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| Capacity assessments refer to having an internal process for addressing implementation barriers. This document was created as a guide and example for implementation teams in the process of creating their own contextualized process. |

## **Process for Addressing Internal Barriers**

According to both the District and Regional Capacity Assessment, a process for addressing internal barriers should include the following:

* A written process is in place outlining steps needed to identify and address barriers.
* The process is consequently used to remove internal barriers. Examples of this would be policy and guidance documents being revised to support new ways of work, resources being allocated, and competing or ineffective initiatives are modified or removed.
* Follow-up determines if the barrier was addressed effectively.

This process aims to identify and address barriers that may arise during the implementation of an evidence-based practice or program. By proactively identifying and mitigating barriers, the implementation team can ensure a smoother and more successful implementation. Steps to developing a process include the following:

1. *Barrier Identification:* Ensure that a communication protocol exists for the implementation team to receive information on the barriers that may be occurring.
2. [*Barrier Documentation*](https://docs.google.com/spreadsheets/d/13io3eVp7J9s4P2Mslo1hwWCOl2o2cT8VsH9v8wwQmm0/edit?usp=sharing)*:* Once a barrier is lifted to the implementation team, the team should document the barriers and the details of the situation. ***(To use the linked spreadsheet - make a copy)***
3. *Identify Action Steps:* The implementation team should develop specific mitigation strategies for each identified barrier. This includes assigning action items to team members, ensuring alignment with the implementation goals and objectives, and verifying if additional resources are needed.
4. *Monitoring and Feedback:* As the barrier is being addressed, monitoring needs to occur to ensure that the strategies used are effective. Additionally, feedback should be collected from the individuals impacted by the barrier.
5. *Document Resolutions:* As barriers are lifted and addressed, successful strategies should be documented in the Barrier Documentation to support team learning and improve and speed up future implementation projects.

EXAMPLE adapted from the [MiMTSS TA Center](https://mimtsstac.org/):

*Red Cedar School District* will take the following steps to address implementation barriers once the District Implementation Team (DIT) is made aware of a barrier impeding implementation efforts. The next page lists individuals with the highest decision-making authority required to remove barriers and the assigned DIT designee responsible for communicating with those individuals. This information is critical for initiating specific steps within this process.

### **Steps to Address Implementation Barriers**

**Step 1 Barrier Identification**: The implementation barrier is communicated to the DIT through the use of the communication protocols in place with the Building Implementation Teams. Barriers are discussed at each monthly DIT meeting and are a standing agenda item.

**Step 2 Barrier Documentation**: At each monthly DIT meeting, the team [reviews identified barriers and documents](https://docs.google.com/spreadsheets/d/1IpczvbsBI3gObA3_vmafOKCjjpRSVpUeFx2mIknXqpw/edit?usp=sharing) the following information:

* Details of the barrier being experienced by the buildings and/or individuals
* Impact or connection to the implementation drivers or district infrastructure and what stage of implementation
* Potential solutions

**Step 3 Identify Action Steps**: The DIT will communicate with the person with the appropriate level of decision-making authority if they are not on the team to understand the barrier; this person will outline the subsequent steps that need to be taken to remove the barrier and the anticipated timeline for the steps to be completed. **An example of what this person would say includes:**

“This (should **or** should not) take long to remove this barrier. The steps that will need to be taken to address it include:”

1. Insert first step
2. Insert second step
3. Insert third step (etc.)

Understanding the incremental steps along the way will allow the DIT to plan its status updates in accordance with anticipated timelines for barriers to be addressed. It is possible it may take several months to remove a barrier. The steps outlined and anticipated timelines will be communicated back to the DIT designee who initiated the communication of the barrier.

**Step 4 Monitoring and Feedback**: **The DIT allocates time at the beginning of every meeting to provide a status update for any barriers (listed on the Barrier Documentation)**. The update includes a brief reminder of the barrier and identification of which steps (2, 3, 5, or 6) of the process the barrier is in, given the process outlined by the district to remove a barrier.

**Step 5 Document Resolution**: The barrier has been addressed. This information is provided to the DIT designee who initiated the communication of the barrier and is subsequently recorded on the barrier documentation. Communication occurs back to the group/team or individual that originally raised the barrier to the DIT using the linking communication protocol.

### **District Personnel to Address Implementation Barriers - Sample**

(In the table below, select options that are applicable to your district and fill in appropriate names in the fields. Given your district’s configuration and size, you might likely collapse decision types. It is important to remember to maintain enough clarity when describing the decision type so DIT members can accurately identify who is best equipped to address the barrier.)

#### **Funding**

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| Decision Types | Person with Decision Making Authority | DIT Designee Assigned to Communicate |
| Grant questions related to the appropriate use of funds | John DoeSuperintendent/Liaison | John Doe |
| Approval for use of any type of funds (excluding IDEA) | John Doe | John Doe |
| Requests for flexible use of state or federal funds (requiring State Education Agency - SEA approval) | SEA staffJohn Doe would be the designee from the district to initiate a requestDetermine if the request goes to the appropriate intermediate school district leadership (e.g., superintendent or assistant superintendent), who, in turn, makes the request on the district’s behalf | Insert name of DIT designee that would raise the barrier to the executive leader with the highest level of authority |

#### **Special Education**

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| Decision Types | Person with Decision Making Authority | DIT Designee Assigned to Communicate |
| Learning Support Services (LSS) | Sarah Doe | Sarah Doe |

#### **Curriculum, Instruction, and Assessment**

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| Decision Types | Person with Decision Making Authority | DIT Designee Assigned to Communicate |
| Secondary curriculum and instruction | John Doe/Administrators | John Doe |
| Science and Social Studies Curriculum and Instruction (PreK-12th Grade) | John Doe/Administrators | John Doe |
| Literacy and Math Curriculum (PreK-4th Grade) | John Doe/Administrators | John Doe |
| PK-12 Assessment | John Doe/Administrators | John Doe |

#### **Student Behavior**

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| Decision Types | Person with Decision Making Authority | DIT Designee Assigned to Communicate |
| Behavior Interventions and Code for Student Conduct | John Doe | John Doe |

#### **Human Resources**

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| Decision Types | Person with Decision Making Authority | DIT Designee Assigned to Communicate |
| Personnel issues concerning general education staff | John Doe | John Doe |
| Personnel issues concerning special education staff | John Doe | John Doe |

#### **Technology**

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| Decision Types | Person with Decision Making Authority | DIT Designee Assigned to Communicate |
| Access to support for district approved technology | John Doe | John Doe |