Frequency of partnership meetings and structures for communication have been established
- Partners have a shared vision and commitment for the Initiative's goals and outcomes
- Partnership reviews and updates logic model and other planning tools
- Partners each carry the message of the Initiative to different audiences
- Partnership members advocate within their own agencies for Initiative vision, coordinate policy changes, and allocation of resources
- Partners share responsibility for achieving goals and understand differing levels of responsibility
- Partners work to produce systems change supporting Initiative goals
- Partnership actively plans to sustain Initiative activities

Domain 10: Policy
- Project leadership has assessed existing policies and procedures relevant to Initiative's and district's goals, identified changes needed, and coordinated policy across partners
- Project leadership communicates policies to stakeholders and institutionalizes staff training on policies
- Policy and protocols are used effectively to support systems changes

Domain 11: Strategic Planning
- Initiative has a strategic plan that includes vision, mission, goals, objectives, activities, outcomes, and timelines
- Strategic plan is revisited and revised periodically
- Strategic plan includes and adequate assessment of needs and environment (for example, uses a SWOT model or similar approach) and uses ongoing data driven CQI procedures
- Strategic plan includes Initiative elements, and its vision, mission, and goals include systems change and other sustainability strategies
- Goals of Initiative are embedded into other long term plans within the community, e.g., Initiative is integrated with other school and community task forces, initiatives, etc.

Domain 6: Implementation of Programs/Activities

6a. Initiative has identified and selected appropriate programs/activities for implementation, and developed their fit with their schools or agency contact.

Low Implementation

Programs and activities are selected to address needs identified in assessment and to compliment and coordinate with existing programs.

EBP materials are purchased, access to additional developer resources is established.

Existing programs that duplicate or compliment chosen programs are identified and catalogued.

PD recognizes need to increase buy in of implementing partners, including school district.

Partners are aware of which programs/activities they are responsible for implementing.

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Medium Implementation

Programs and activities selected match identified needs and expected outcomes, and they attend to differences in need that are culturally driven.

Programs and activities address the appropriate level of population (universal, selected, and indicated).

PD and project leadership have attempted to determine readiness of partners, including schools, to implement.

Program developer's training schedule and available TA are adequate.

Other implementers have been identified to serve as peer resources/supports.

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Full Implementation

Programs and activities selected support and develop connections with law enforcement, mental health, and criminal justice within the educational system.

Programs and activities selected can be linked with academic outcomes, and are mapped onto state standards and current academic programs where possible.

If considering an EBP that has not been used/tested with their specific populations, the developer has been contacted to obtain information on use with population, and the EBP's logic model has been examined for efficacy with the population.

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6b. Initiative builds infrastructure for implementation of program activities.

Low Implementation

Time unit of activity/EBP and school schedules are coordinated.

Concrete resources (e.g., intranet access, activity/EBP materials, AV needs) needed for implementation are adequate and located where they are needed.

Training for staff fits within professional development schedule.

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Medium Implementation

Project leadership creates a team planning environment in implementation settings.

Ongoing implementation team is able to meet regularly to trouble shoot and identify staff training needs.

Project leadership matches staff strengths and qualifications to their roles (e.g., implementer, coach, administrator).

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Full Implementation

Infrastructure is being created by partners within their own agencies/settings as partners take responsibility for program activities.

Project leadership designs training and supervision models to develop local program leadership: train staff to train others, build in annual training, use coaching/mentoring to support staff in continuing to implement.

Project leadership uses cross-training with partners to develop collaboration.

Project leadership builds in evaluation to provide feedback to practitioners: obtains self-reports of staff effectiveness, schedules observations of staff implementation of activities/EBP, and provides corrective and constructive criticism.

Project leadership prepares core group of mentors to serve as spokespersons, role models, coaches, troubleshooters, co-innovators.

Project leadership matches staff cultural and linguistic competence (especially language considerations) to the diversity needs of the population.

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6c. Initiative implements EBPs with as high a level of fidelity as possible.

Low Implementation

Completes developers' required training.

Implements basic process measures and collects implementation data by classroom.

Offers refresher training annually.

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Medium Implementation

Starts with developer's process and outcomes measures and adapts as needed.

Implementers complete self report measures for each implementation; spot observations are conducted and feedback is provided to implementers.

Adaptations are considered only after implementing with fidelity so that adaptation occurs with maximum program familiarity.

Adaptations are made only to improve the program, rather than to make it easier to implement.

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Full Implementation

When adapting, implementer develops an in-depth understanding of the EBP's logic model so that changes do not undermine effectiveness.

Collects implementer self report 100% of the time, and observations 25% of time.

Uses observers who are peers of the implementers.

Uses observation either for fidelity, or for feedback to implementers.

Measures context – what must be in place for EBP to operate (e.g., staffing qualifications and numbers, practitioner/student ratio, supervisor/practitioner ratio, location of service provision, prior completion of training).

Measures compliance – extent that practitioner focuses on the needs and components of the EBP (delivers key components, and avoids extraneous components).

Measures competence – the skill of implementer in delivering core components (including participant engagement).

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6d. Initiative builds infrastructure for sustainability of program activities.

Low Implementation

Staff training is adequate to ensure comprehensive implementation of program activities and EBPs.

Booster sessions and new staff training are budgeted for and conducted regularly.

Implementation materials are inventoried and maintained.

Principals/program directors receive process data on implementation.

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Medium Implementation

Project leadership utilizes process data to determine whether program activities are being over- or under-utilized

Project leadership measures aspects of implementation that could further strengthen program outcomes

Project leadership measures implementation fidelity and correlates outcomes with fidelity measures

Infrastructure is being created by partners within their own agencies/settings as they take responsibility for program activities

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☐ Full Implementation

Project leadership considers focus groups or surveys of constituents to identify whether activity/EBP is having the intended impact.

Project leadership reviews outcome data to make a "cost"/benefit analysis of the activity/EBP.

Project leadership considers what systems changes might need to be made in order to sustain program activities/EBPs.

Project leadership identifies and makes policy changes needed to support sustained implementation.

Project leadership creates evaluation feedback loop that keeps decision makers aware of activity/EBP outcomes.

Project leadership builds support for the activity/EBP with community, youth, parents, agencies, and businesses.

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