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 EBIs 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.

Scoring directions: Select the level that <u>most closely resembles</u> your site's implementation progress. Your site does not have to match the descriptions exactly, but should be most like the benchmarks and their descriptions that you select.

Domain 1: Capacity Building

1a. The Initiative has created a professional development plan to support program implementation.

Low Implementation

A systematic plan for staff development is being considered for the future.

Professional development is completed as new programs are implemented.

☐ Check here if this level of activity most closely resembles your site

Medium Implementation

Project staff and partners have mapped out a system-wide professional development plan.

A plan for coaching and mentoring is being developed.

Follow-up with staff is completed after training.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

Staff readiness for training is assessed before training is implemented.

Project leadership follows and revises the professional development plan.

The project follows a staff retraining calendar and staff orientation materials are provided to new hires.

Project leadership works to sustain coaching and mentoring activities.

☐ Check here if this level of activity most closely resembles your site

Scoring directions: Select the level that <u>most closely resembles</u> your site's implementation progress. Your site does not have to match the descriptions exactly, but should be most like the benchmarks and their descriptions that you select.

1b. Professional development system builds capacity within and across partners.

Low Implementation

Staff development needs have been assessed.

Partners complete initial training needed to implement their particular program activities.

☐ Check here if this level of activity most closely resembles your site

Medium Implementation

Natural opportunities for cross-training are utilized.

CLC is considered in planning for training.

Training of trainers models are used for EBI implementation.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

Training always addresses program sustainability beyond use of training of trainers models.

CLC is built into all staff development and is provided to clinicians and/or service providers as needed.

Professional development has included training on some or all of the following topics:

o Theory of change   o EBIs

o Diffusion of innovation   o Uses of evaluation and data analysis

o Prevention science   o How to develop collaboration across the partnership

o Risk and protective factors   o Training on fidelity

o Communications skills for presenting findings to stakeholders

☐ Check here if this level of activity most closely resembles your site

Domain 2: Communications/Marketing

2a. The Initiative has a communications plan.

Low Implementation

A primary and secondary audience has been identified for external communications.

A message addressing two or three key points has been written.

The methods of communicating message have been discussed.

PD has made contact with SHS Communications Specialist.

☐ Check here if this level of activity most closely resembles your site

Medium Implementation

Communication objectives have been identified in order to begin work toward achieving program goal.

Informal outreach to target audiences has begun.

Message is specific and speaks directly to goals and audiences.

Strategies of communicating message are agreed upon by partnership.

Partnerships have been formed with popular channels for communicating message to audience.

Method of evaluating communication efforts has been agreed upon.

SHS Communications Specialist has been involved in developing the plan.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

Community outreach reflects the community's diverse cultures.

Components of communications plan have been finalized and written into a document.

Communications plan has been discussed with partnership and accepted by all.

Tasks within the communications plan have been assigned to staff/partners.

Communications plan is on agenda of partnership meetings to ensure that it is kept current with implementation of project.

SHS Communications Specialist has reviewed and helped revise communications plan and been consulted about disseminating the plan.

Plan reflects community diversity and cultural differences are reflected in written materials.

☐ Check here if this level of activity most closely resembles your site

2b. Project leadership collaboratively develops effective communications plan to sustain programs.

Low Implementation

Communications plan has been modified to meet implementation and evaluation results.

Leadership has attended Communications Team trainings and workshops to improve on communication skills.

Communications content conveys Initiative goals and intended outcomes.

☐ Check here if this level of activity most closely resembles your site

Medium Implementation

Increased numbers of people value the benefits of communication efforts.

Plan uses available networks in the community.

Plan engages district staff and families.

School district leadership is kept informed of progress, successes, and challenges.

Youth and families are actively included in both planning and execution.

Strategies for engaging the media are identified.

Solid professional relationships with media representatives are developed.

Reach out to local policymakers.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

Increased numbers of people value the benefits of programs and services.

Qualitative and quantitative data are shared with multiple target audiences in a professional and meaningful manner.

Information, progress, and successes are shared with others on a consistent basis.

Plan takes into account changes in its audience as project evolves.

District leadership, teachers, families, students and community have shared vision, message for Initiative.

Plan builds support for sustaining Initiative activities and goals.

Media representatives understand and support Initiative by actively participating in communication efforts.

☐ Check here if this level of activity most closely resembles your site

Domain 3: Cultural Competence

3a. Initiative has a culturally and linguistically competent organizational structure.

Low Implementation

PD is aware of differences between staff demographics and community.

PD and partners lack specific strategies to attract diverse staff.

Internal policies and procedures have not been reviewed for their support of diverse staff.

Decision making and planning tends to be centralized with the PD and a few key staff.

Professional development does not address cultural competence in depth.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Core management group includes representatives from various cultural groups.

The PD and the core team identify the importance of CLC.

Staff recruitment utilizes a range of strategies to reach diverse audiences.

Professional development includes a CLC framework for all training; clinicians and other service providers receive cultural competence training as needed.

Ad hoc advisory groups are used to gather community input in planning.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Staff reflects the community and is culturally competent; diversity is represented on all levels including leadership.

Initiative promotes the norm of attention to cultural differences in written materials, policies, and structures.

Leadership demonstrates acceptance and respect for all.

Decision making and planning processes are inclusive of a range of staff and stakeholders.

Budget reflects commitment to CLC.

Evaluation, strategic, and sustainability plans all reflect cultural competence.

☐ **Check here if this level of activity most closely resembles your site**

Scoring directions: Select the level that <u>most closely resembles</u> your site's implementation progress. Your site does not have to match the descriptions exactly, but should be most like the benchmarks and their descriptions that you select.

3b. Initiative has culturally and linguistically competent engagement strategies.

Low Implementation

PD uses a standard array of outreach channels to reach community members.

PD is concerned about lack of parental involvement in Initiative.

Diverse staff and community members are under-represented in decision making and planning.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

PD and partners use a variety of media (newsletters, PSAs, flyers) to reach diverse audiences; materials are translated as needed.

Project leadership is working to create parent and youth advisory groups.

Family outreach reflects diverse cultures and their needs.

Evaluation tools and methods are reviewed for their cultural appropriateness.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Outreach strategies reflect differing literacy levels and primary languages, and include visual and audio-focused approaches.

Forums and meetings for parents and youth are scheduled and supported appropriately (e.g., with childcare and food).

Project leadership publicly acknowledges the importance of community involvement, and gives community members opportunities to
speak on behalf of the Initiative.

Parents and youth have decision making voice in the Initiative.

☐ **Check here if this level of activity most closely resembles your site**

3c. Initiative has a culturally and linguistically competent services, activities, and interventions.

Low Implementation

Comprehensive plan notes community diversity in its needs assessment section.

Partners have a history of serving all neighborhoods/communities.

The evidence base of selected EBIs is broad and inclusive.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

EBIs are implemented with attention to fidelity, and implementer feedback about adaptations is being collected.

Service utilization is being monitored and can be reviewed by demographic characteristics.

Both schools and community partners offer some services/programs in the evening.

Program materials, such as those explaining fees and hours, are available in appropriate languages.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

EBI adaptations are made to improve the program, and do not violate EBI logic model basis for program effectiveness.

EBI materials include examples that are culturally appropriate for all students and families.

Logistical issues of service provision, such as hours, transportation, sliding fee schedules, are reviewed by culturally diverse staff and consumers.

Program materials are written in culturally competent terms.

Service provision is guided by culturally competent agency policy and procedure.

☐ **Check here if this level of activity most closely resembles your site**

Domain 4: Evaluation

4a. 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.

Low Implementation

Limited set of data has been collected (e.g., for one or several of the GPRA or process measures specified in the logic model).

PD and evaluator do not have systematic plan for data collection from partners.

Data collection is not sufficient for federal reporting.

PD and evaluator are seeking clarification of IRB issues.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Data has been collected on the process measures; incomplete data exists for GPRA and outcomes measures.

There is lack of agreement among the partners and evaluator on what should be reported.

Partners review data collection for their local needs, but it does not address what is required for federal reporting.

The PD, evaluator and partners have agreed on the IRB issues, and are reviewing the IRB submission.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

All data specified in the evaluation plan has been collected and reported to the evaluator.

The IRB protocol has been filed, reviewed, and approved by the IRB and the FPO.

The evaluation reports have been completed, submitted, and approved by the FPO within the time limitations, and they have been shared with the partners and community.

☐ **Check here if this level of activity most closely resembles your site**

4b. Data collection process is managed well, evaluation resources are allocated appropriately (e.g., they support evaluation of all outcomes and concentrate resources strategically), and evaluation process is monitored and assessed.

Low Implementation

Evaluation plan clearly identifies adequate data collection process.

PD primarily uses project staff to collect data.

Data collection involves new processes and may be repetitive of existing data sets and data collection.

Evaluation resources are stretched to address most but not all outcomes.

Evaluation plan sometimes uses minimal process measures to evaluate activities that do not allow for quality control.

Evaluator provides semiannual report to PD; PD requests clarifications/additions as needed.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Adequate time is allotted for data collection; partners are aware of their responsibilities in data collection.

Data collection uses existing data management systems wherever feasible.

All activities are being evaluated adequately, but outcome evaluation could be richer if resources were allocated more strategically (e.g., more resources on hard to evaluate or key outcomes; proven programs being evaluated for fidelity but not outcomes).

Evaluator and PD review data monthly; PD checks in with partners regarding data collection.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Evaluation resources are concentrated on key outcomes.

All activities have appropriate evaluation processes tied to them and supported by needed resources.

Partners and district are actively engaged in collecting data and have created infrastructure to sustain data collection.

Data collection utilizes technology to reduce respondent burden.

Evaluation team monitors data collection and bring concerns to partnership meetings for discussion and problem solving.

☐ **Check here if this level of activity most closely resembles your site**

4c. Evaluation is culturally relevant and sensitive.

Low Implementation

Instruments and evaluation protocols are developed and approved by evaluator and PD.

Data being collected cannot be disaggregated by subpopulation.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Instruments and protocols are reviewed and approved by all partners.

Data analysis will allow for differences in program utilization or outcomes to be detected but not associated with subpopulations.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Evaluation instruments and protocols have been reviewed and approved by target population members.

Data analysis allows for detecting differences in program utilization or outcomes by relevant subpopulations.

☐ **Check here if this level of activity most closely resembles your site**

4d. Project leadership uses evaluation to improve implementation, make decisions about program and sustainability, and support systems changes.

Low Implementation

Process data is collected and reviewed by PD and evaluator.

PD shares process data with partners when asked.

Key partners receive semi-annual evaluation reports, which include PD recommendations about changes.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

PD sends evaluation data to partners for review.

Evaluator and/or PD works with partners to interpret data when necessary.

PD initiates problem solving around issues identified through process data; programs not achieving target enrollments are reviewed and strengthened.

Project leadership uses evaluation data to prioritize activities for sustainability.

Project newsletter highlights evaluation results.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Project leadership provides process data to implementers to improve implementation and infrastructure.

Partners regularly receive both process and outcome data on all aspects of the Initiative.

Data is presented to relevant community coalitions and groups.

Project leadership uses multiple communications strategies to publicize outcomes and build community and district support.

Sustainability planning references evaluation data.

Project leadership uses process and outcome data to support systems changes addressing Initiative goals.

☐ **Check here if this level of activity most closely resembles your site**

4e. Project leadership works to sustain evaluation processes.

Low Implementation

Evaluator designs and implements data collection systems for all required data.

Data collection processes are approved by all involved partners.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

PD and evaluator work together to involve partner and district staff in data collection and review.

PD and evaluator lead data analysis and review.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

PD and partners create data collection systems and data review processes that will be sustained by school district and partners.

Partners invest in technology and/or staff training required to sustain data collection and data review.

☐ **Check here if this level of activity most closely resembles your site**

Domain 5: Finance

5a. Initiative has sound financial systems in place.

Low Implementation

A system exists for creating up-to-date financial information.

PD has developed contracts based on what was allocated in the budget and reviews the budget when performance reports are due.

PD is familiar with a wide range of finance strategies.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Project leadership can project budgets into the future.

PD regularly reviews expenditures and reviews the paper trail to ensure proper protocols are being used.

PD meets with the budget office designee to ensure his/her understanding of fiscal policies are consistent with that of the budget office.

There is a protocol for flagging concerns and addressing them promptly.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

The PD has access to the draw down system and reviews these draw downs to ensure consistency with internal expenditures reports.

PD regularly reviews fiscal policies with partners to ensure clarity and consistency.

There is oversight of the PD built into the management structure.

The PD knows what is expected for an audit and maintains the appropriate records.

☐ **Check here if this level of activity most closely resembles your site**

5b. Initiative has developed shared responsibility across partners and multiple strategies to ensure financial sustainability.

Low Implementation

PD is familiar with a wide range of finance strategies.

Project leadership is able to leverage in-kind services or use of alternate funding within the district and/or community.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Project leadership has knowledge of federal and state funding streams.

Project leadership has information about where Initiative's activities may fit into other budgets or funding streams (school district, foundations, community).

All partners are familiar with the district's invoicing policies and requirements for audits.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Budget and resource allocations reflect differing partner contributions.

Project leadership has cost-benefit analysis of key programs/interventions.

Project leadership taps into federal, state, and local funding streams to support Initiative activities.

Project leadership works to diversify financial support of activities.

☐ **Check here if this level of activity most closely resembles your site**

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.

EBI 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.

☐ **Check here if this level of activity most closely resembles your site**

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.

☐ **Check here if this level of activity most closely resembles your site**

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

☐ **Check here if this level of activity most closely resembles your site**

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

Low Implementation

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

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

Training for staff fits within professional development schedule.

☐ **Check here if this level of activity most closely resembles your site**

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).

☐ **Check here if this level of activity most closely resembles your site**

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/EBI, 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.

☐ **Check here if this level of activity most closely resembles your site**

6c. Initiative implements EBIs 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.

☐ Check here if this level of activity most closely resembles your site

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.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

When adapting, implementer develops an in-depth understanding of the EBI'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 EBI 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 EBI (delivers key components, and avoids extraneous components).

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

☐ Check here if this level of activity most closely resembles your site

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

Low Implementation

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

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.

☐ **Check here if this level of activity most closely resembles your site**

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

☐ **Check here if this level of activity most closely resembles your site**

☐ Full Implementation

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

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

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

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/EBI outcomes.

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

☐ **Check here if this level of activity most closely resembles your site**

Domain 7: Leadership

7a. Project leadership develops positive relationships with partners and members of the community.

Low Implementation

Project leadership chairs the SS/HS coalition and invites members of the community and partners.

Project leadership shares information about the Initiative (show and tell).

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Project leadership knows the mission and goals of community agencies.

Project leadership begins to link the SS/HS goals with the goals of community/partner agencies.

Partnership represents diverse groups within the community.

Project leadership joins a community partnership coalition other than SS/HS.

Project leadership shares data from SS/HS evaluation and begins to have a shared problem solving approach.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Project leadership is linked with key leaders from all segments of the community.

PD attends and participates in multiple events and meetings.

Project leadership can call on leaders and expect a follow up.

Project leadership has leaders from other agencies such as law enforcement, mental health, and justice to jointly release information to the community. (E.g., The results of the California Healthy Kids Survey).

A joint responsibility to address needs is now the belief and practice.

Press releases are shared.

Leaders from other agencies interview key staff for the SS/HS Initiative.

Coalition meeting focus on sustainability, and partners share responsibility for solving problems.

☐ **Check here if this level of activity most closely resembles your site**

7b. PD develops distributed leadership of Initiative within partner organizations

Low Implementation

PD has regular staff meetings with all staff assigned to Initiative.

PD shares Initiative goals with partner organizations.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

All staff are aware of every aspect of the Initiative and understand the responsibilities of assigned staff to all programs.

Staff sees their responsibility to meet program goals.

Partners see how their role is integrated in the Initiative.

Diversity is addressed.

Professional development on leadership is provided to the partnership.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Staff are empowered.

Project leadership shares responsibility and recognizes the contribution of both staff and community members.

Project leadership reflects the diversity of the community, where necessary by incorporating project members not specifically associated with a partner.

Partners integrate SS/HS goals within their department's responsibility and mission.

Sustainability is a priority for both staff and community members.

New collaborative approaches to address community needs have been set within policy of all partners.

Diverse needs of the community are included in sustainability planning.

☐ **Check here if this level of activity most closely resembles your site**

7c. Project leadership and district infrastructure become integrated and congruent.

Low Implementation

The SS/HS Initiative has been placed on the organizational chart.

The PD participates in meetings within the Student Services department.

Some integration of programs within Student Services.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

The Initiative is integrated within the District's mission.

Student Services sees the Initiative as an important vehicle to provide system change.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

The Initiative has a place on the Superintendent's cabinet and PD attends meetings.

The PD is involved in all district priorities (e.g., at a new school, PD works with the architect to develop an area for student services).

The PD meets with instructional leaders and principals to support achievement through SS/HS Initiative.

☐ **Check here if this level of activity most closely resembles your site**

Domain 8: Management and Governance

8a. Management structures and roles are clearly defined and include adequate supervision of PD and other staff.

Low Implementation

There are artifacts that indicate management structures, e.g., SS/HS organizational flow chart, and roles of personnel (i.e., job descriptions). However, partners and key staff are unaware of protocols for decision making, dealing with staff issues, and/or programmatic challenges.

PD and staff know who their supervisors are, but supervision is sporadic and tends to be problem focused

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Partners and key staff state they know how decisions are made and who is responsible for what.

Organizational chart and job descriptions are referred to when appropriate.

PD and key staff receive regular supervision.

Supervisors across partnership meet at least annually.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Structures are regularly revised to align with the evolution of the Initiative.

Partners have a clear understanding of the management structures, the roles of members of the management team, and make accessible the materials that support their understanding thereof.

When new members are recruited, they are provided with the necessary materials to become active members and orientation to the Initiative is explicit.

PD and supervisor have established a regular meeting schedule and the supervisor provides support as needed towards furthering the vision of the SS/HS Initiative.

Supervisors of key staff and partners are active in promoting the vision of the SS/HS Initiative among their membership/constituencies.

Grievance and conflict resolution policies and protocols are understood and followed by partners and personnel.

☐ **Check here if this level of activity most closely resembles your site**

8b. PD and others use management tools to keep Initiative on track.

Low Implementation

PD has limited awareness of Federal and local reporting protocols.

PD, staff, and partners communicate informally by email.

PD knows who supervises other key staff and partners, but has only met them once.

Project timeline and staff responsibilities have not been updated since original proposal.

PD makes most staffing decisions unilaterally.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

PD occasionally misses reporting deadlines or must revise submitted reports.

Partners have a consistent mechanism and schedule for communication.

Communication with the district has been established and works moderately well.

PD has updated timeline and staff responsibilities but partners do not have routine access to this information.

Partners are made aware of upcoming staffing changes and have limited input.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

PD submits complete reports on time for all Federal and local protocols.

Partners rely on the communications system in place for coordination of activities, communicating to stakeholders, and engaging new partners.

Partners have shared talking points and a plan about communicating with the media.

Web site is promoted and is up to date.

Written project timeline, job descriptions, and staff responsibilities are routinely updated and utilized by all partners.

Staffing decisions are made collaboratively.

☐ **Check here if this level of activity most closely resembles your site**

8c. Project leadership has created a safe and supportive environment and effective mechanisms for problem solving.

Low Implementation

Partners share information with one another at partner meetings.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Partners are able to raise concerns and/or anticipated challenges openly and are assured that their perspective is valued and will be followed up on.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

There are multiple mechanisms available for raising concerns and problem solving.

Innovative approaches for addressing issues are discussed and encouraged.

Data is used for quality improvement and problem solving, not for punitive purposes.

☐ **Check here if this level of activity most closely resembles your site**

8d. Project leadership plans to integrate key management tasks into district and partner organizations.

Low Implementation

There has been little to no consideration as to how the Initiative and the management of specific activities will be conducted beyond the period of federal funding.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

A process has been undertaken to examine what management functions are essential to accomplishing goals and how they can be sustained into the future.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Responsibility for ensuring the ongoing management and sustainability of program activities has been assigned.

Should gaps exist, there is engagement by coalition partners to fill these gaps.

☐ **Check here if this level of activity most closely resembles your site**

Scoring directions: Select the level that <u>most closely resembles</u> your site's implementation progress. Your site does not have to match the descriptions exactly, but should be most like the benchmarks and their descriptions that you select.

Domain 9: Partnerships

9a. Collaborative decision making is the norm for the partnership.

Low Implementation

Representative partners are involved as grant begins

PD runs partnership meetings in inclusive fashion, encouraging participation by all partners.

Partners attend quarterly meetings and are informed of upcoming activities and events.

Major decisions are made by a small steering committee.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Partners generate agenda for partnership meetings and rotate meeting facilitation.

Decisions are made by majority, and partners can freely express their opinions.

Project leadership regularly assesses who partners are and what groups should be involved.

Partners have an established process for resolving conflicts.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

All planning for Initiative is product of partner collaboration.

Decisions are reached by partnership group with PD as a member.

There is an understanding by subcommittees or task forces about their charge, and an explicit agreement about how to present their recommendations to the larger group.

Partnership uses a clearly articulated decision making process that focuses on problem solving and consensus.

Partnership function is monitored and evaluated and mid-course corrections are made.

☐ **Check here if this level of activity most closely resembles your site**

9b. Frequency of partnership meetings and structures for communication have been established.

Low Implementation

Partnership meetings are not regularly scheduled.

There is no easily accessible communication system for partners to reach each other.

Contact is on an ad hoc basis and often happens between PD and one partner.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Meetings are on a regular basis but the attendance of members is somewhat irregular.

There are no specific tasks or subcommittees that the each partnership member has taken.

Meeting minutes are circulated but not used.

Communication comes from PD to partners but not from partners to each other.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

There is a clear vision statement for the partnership as well as the Initiative.

Meetings with the partnerships are on a monthly or bimonthly basis with as close to full attendance as possible.

There are subcommittees that have tasks to complete between partnership meetings.

PD and partners initiate frequent telephone communication and additional meetings as needed.

☐ **Check here if this level of activity most closely resembles your site**

Scoring directions: Select the level that <u>most closely resembles</u> your site's implementation progress. Your site does not have to match the descriptions exactly, but should be most like the benchmarks and their descriptions that you select.

9c. Partners have a shared vision and commitment for the Initiative's goals and outcomes.

Low Implementation

Original proposal includes MOUs/MOAs between partners.

Original partners function as an advisory group to the Initiative.

Partnership creates a mission statement that is included in written materials about the Initiative.

☐ Check here if this level of activity most closely resembles your site

Medium Implementation

Partners conduct annual visioning process to develop shared vision of goals and outcomes for the Initiative.

Communications reflect shared vision.

PD actively communicates it within the community.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

Partners publicly articulate a shared vision and set of goals and outcomes for the Initiative, which subsume their individual agencies' goals.

Commitment to shared goals and outcomes drives decision making within the partnership, including decisions about resource allocation and sustainability priorities.

☐ Check here if this level of activity most closely resembles your site

9d. Partnership reviews and updates logic model and other planning tools.

Low Implementation

PD created logic model and other plans with minimal partner input.

Partners received written versions of logic model, implementation plan, communication plan as developed by PD.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Partners gave input to logic model and have reviewed completed logic model.

Partners worked together to generate implementation plan, gave input to communications plan.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Partners actively involved in creating and revising the logic model as Initiative develops.

Partners use logic model within their own agencies to build support.

Partnership develops implementation plan, communication plan, sustainability plan, and strategic plan through a collaborative process.

☐ **Check here if this level of activity most closely resembles your site**

9e. Partners each carry the message of the Initiative to different audiences.

Low Implementation

PD provides partners with all communication materials, including logic model, planning documents, mission statement, program brochures, and other print materials.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Partners present their portion of the Initiative to administrators and other program staff within their own agencies.

Partners distribute Initiative print materials at internal meetings and other community groups in which they participate.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Partnership develops PowerPoint and other presentation materials, actively looks for and takes advantage of opportunities to present the Initiative's goals and outcomes to agencies and collaborations within the community.

Partners present a uniform message tailored to each audience.

Partners share responsibility of informing community at large, and use their own networks to build support with key community leaders.

☐ **Check here if this level of activity most closely resembles your site**

9f. Partnership members advocate within their own agencies for Initiative vision, coordinated policy changes, and allocation of resources.

Low Implementation

Partners report on their Initiative activities to their program administrators and/or boards, and advocate for Initiative activities within internal planning and budgeting processes.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Partners work to achieve policy changes and budget line items to support current Initiative activities.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Partners work within their own settings to shape vision, allocation of resources and policies to support and further develop Initiative goals and activities.

Partners have succeeded in incorporating Initiative activities into their agencies' priorities and plans, so that activities are sustained.

☐ **Check here if this level of activity most closely resembles your site**

9g. Partners share responsibility for achieving goals and understand differing levels of responsibility.

Low Implementation

MOUs and MOAs exist but are not well defined.

Partners see themselves as having a piece of the Initiative for which they are responsible.

Knowledge about the other partners' responsibilities varies.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

MOUs and MOAs are clear and specific, and are used within the partnership to delineate partner responsibility.

Partners are aware of each others' responsibilities for program implementation.

Some coordination of activities exists where goals overlap.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Partners share responsibility for all goals of the Initiative, and work actively within partnership meetings and elsewhere to support the activities being implemented by all partners.

Partners understand their specific responsibilities for program implementation.

☐ **Check here if this level of activity most closely resembles your site**

9h. Partners work to produce systems change supporting Initiative goals.

Low Implementation

Changes to the educational, mental health, law enforcement, and juvenile justice systems are not talked about at partnerships meetings or other meetings.

☐ Check here if this level of activity most closely resembles your site

Medium Implementation

The topic of a systems change has been talked about among partnership members so that students might be better served.

Partners agree that some changes are needed to reach full implementation or sustainability.

There are some efforts to begin to plan how these systems changes might be made, but no systems have been changed or are slated to be changed.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

In either an implementation plan or sustainability plan, there are planned ideas to better improve the systems for getting services to the students. At least one or more of these ideas have been planned to be implemented for the end of the grant period.

There is a clear venue (identified responsible staff or subcommittee) for working on systems change.

☐ Check here if this level of activity most closely resembles your site

9i. Partnership actively plans to sustain Initiative activities.

Low Implementation

Partners and PD acknowledge goal of sustaining program activities but sustainability is not discussed within the partnership.

☐ Check here if this level of activity most closely resembles your site

Medium Implementation

A subcommittee of the partnership is charged with planning for sustainability; each partner is represented within this subcommittee.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

Partners and PD view sustainability of each program activity as the responsibility of all.

Partnership actively develops strategies for institutionalizing program activities as they are implemented.

☐ Check here if this level of activity most closely resembles your site

Domain 10: Policy

10a. Project leadership has assessed existing policies and procedures relevant to Initiative's and district's goals, identified changes needed, and coordinated policy across partners.

Low Implementation

Project leadership included policy creation and implementation in the logic model.

Some partnership members have instituted new policies to support Initiative activities.

PD is aware of district goals and SS/HS goals and where they are different and the same.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Where needed to implement Initiative activities, partners have created coordinated policies.

Some partnership members have reviewed policies and made changes to align with Initiative goals and activities.

PD and district personnel have compared Initiative goals with district mission and goals statements, and are working toward common language.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

District and partners' policies have been examined, revised, and expanded to support Initiative's goals and create systems change.

All staff are trained on policies and provided access to written/Web-based policy information.

Changes identified include those required to reflect cultural differences within the community.

SS/HS Initiative goals are fully aligned with district goals in written materials, and in how the PD and partners present the Initiative publicly.

☐ **Check here if this level of activity most closely resembles your site**

10b. Project leadership communicates policies to stakeholders and institutionalizes staff training on policies.

Low Implementation

Project leadership has a list of stakeholders, and some communications have been sent to stakeholders communicating policy.

There are no specific tasks or subcommittees addressing policy review, development, or infrastructure.

Contact is on an ad hoc basis and often happens between PD and limited stakeholders.

Staff trainings occur, but not on a routine basis and with no clear plan.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Communication regarding policies is included in regular agendas of stakeholder meetings.

Meetings are on a regular basis but the attendance of various stakeholders is somewhat irregular.

There are some tasks and/or a subcommittee addressing policy issues.

Stakeholders have limited knowledge of policies and need multiple reminders of policy and protocols.

Staff trainings include a plan to address policies and procedures.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

There are routine policy agenda items as part of meetings.

Detailed minutes are recorded and shared with all stakeholders.

There is a subcommittee that has tasks to routinely review and develop policy.

Project leadership and stakeholders have frequent communication and additional meetings as needed to deal with policy issues.

All staff have been trained on policies and protocols.

☐ **Check here if this level of activity most closely resembles your site**

10c. Policy and protocol are used effectively to support systems change.

Low Implementation

Systems change goals are stated within the logic model and/or Initiative goals, but not linked to policies or protocol changes.

Policy is not discussed by Project Leadership as a means of creating systems change or sustaining programs.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Partnership has created shared agreements, protocols, and/or policies to support Initiative activities.

Policies/protocols concerning the implementation of activities and services have been developed.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Partnership has actively identified systems change needed for long-term achievement of Initiative goals, and created policies and shared agreements to create and sustain those systems changes.

Partnership has institutionalized staff training on protocols and policies that support Initiative activities

☐ **Check here if this level of activity most closely resembles your site**

Domain 11: Strategic Planning

11a. Initiative has a strategic plan that includes vision, mission, goals, objectives, activities, outcomes, and timelines.

Low Implementation

A strategic plan exists, but is limited in scope.

There no clear connection between vision, mission, goals, objectives, activities, outcomes, and timelines.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

The strategic plan is in place, but is missing components in one or more areas.

There is some connection between those areas, but is not comprehensive in scope.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

There is a detailed strategic plan that includes vision, mission, goals, objectives, activities, outcomes, and timelines.

☐ **Check here if this level of activity most closely resembles your site**

11b. Strategic plan is revisited and revised periodically.

Low Implementation

PD has created a strategic plan with input from partners, but it is limited in scope and does not address all six elements in a comprehensive approach.

There is no clear plan for routine review and revision; there is limited priority placed on strategic planning.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

A written strategic plan has been distributed to partners and is reviewed every six months.

Strategic plan addresses all six elements but does not form a comprehensive approach to implementation.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Partnership members share an approach to strategic planning to which new members are oriented.

Strategic plan was created by the partnership.

Regular and detailed review of strategic plan is built into partnership agendas; revisions are made.

Support staff are identified to update documents and circulate them to partners.

☐ **Check here if this level of activity most closely resembles your site**

11c. Strategic plan includes an adequate assessment of needs and environment (for example, uses a SWOT model or similar approach) and uses ongoing data driven CQI procedures.

Low Implementation

PD used original proposal needs assessment data as basis for strategic plan.

Strengths/assets are not noted.

CQI data is reviewed by the PD but not considered as part of the periodic strategic plan review.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Strategic plan addresses needs identified in the original proposal and by partners at a partnership meeting early in the Initiative.

CQI data is reviewed by PD and partners.

Strategic plan is reviewed by PD and partners on a regular basis.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Partnership revisits proposal needs assessment data, other needs assessment data used by partners, existing data sets not included in proposal review, and CQI data to revise and update strategic plan.

Assessment includes community assets and strengths.

Strategic plan addresses various cultural groups' needs and language capacities.

☐ **Check here if this level of activity most closely resembles your site**

11d. Strategic plan includes Initiative elements, and its vision, mission, and goals include systems change and other sustainability strategies.

Low Implementation

Plan includes goals from logic model within each element.

Strategic plan incorporates the vision and mission statement of the Initiative, and lists Initiative goals.

☐ **Check here if this level of activity most closely resembles your site**

Medium Implementation

Plan includes goals from all elements linked together in a comprehensive fashion.

☐ **Check here if this level of activity most closely resembles your site**

Full Implementation

Plan includes goals from all elements linked together in a comprehensive fashion, and includes detailed and actionable sustainability strategies for all goals.

☐ **Check here if this level of activity most closely resembles your site**

11e. 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.

Low Implementation

Initiative strategic plan is disseminated to other community task forces and partnerships, and is available on the Initiative's Web site.

☐ Check here if this level of activity most closely resembles your site

Medium Implementation

PD attends other task force and Initiative meetings to present Initiative strategic plan and ask for feedback.

☐ Check here if this level of activity most closely resembles your site

Full Implementation

PD and other partners actively work with other school and community task forces and Initiatives serving youth to align the Initiative's strategic plan goals with the strategic plans of those groups.

☐ Check here if this level of activity most closely resembles your site