**RENEW Implementation Checklist (RIC)**

V.3 March 2017

 (Malloy, Cloutier, Drake & Francoeur, 2017)

Adapted from:

Benchmarks for Advanced Tiers; Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding: May 2011

The RENEW Implementation Checklist (RIC) is designed to help the RENEW Implementation Team self-assess and monitor the school/agency’s level of implementation. The RIC is based on items drawn from the Individual Student Systems Evaluation Tool (I-SSET) and the Benchmarks for Advanced Tiers (BAT), and is designed to answer three questions:

1. Is there a plan in place to implement and support RENEW?

2. Are staff meeting RENEW implementation benchmarks?

3. Is there a system in place to ensure that RENEW is effectively implemented and sustained?

The RIC is filled out quarterly at start up by the RENEW Implementation Team. The RIC is used to assess current status, progress, and

planning to improve RENEW implementation.

**School/Agency: Date Checklist Started: \_/ /**

**Team Leader/Coordinator:**

**Team Members:**

INSTRUCTIONS: A team that is responsible for RENEW implementation should complete the RIC when the team first forms (baseline) and at least every 6 months thereafter. Team members should be trained in the use of the RIC by someone familiar with the measure. The RIC is completed by the team as a group or by each member independently. If completed independently, the team reconvenes and should reach consensus on the score for each item. If there is no team in the school/agency that is responsible for RENEW implementation, then the RIC should be completed by a group of the individuals with the most knowledge and involvement in providing supports for youth with significant emotional and behavioral support needs.

Rate each item for implementation: “2” fully in place, a “1” partially in place, or a “0” not yet started. Priority ratings are “H” for high priority, “M” for Medium and “L” for low priority.

After completion of the RIC, use the *Action Plan* template to develop a timeline for moving forward on targeted and intensive interventions.

RENEW Tools

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|  | **Scores** |
|  | Baseline: / \_/20  | 6th month: / \_/20  | 12th month: / \_/20  | 18th month: / /20  |
| **Critical Component #1: Foundations** | 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority |
| 1. The school/agency has assessed itsreadiness to implement RENEW (Completed RENEW Readiness Checklist) and made a decision to move forward. |  |  |  |  |
| 2. There is a RENEW ImplementationTeam that meets at least 1x/mo andhas operational guidelines (Completed Collaborative Team Checklist). |  |  |  |  |
| 3. There is consensus on the mission ofthe RENEW Implementation Team revisited at least annually:-Purview of responsibilities-Population-Scope of team’s work-Purpose of Team |  |  |  |  |
| 4. Team reviewed data and developedGoals and Objectives for 20 -20 : |  |  |  |  |

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| --- | --- | --- | --- | --- |
| -Based upon data-Measurable objectives-Action items-Measurable criteria for success |  |  |  |  |
| 5. Team developed eligibility criteriaand decision rules about RENEW. The rules are followed by staff. |  |  |  |  |
| 6. The school/agency has strongworking relationships with key community partners (vocational rehabilitation, family organizations, behavioral health, child protection, juvenile justice, etc.). |  |  |  |  |
| 7. Team has been trained in and uses astructured data-based decision making process at every meeting. |  |  |  |  |
| **Critical Component # 2: Training****and Technical Assistance** | Baseline: / \_/20 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 6th month: / \_/20 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 12th month: / /20 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 18th month: / /20 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority |
| 8. Team has identified, scheduledtraining, and provides resources (time) so that staff can be effective RENEW Facilitators. |  |  |  |  |
| 9. There is a contract in place forconsultation and coaching forRENEW Facilitators. |  |  |  |  |

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| 10. Team has identified, trained andprovided resources (time) for internal RENEW coaching. |  |  |  |  |
| **Critical Component # 3: Ongoing****Progress Monitoring, Support, and****Sustainability** | Baseline: / \_/20 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 6th month: / \_/20 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 12th month: / /20 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority | 18th month: / /20 2-Fully in Place1-Partially in Place0-Not Yet StartedH-High priorityM-Medium priorityL- Low priority |
| 11. The team reviewed the list of youtheligible for RENEW (Strengths and Needs Checklist), ensured quick enrollment and identified disposition of youth at every meeting (Tracker). |  |  |  |  |
| 12. The Tracker or equivalent datasystem is in place and the team reviews implementation benchmarks at least 1x/mo. (Tracker). |  |  |  |  |
| 13. Outreach and education activitiestook place about RENEW to key stakeholder groups. |  |  |  |  |
| 14. There is a process in place usingdata to assess youth retention, achievement of benchmarks, and outcomes. |  |  |  |  |
| 15. There is a periodic (at least bi-annual) evaluation of the |  |  |  |  |

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| cost/benefit of RENEWimplementation. |  |  |  |  |
| 16. The team assesses youth and familysatisfaction with RENEW (YFIT) atleast 2x/year. |  |  |  |  |
| 17. The team assesses and reviewsfidelity of implementation (conductsRITs) at least 2x/year. |  |  |  |  |

***SCORING SUMMARY***

RIC results are summarized as a percent of features implemented score for each of the 3 Areas:

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| --- | --- | --- |
| Critical Component | SCORES | PERCENTAGES |
| 1. Foundations |  /14 | % |
| 2. Training and Technical Assistance |  /6 | % |
| 3. Ongoing Support and ProgressMonitoring |  /14 | % |
| TOTAL SCORE |  /34 | % |

**Action Plan for Building RENEW System Support**

Use the scores on the RIC to build an action plan. Identify areas that are a “1” or a “0” on the list as items that should be addressed in the table. Next, review all steps that require action and highlight activities that are judged by the team as priorities. Some activities may not be initiated until the subsequent school year; in this case, simply note the year in which the activity will be targeted. Finally, assign responsibility for keeping work on this activity progressing to one or more individuals in the school.

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| **Components** | **Action Steps** | **Who** | **When** |
| **A. Foundations-** RENEW has been carefully selected There is a representative team There is a point person There are selection processes for youth and Facilitators Facilitators are trained and matched to youth | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |

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| --- | --- | --- | --- |
| **Components** | **Action Steps** | **Who** | **When** |
| **B. Training and Technical****Assistance** High-quality RENEW Facilitator and coaching training is obtained High quality external coaching and technical assistance are obtained High quality data- based decision practices are in place | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |

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| --- | --- | --- | --- |
| **Components** | **Action Steps** | **Who** | **When** |
| **C. Ongoing Support,****Progress Monitoring and****Sustainability** An internal coach is developed and supported Youth exit data are analyzed An annual plan is developed and followed | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |