Scaling and Functions of a Regional Implementation Teams

Session Facilitated by:
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Objectives

awareness

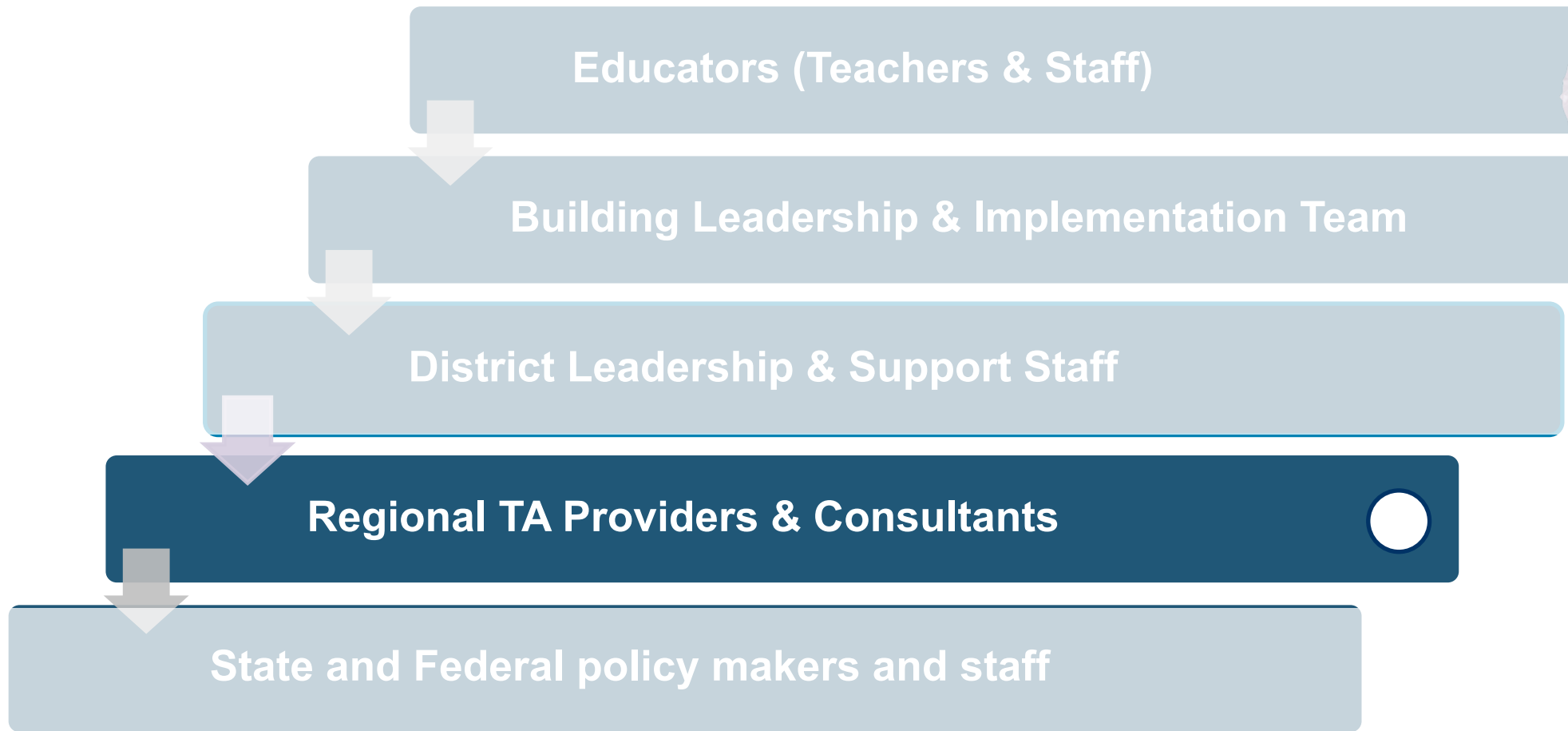Become aware of the role of regional implementation teams

learn

Gain knowledge about functions of regional implementation teams

plan

Identify implications of a regional structure for scaling

Cascading System of Supports

Educators (Teachers & Staff)

Building Leadership & Implementation Team

District Leadership & Support Staff

Regional TA Providers & Consultants

State and Federal policy makers and staff

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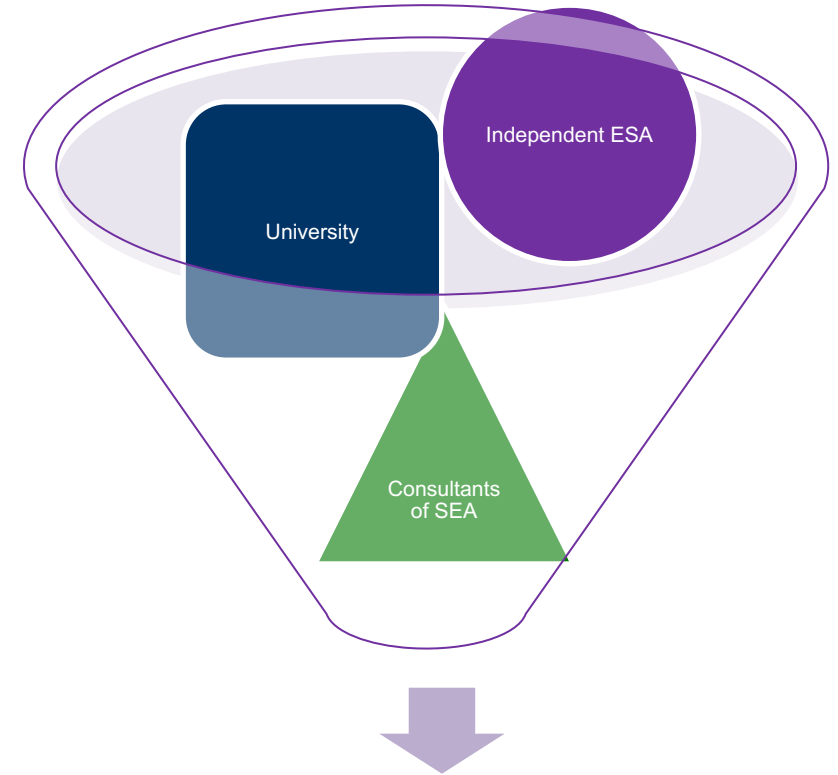
Many Forms of a Regional Structures in States

- To describe a few…

University Based (e.g. Center)

Consultants of the SEA (extension)

Independent agency with leadership and board (e.g., ESDs, ISDs, RESAS, BOCES, Service Cooperatives)

Size: 0 – 56
Approx. 620 ESAs
(Endsley et al 2014)

University

Independent ESA

Consultants of SEA

Regional Support
Depending on SEA Initiative

Activity

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Discussion Questions

1. What is the structure of your Regional support?

a) Extension of the SEA (i.e. SEA consultants)

b) University Based (e.g., Center)

c) Independent Agency with Leadership and Board (e.g., ESD, ESC, Co-Ops, BOCES, ISDs, RESAs)

d) Combination depending on initiative

e) None

2. Is it functional? Why or why not?

Linked Implementation Teams

State Implementation Team

Regional Implementation Team

District Implementation Team

Building Implementation Team
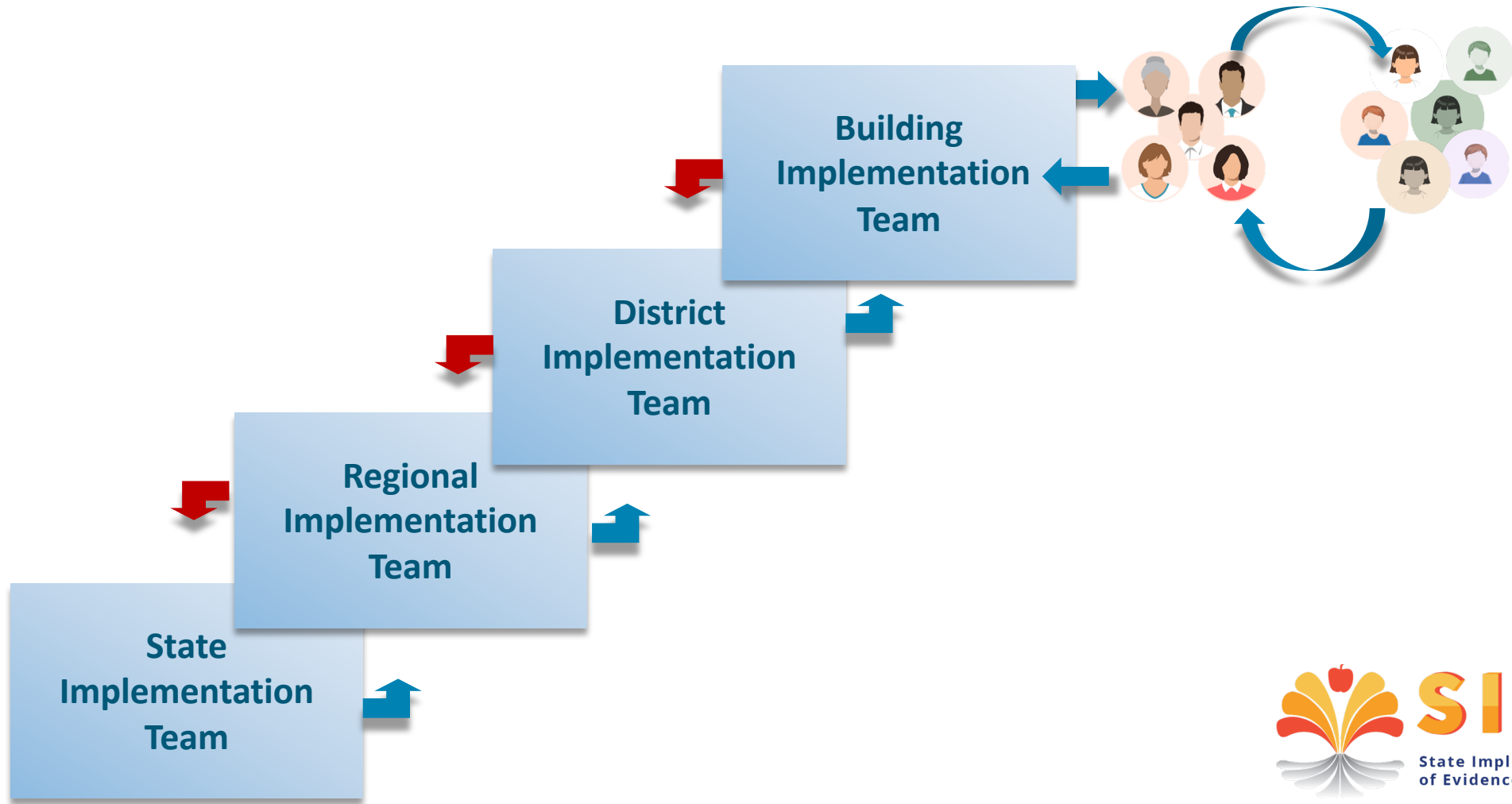
Implementation Teams: Making it Happen

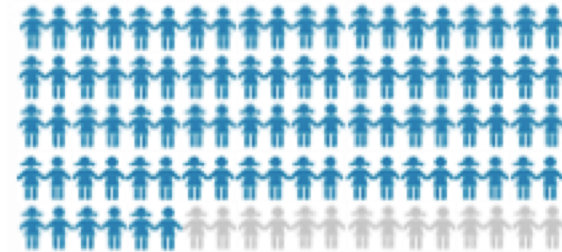**No Implementation Team**

From "Letting it Happen"

14% of sites
17 Years

At Full Implementation

Expert Implementation Team

To "Making it Happen"
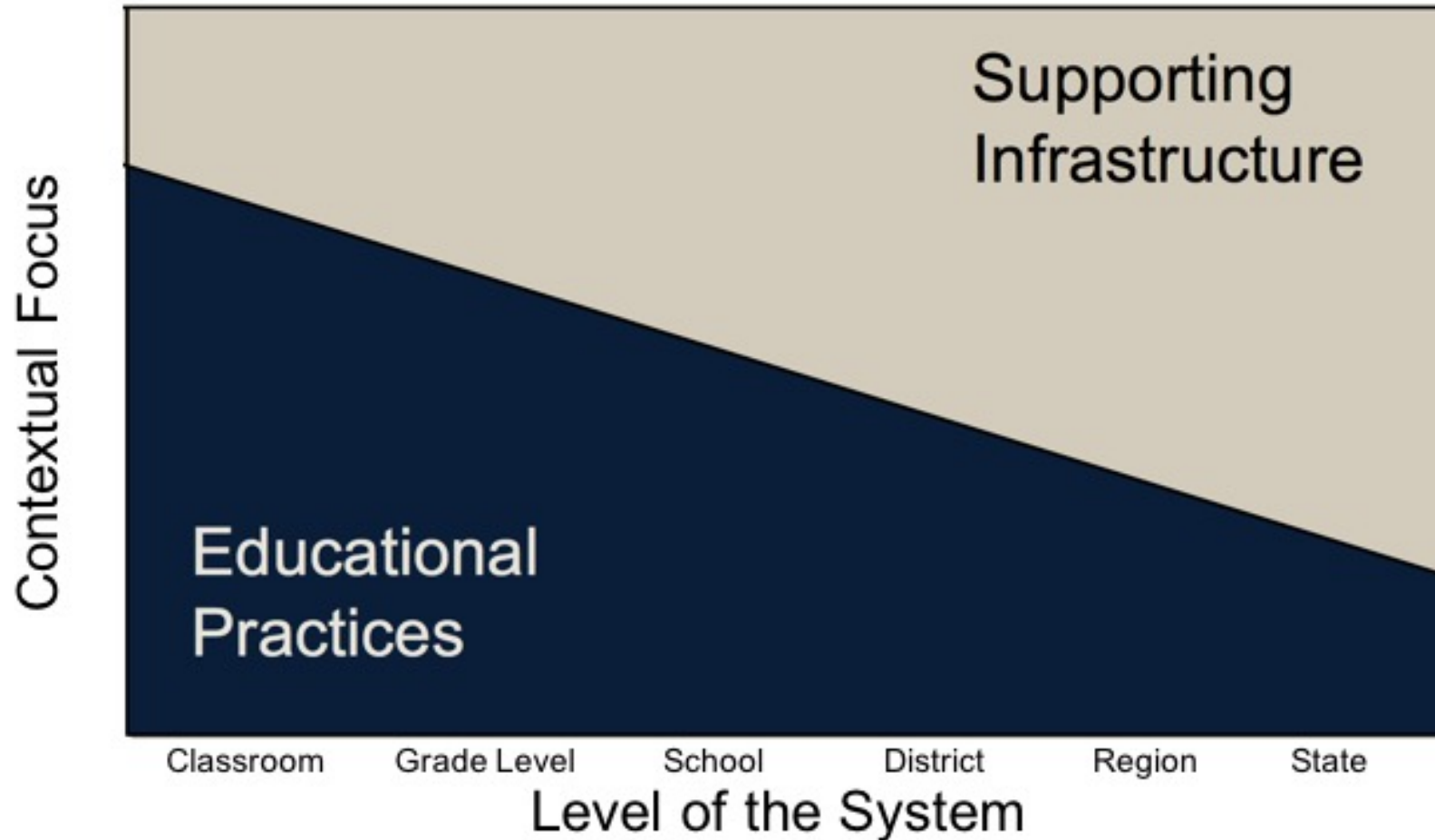
80% of sites
3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001; Balas & Boren, 2000; Green & Seifert, 2005; Saldana & Chamberlain, 2012

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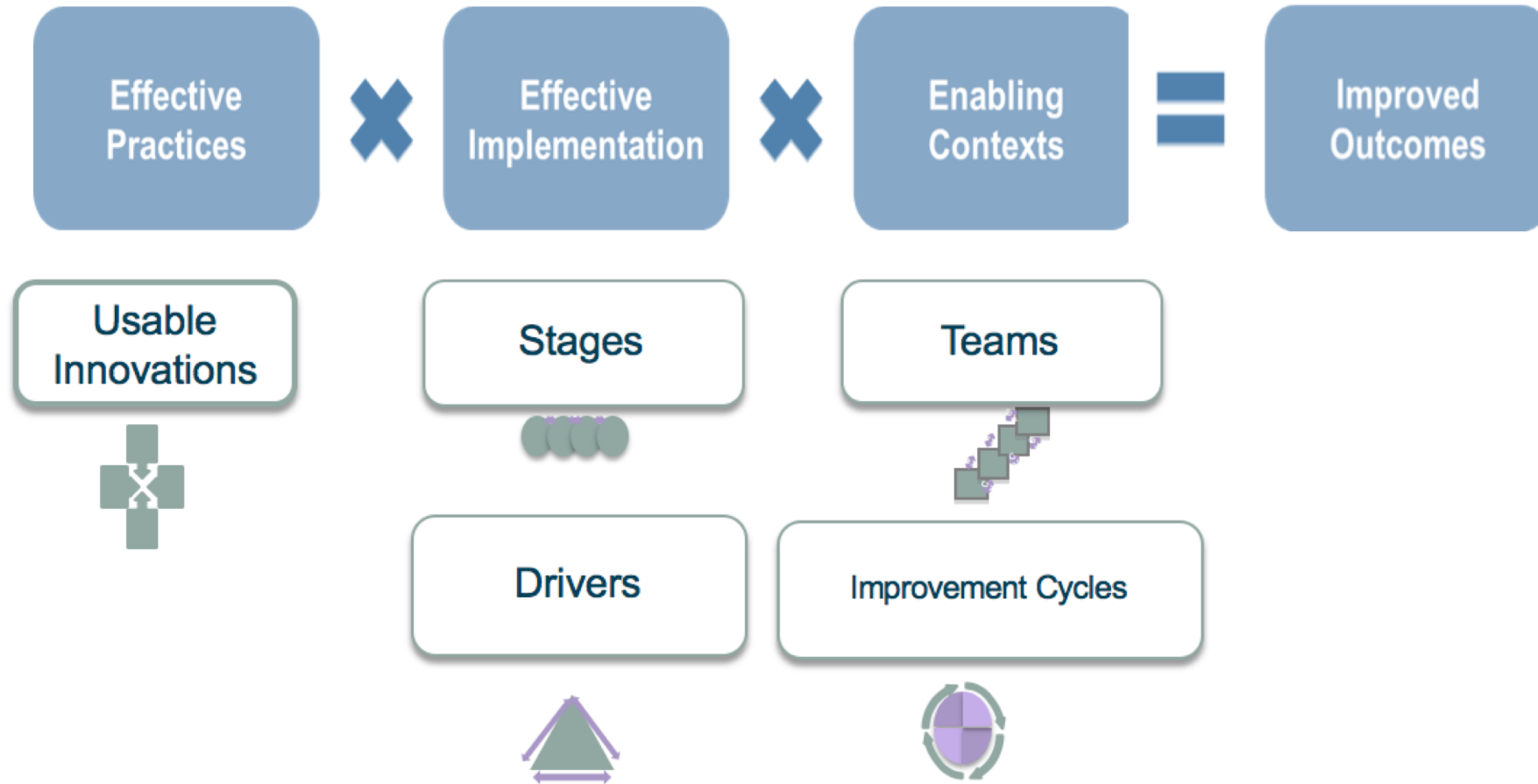
Cascade System and Focus

Framework for Addressing Practice and Supports

McIntosh & Goodman, 2016

Regional-Level Infrastructure Knowledge & Skills

Regional Education Agency (REA) knowledge and skills in the following:

Regional-Level Practice Knowledge

- Regional Education Agency (REA) knowledge in the following:

  - Processes to select effective practices to ensure what will be supported across the state will result in improved outcomes

  - Steps for making practices "usable"

  - Staff accessible within the REA who are skillful in developing competency (training, coaching) in the practices

Functions of a Regional Implementation Team

- Analyzing current strengths, needs, and initiatives at the District and School levels

- Providing training, coaching and consultation based on district and schools needs

- Uses a stage-based approach to guide districts as they develop infrastructure (training, coaching, data use) needed to support educators' use of EBPs

- Initiating and actively engaging in continuous quality improvement cycles

- Communicating with stakeholders and engaging in readiness activities

- Support development of internal implementation supports (e.g. coaching) for regional agency staff to use new ways of work

Handout: Regional Implementation Team at http://implementation.fpg.unc.edu
Tool: Regional Capacity Assessment at https://sisep.fpg.unc.edu/

Team Competencies and Perspectives

Core Practice — Select, operationalize, adapt, and tailor practices; ensure fidelity assessments are completed and used.

Improvement Cycles — Collect, monitor, and engage leadership in using data to support implementation capacity, intervention fidelity, and student outcomes.

Infrastructure — Develop operational guiding documents and processes; garner needed resources for build staff competency; create data use and communication plans.
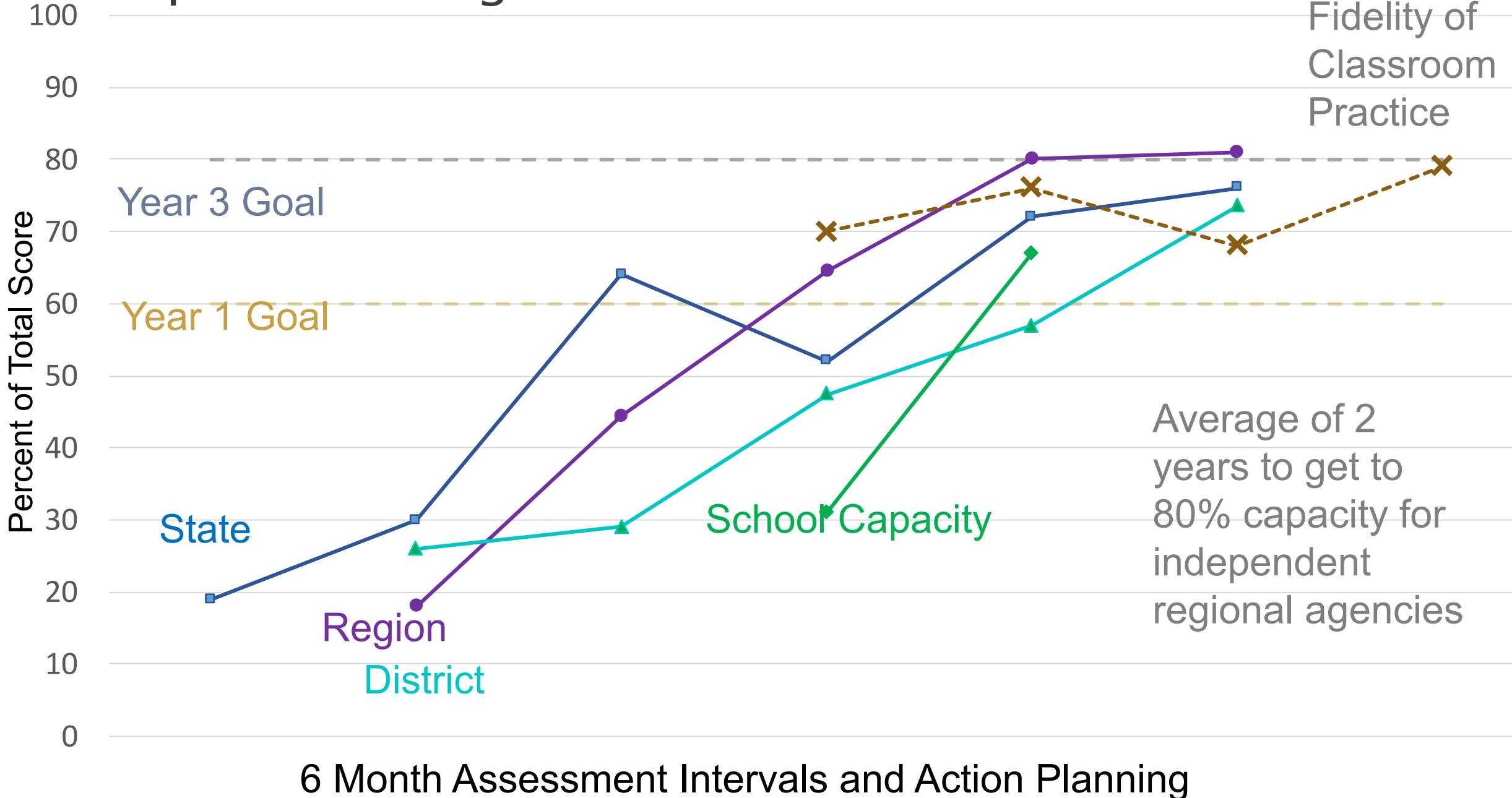
Systems — Build cross-agency collaboration to ensure departments/offices are aligned with new ways of work.

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Implications for Scaling: Ratios

State	State Example	Implementation Ratio for Scaling in State Example
Regional		14 RITs/ State
District	280 LEAs/State	20 LEAs/RIT
Schools	7 Schools/District	3-15 Schools/DIT
Teachers	30 Teachers/School	30 Teachers/BIT
Student	25 Students/Teacher	25 Students/Teacher

A typical recommendation (Joss, 2001) is a management ratio of 1:8
(e.g. one unit can effectively manage about 8 other units).

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Example SEA – Regional- District – School

Fidelity of Classroom Practice

Year 3 Goal

Year 1 Goal

State

Region

District

School Capacity

Average of 2 years to get to 80% capacity for independent regional agencies

Percent of Total Score

6 Month Assessment Intervals and Action Planning

What does it take to build capacity regionally?

- State Executive Leadership visible support and commitment

- Regional Executive Leadership visible support and commitment

- Written guidance stating the functions of the regional structure is to support district capacity and implementation of EBPs. Examples include:

  » RFP and contractual documents

  » Legislation

- Funding Support – Repurpose and Leveraging

- Training and coaching of Regional staff

- Bi-directional communication loops

- Use of data for improvement (capacity, fidelity, outcome, process)

Focus on Function rather than Form

Activity

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Discussion Questions

What functions does your regional supports hold?

How have you built their capacity to support LEAs and schools?

What have been facilitators or challenges in doing so?

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