State Infrastructure Analysis Tool – Part B

Using Implementation Drivers to Tell the Infrastructure Story

This tool was developed by the Regional Resource Center Program (RRCP) and has been revised by the National Technical Assistance Center on Transition (NTACT) The tool is based on work of the State Implementation and Scaling-up of Evidence-based Practices (SISEP) and the National Implementation Research Network (NIRN).

NTACT
National Technical Assistance Center on Transition

Part B: SSIP Infrastructure Analysis Template – Describing your Infrastructure: Telling Your Story

Introduction

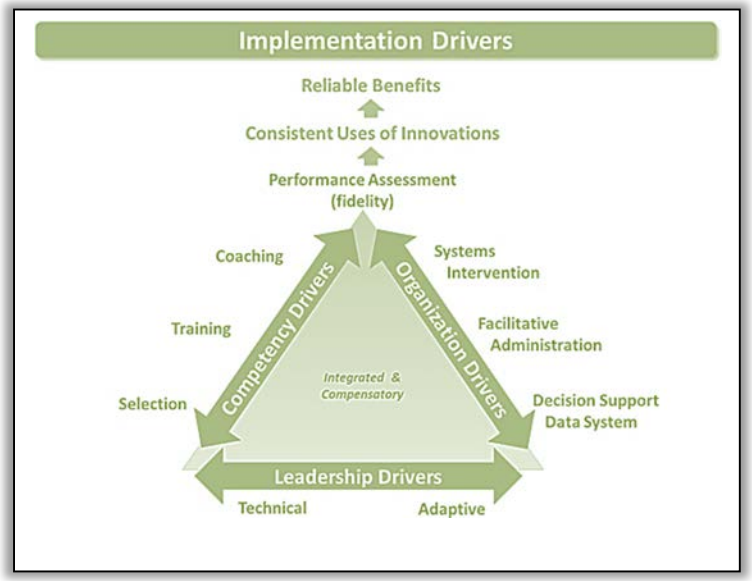
This tool is designed to be used as an aide to states as they consider the requirements for a description and analysis of the states' infrastructure, under the guidance for Phase I of the State Systemic Improvement Plan related to the new State Performance Plan and the Unifed or Combined Plan required under the Workforce Innovation and Opportunities Act (WIOA). The tool was originally organized around the Implementation Drivers Framework, developed from work by the National Implementation Research Network (NIRN) and the OSEP-funded State Implementation and Scale-up of Evidenced-based Practices (SISEP) Center and has been adapted to include WIOA. Implementation Drivers are key components of capacity and infrastructure that influence a program's success. They are the core components needed to develop, improve and sustain the ability of staff to implement an intervention as intended, as well as create an enabling context for the new ways of work. When integrated and used collectively, these drivers ensure high-fidelity and sustainable program implementation.

There are three types of Implementation Drivers:

Competency Drivers: Competency drivers are activities to develop, improve, and sustain teachers' and administrators' ability to implement an intervention as intended in order to benefit students. Competency drivers include **performance assessment (fidelity), selection, training, and coaching**.

Organization Drivers: Organization drivers are used to intentionally develop the supports and infrastructures needed to create hospitable, organizational, and systemic environments for new programs and innovations. These supports may need to be developed across the building, district and State levels. Organization drivers include data systems to **support decision making, facilitative administration, and systems intervention.**

Leadership Drivers: Leadership drivers focus on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning. Leadership drivers include **technical and adaptive leadership**.



When considered collectively, a series of questions around each component with each driver can lead a State Education Agency (SEA)/State Vocational Rehabiltation Agency (VR) to a comprehensive "picture" of the current infrastructure system in the state, and provide insight into areas

that offer opportunities for improvement. Subsequently, the State will be well positioned to collaboratively describe and build an infrasture to improve outcomes for students with disabilities.

Guidance for Use of the Tool

It is recommended that the tool be completed by a team comprising SEA/State VR Agency staff and other stakeholders who have pertinent information. It would be helpful for individuals to have the tool beforehand in order to become familiar with the questions. When completing the tool, the group can be divided into smaller working teams, with each smaller team assigned a section of the tool. However, all responses from each small group should be shared and reviewed by the full team. It may not be necessary to respond to each individual question in a given section, but the team should respond to questions as a whole, while using the individual questions, to ensure nothing has been missed. SEAs/State VR Agencies are encouraged to enlist the assistance of technical assistance staff to facilitate this process. Additionally, with the recent passage of WIOA, states are in the process of a comprehensive assessment of their workforce system and developing a Unified or Combined State Plan. Information from that work should be included to help guide conversations in completing this process.

Using the Responses

- The State can use the responses, including the identified opportunities, to frame a narrative that describes the system for the purposes of an infrastructure analysis.
- The State has a list of identified opportunities that can be considered for systems improvement.
- The questions included with each Implementation Driver are cross-referenced with one or more of the SSIP/WIOA Infrastructure components. This will aid teams in identifying strengths and areas for improvement in their Infrastructure description and analysis. A form is included at the conclusion of this tool for that purpose.

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Common Acronyms found in document	
ARP	Annual Performance Report
LA	Lead Agency
LEA	Local Education Agency (e.g., school district)
NIRN	National Implementation Research Network
OSEP	Office of Special Education Programs
PD	Professional Development
SEA	State Education Agency
SISEP	State Implementation and Scale-up of Evidence Based Practices Center
SPP	State Performance Plan

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SSIP Synthesis 19

SSIP	State Systemic Implementation Plan
TA	Technical Assistance
RSA	Rehabiliation Services Administration
WIOA	Workforce Innovation and Opportunties Act

Implementation Drivers Component Questions	WIOA/SSIP Infrastructure Component	What We Know (Strengths)	What We May Need to Improve (Opportunities)	Possible Improvement Strategies and/or Infrastructure Gaps
Performance Assessment *– This driver focuses on the evaluation of implementation, both fidelity and results, as well as the assessment of the competent use of skills required for full and effective use of the intervention or improvement strategy. Evaluation is critical for the ability to know if the desired result is evident or if changes need to be made.*				
1. How does the state know that improvement activities are implemented with fidelity and are leading to the desired change? a. How does the state determine targets for improvement and select appropriate measures? b. How frequently is evaluation data collected and reviewed? c. How are data being used to make decisions that can improve fidelity of implementation in improvement activities? d. What and how are data given to schools, districts, intermediate education agencies, VR field offices/staff, as feedback?	• Accountability • Quality Standards • Performance Measures			

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e. How does the state support LEAs/VR field offices in using performance assessment processes and fidelity data to inform and engage local staff as new skills are implemented and refined? f. What State agencies are using the WIOA common performance metrics beyond the required CORE WIOA partners? 2. What evaluation mechanisms/systems are in place to ensure your efforts are effective? a. Who is responsible for collecting and analyzing evaluation data? b. How are evaluation criteria established? c. How are evaluation data collected? d. How are data used to improve professional development, coaching, or other processes? e. How are guidelines, policies, and procedures evaluated to ensure they support improvement efforts? 3. What data and procedures does the state use to ensure the effort is sustainable over time? 4. How is state leadership kept informed about the effectiveness of the overall general supervision system?				

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Selection *– Selection refers to having in place clear criteria for making decisions about selecting the improvement strategy, as well as selecting those who will participate in the implementation of the strategy (i.e., staff, LEAs, and schools).*				
<u>Improvement Initiative Selection</u> 1. What processes, guidelines, or criteria do you use for selecting improvement initiatives? 2. What processes, guidelines, or criteria do you use when selecting: a. Professional development or technical assistance for statewide or regional activities? b. Participants to invite to statewide or regional professional development or technical assistance activities? 3. What processes, guidelines, or criteria do you use when selecting evidence-based or	• Professional Development • Technical Assistance • Governance (to some extent) • Quality Standards • Performance Measures			

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successful practices to promote to LEAs/VR field offices and staff? a. Selecting LEAs/VR field offices and staff that have been successful in improving results for students with disabilities and sharing information with other LEAs/VR field offices and staff? b. Selecting and disseminating evidence-based practices used within the state or in other states? <u>Stakeholder Selection</u> What processes, guidelines, or criteria do you use for the selection of stakeholders from other divisions within the SEA/State VR Agency? 4. What processes, guidelines, or criteria do you use for selecting stakeholders outside of the SEA/State VR Agency to be included in an improvement initiative? a. Organizations b. Individuals who might best represent an organization or issue <u>Participant and Staff Selection</u>				

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5. What processes, guidelines, or criteria do you use when selecting LEAs/VR field offices that may be required—or highly encouraged—to participate in improvement initiatives? a. How do you engage LEAs/VR field offices in data-based decision making? b. How do you select the support (PD/TA) for local improvement efforts? 6. What processes, guidelines, or criteria do you use when selecting: a. Staff to lead improvement initiatives? b. Teams and team members needed to support the implementation of initiatives?				
Training (Technical Assistance) *– Fully developed training and TA is central to successful implementation. It is critical to have a well-defined training/TA plan before initiating the implementation of any improvement strategy.*				
1. What is the role of the SEA/State VR Agency in professional development for teachers, administrators, VR staff, families, school boards, etc.? a. What part does the state play in the identification, development, and delivery of professional development? b. How is the SEA/State VR Agency made aware of professional development needs?	• Professional Development • Technical Assistance • Quality Standards • Performance Measures			

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2. Who are providers and partners in statewide or regional professional development? a. What is the role of IHEs in providing professional development to teachers, VR staff and administrators? b. What is the role of Intermediate Education Agencies in developing and delivering professional development? c. Describe the statewide professional development network for VR and Education. 3. What are the quality indicators for professional development in the state? a. Who determines or reviews the quality indicators for professional development? 4. What differentiated levels of PD exist in the state? a. Who at the state level is charged with oversight for professional development?				
Coaching *– While training is critical, research supports that coaching is essential if the training is to be used effectively and if behavior is to change as a result of the training. Coaches provide observation in context, feedback and encouragement to improve competence, and identification of barriers to implementation as intended.*				
1. How does your PD and training incorporate a coaching function to provide on-going support and skill development? 2. How is the coaching function clearly defined? a. Expected use in practice b. Developmental use in practice	• Professional Development • Technical Assistance			

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<table>
<tr><th>Implementation Drivers
Component Questions</th><th>WIOA/SSIP
Infrastructure
Component</th><th>What We Know
(Strengths)</th><th>What We May Need to
Improve
(Opportunities)</th><th>Possible Improvement
Strategies and/or
Infrastructure Gaps</th></tr>
<tr><td>c. Unacceptable use in practice
3. How is the coaching function evaluated?
a. Quality of standards clearly defined and communicated
4. How is the coaching function resourced?
a. Determining adequate funding
b. Identifying funding sources, including leveraging funding across SEA/State VR Agency initiatives</td><td>• Quality Standards</td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Decision Support Data System – A data system provides procedures and tools for continuous feedback on the overall performance and status of the implementation process. The system collects data needed to make effective decisions at all levels.</td></tr>
<tr><td>1. Which of the ten essential elements identified by the Data Quality Campaign exist in the state's data system?
Essential Elements
www.dataqualitycampaign.org/node/388
1 Unique statewide student identifier that connects student data across key databases across years</td><td>• Data Systems
• Accountability
• Technical Assistance</td><td></td><td></td><td></td></tr>
</table>

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Implementation Drivers Component Questions	WIOA/SSIP Infrastructure Component	What We Know (Strengths)	What We May Need to Improve (Opportunities)	Possible Improvement Strategies and/or Infrastructure Gaps
2 Student-level enrollment, demographic, and program participation information 3 Ability to match individual students' test records from year to year 4 Information on untested students and the reasons they were not tested 5 Teacher identifier system with the ability to match teachers to students 6 Student-level transcript information, including information on courses completed and grades earned 7 Student-level college readiness test scores 8 Student-level graduation and dropout data 9 Ability to match student records between the P–12 and higher education systems 10 State data audit system that assesses data quality, validity, and reliability 2. Which of the ten formalized state actions recommended by the Data Quality Campaign exist in the state's data system? **State Actions** http://www.dataqualitycampaign.org/your-states-progress/10-state-actions/ **1** Link data systems **2** Create stable, sustained support	• Quality Standards • Performance Measures			

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3 Develop governance structures **4** Build state data repositories **5** Implement systems to provide timely access to information **6** Create progress reports using individual student data to improve student performance **7** Create reports using longitudinal statistics to guide system wide improvement efforts **8** Develop a P-20/workforce research agenda **9** Promote educator professional development and credentialing **10** Promote strategies to raise awareness of available data 3. Which of the required actions of WIOA state planning has the State completed: a. Stakeholder involvement to offer input b. State's vision and goals Strategies State will utilize to achieve vision – who, what and when action step c. Criteria for sector partnerships d. Creation of career pathways e. Cross-agency data system f. Supply and demand reports				

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g. Performance scorecards for students and workers 4. How are you assured that the state has the right data necessary to answer the questions asked? a. How do you create confidence in the data being collected? b. How do you address issues of quality? c. What mechanisms do you have in place to gather additional data if needed? 5. How has your agency established clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts? a. In what ways are the state's data comparable for general education and special education students? 6. How does your agency analyze key data, such as SPP/APR indicator data and 618 data, to determine areas for improvement? a. Who is responsible for collecting and analyzing performance assessment data?				

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b. How are data disaggregated -- by locality, race/ethnicity, disability type, age, or other criteria? 7. How do you ensure LEAs have access to data they need to engage in continuous improvement, using data-based decision making? 8. WIOA Performance Measures and other RSA-911 data as appropriate				
Facilitative Administration *– Facilitative administration purposefully ensures the development and implementation of policies and practices that support and reduce barriers to implementation of the desired behaviors defined by the improvement strategy.*				
1. How are general and special education initiatives, VR initatives, grants, or statewide activities designed to improve results for all students, including students with disabilities, aligned? 2. What team of people determines needs, and will take the action needed, to promote system changes? a. Who within the team will be responsible for the analysis of guidelines, policies, and procedures that will support outcomes? b. What is the state protocol for adding, changing, or modifying state policies and procedures? 3. What outside groups or stakeholders are crucial to policy development in the state?	• Accountability • Governance			

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What communication strategies are in place with these groups? a. State Board of Education b. State Advisory Panel c. State Workforce Board d. Regional Workforce Board e. State Rehabilitation Council f. Lead Agency administration g. Legislature h. Others 4. How does the state provide oversight to ensure that quality standards are met? a. Training and technical assistance standards and coaching 5. Who provides oversight? 6. What incentives and sanctions support high quality PD/TA delivery? <u>Fiscal System</u> 7. How are initiatives for improving results funded? a. How does the state finance improvement initiatives? b. How does the state connect funding to desired results? c. What funding streams exist at the state level?				

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d. What initiatives/projects are supported through these funding streams? e. Who administers funding for improvement efforts, including professional development and technical assistance needs/activities? f. How does the state ensure funds are used as intended and within the appropriate state or federal fiscal guidelines? g. How do you reallocate unexpended funds? <u>Monitoring System</u> 8. How does your monitoring system function? a. Monitoring for results b. Monitoring for compliance				

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Systems Intervention *– Systems intervention addresses issues outside the immediate influence or direct control of the implementation team. This includes issues that impede staff ability to deliver effective programs, practices, or strategies. Such interventions should eliminate or reduce barriers, while enhancing or sustaining policies that facilitate the work. Systems intervention should be designed to create an environment and set of conditions that support the new way of work.*				
1. How do you identify barriers that arise as improvement initiatives are implemented? a. Who is responsible for identifying or tracking barriers? b. What is the feedback loop for communicating barriers as improvement initiatives are being implemented? 2. How do you identify potential solutions to barriers?	• Governance • Accountability			

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a. How do you identify those who will help develop and/or implement solutions? (i.e., those most impacted who have influence, those who have decision-making authority, etc.) 3. How do you coordinate across the SEA/State VR Agency to ensure solutions are aligned and do not contradict other policies or initiatives? 4. What is your process for selecting the most effective solutions? 5. What is your system of sanctions and rewards to support the change? a. How do you recognize LEAs/VR field offices that are effective in improving results for students with disabilities? b. What is your plan when improvement initiatives within an LEA/VR field office are not getting the desired results?				

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Leadership *– Leadership is about providing the right strategy for different situations. Some situations require a technical fix that has a relatively clear, defined path to a solution. Other, more complex situations require adaptions or innovative strategies. Active implementation requires leadership approaches that transform systems and create change. Such leadership often involves a combination of both technical and adaptive strategies.*				
1. Is there a clear understanding of who has the authority to make decisions by type? 2. How do your leaders encourage teams/programs to work on solving challenges? 3. How do your leaders encourage the alignment of practices with the overall mission, values				

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and, philosophy of the organization or initiative? 4. How do your leaders work to build consensus when faced with multiple perspectives? 5. How are decisions communicated? 6. How are the issues of those impacted by a decision considered, in order to ensure the solutions will address their needs? 7. How and when are teams used and supported when innovation is required for resolving challenges? 8. How are stakeholders (including families) encouraged and invited to participate?				

Following analysis and documentation of your infrastructure through the lens of the Implementation Science Drivers, use the following table to consider the strengths and opportunities for improvement in relation to each of the SSIP Infrastructure components. This activity will assist in organizing content from your infrastructure analysis for submission with your State's Systemic Improvement Plan (SSIP).

	Strengths	Opportunities (Areas for Improvement)
Governance		
Fiscal		

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Quality Standards		
Professional Development		
Data		
Technical Assistance		
Accountability and Monitoring		