

**National Technical Assistance Center on
Positive Behavioral Interventions and Supports**

State/District Implementation Workbook

**BLUEPRINT FOR SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT
TRAINING AND PROFESSIONAL DEVELOPMENT¹**

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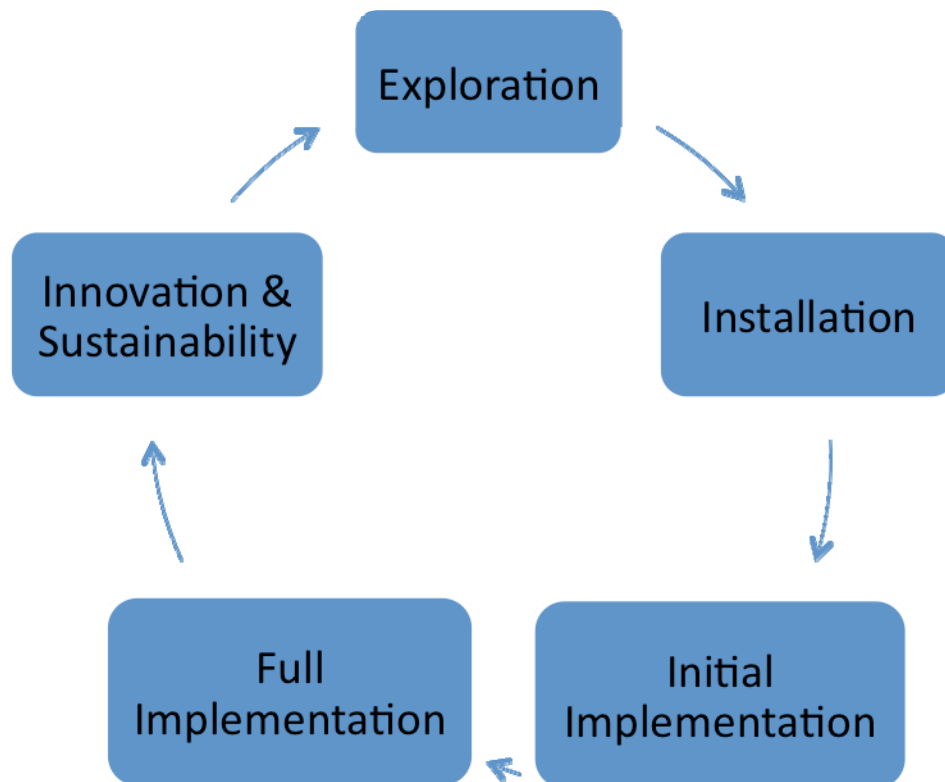
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State/ District Implementation Workbook

In this document we provide guidance to organizational structures working with large numbers of schools, such as states, districts, or counties. Our goal is to provide a blueprint for successful development of the systems needed for initial and sustained implementation of SWPBS. This document uses the Phases of Implementation (Fixsen, Naoom, Blasé, Friedman, & Wallace (2005) as an overall organizer.

For each phase, guiding questions are provided to help teams move forward with planning and implementation. In addition, specific activities to be completed and roles for technical assistance are documented. Outcomes to be achieved within each phase are defined so teams can move forward with planning and implementation



Teams are encouraged to work with their Technical Assistance provider to create their SW- PBS Professional Development Plan using this document. After completing activities in this workbook, the following elements of SWPBS will be in place in your district/state.

- Admin and Leaders are aware of and agree to expectations, commitment and involvement in the SW-PBS process
- Teams (not individuals) representing the school community attend all professional development activities
- School-based administrators participate in all professional development
- External coaches (outside of school buildings) are in place and can guide implementation and provide performance feedback
- Stakeholders understand the multi-tiered intervention framework of SWPBS
- Stakeholders understand systems-level features necessary for initial and sustained implementation of SWPBS
- Professional development plan guiding implementation of SWPBS is linked to district/school strategic plans.
- Data are used to guide implementation of SWPBS (i.e., process tools to guide implementation, outcome measures used to track impact, performance assessments used to track skill development and continuous improvement)
- Phases of implementation document is used to guide process of planning and implementation of SWPBS
- School calendar includes opportunities for ongoing training for skill development and knowledge sharing for school staff, coaches, admin, teams, team leaders
- Long term commitment to sustained implementation of SWPBS is secured from participating schools
- All interventions and initiatives within schools are aligned with three-tiered logic model

This guidebook was created to ensure the development of these features.

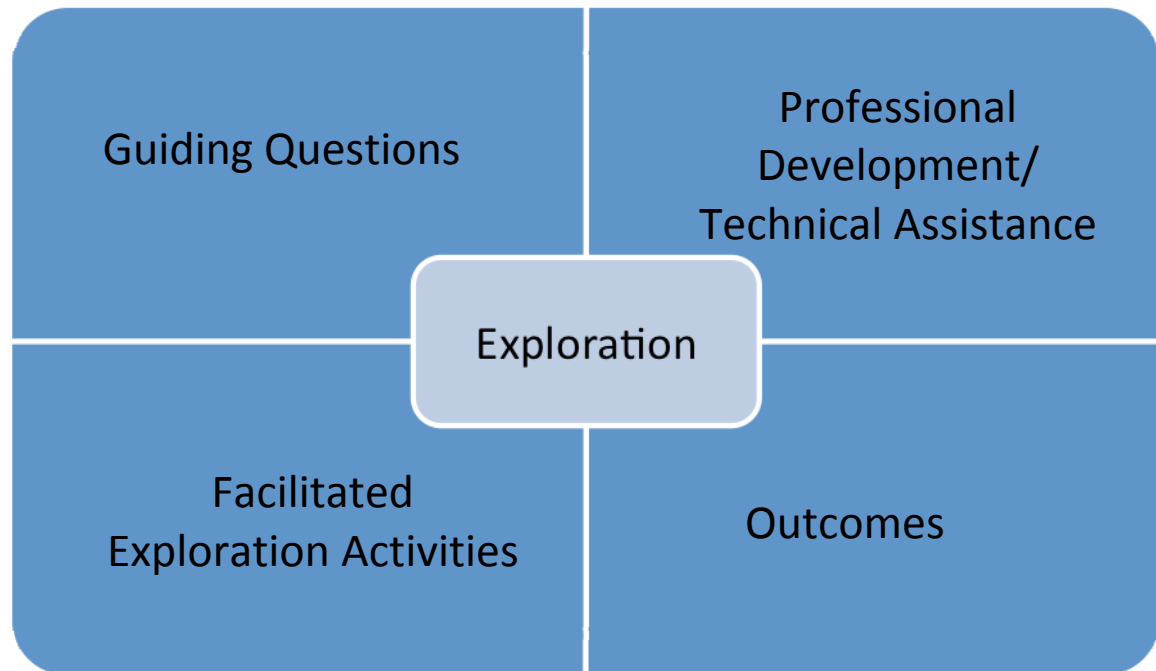
Quick Reference Guide

If you are looking for information on ...

Go to....

Phases of Implementation	<ul style="list-style-type: none"> • Exploration Phase • Installation Phase • Initial Implementation Phase • Full Implementation Phase • Innovation and Sustainability Phase
State/District Level Implementers	<ul style="list-style-type: none"> • Implementation Blueprint • Self Assessment • State/District Implementation Checklist <ul style="list-style-type: none"> ○ Exploration Phase ○ Installation Phase ○ Initial Implementation Phase ○ Full Implementation Phase • Sample Implementation Plan
Building Level Administrators	<ul style="list-style-type: none"> • Introduction to SW-PBS • Role of Administrator in SW-PBS
Trainers	
Coaches	<ul style="list-style-type: none"> • Role of Behavior Support Coach • Introduction to SW-PBS for Coaches
School Leadership Team	<ul style="list-style-type: none"> • Role of School Leadership Team • TIPS
Families	<ul style="list-style-type: none"> • Intro to SW-PBS for Families • Resources for Families
Tier 1	<ul style="list-style-type: none"> • Overview • T1 Implementation Workbook • Action Plan • Agenda Sample • Tools <ul style="list-style-type: none"> ○ Team Implementation Checklist ○ Benchmarks of Quality ○ EBS Self Assessment ○ Implementation Inventory ○ SET • SWIS <ul style="list-style-type: none"> ○ Readiness
Tier 2	<ul style="list-style-type: none"> • Overview • T2 Training Event • Implementation Workbook for Advanced Tiers

Tier 3	Overview Implementation Workbook for T3
Classroom	Overview Implementation Workbook for Classroom Cool Tools for Staff Classroom Self Assessment
CICO	Readiness Overview Progress Monitoring Tool CICO Action Plan
Progress Monitoring Tools	Team Implementation Checklist Benchmarks of Quality School-wide Evaluation Tool EBS Self Assessment
SWIS	Overview Readiness Coherent Process for Collecting Discipline Referrals Using Data to Guide Decision Making Time out of Class Form Example
Implementation Blueprint	Implementers Blueprint revised
Products	Glossary Behavior and MH Cross -Walking Like Terms Needs Assessment
Training Manual Examples	UO UConn Florida Illinois Missouri Maryland Michigan



Exploration Phase:

The purpose of the exploration phase, as defined by Fixsen et al. (2005) is to assess the match between an innovation and consumer need. It will be important to examine current practices, systems and resources to ensure the innovation can fit the unique context of the organization/ community.

The following outcomes are achieved:

- Exploration Team identified and a regular meeting schedule is set
- Need for change identified
- Solutions are explored
- Team learns about systems and practices that result in sustained and effective implementation of SWPBS
- Stakeholders are identified
- Decision to move forward or to abandon effort is reached

In the exploration phase, the Technical Assistance Provider facilitates the exploration team through guiding questions and corresponding activities to complete the goals of this phase. At the end of the exploration phase the team has determined whether a problem exists and if so, what solution they wish to pursue.

Guiding Questions	Facilitated Exploration Activities (TA Provider and Exploration Team)	Outcome
<ul style="list-style-type: none"> Who should be invited to participate with initial exploration team? 	<p>Schedule meeting with individual initiating contact to provide an opportunity to listen to reasons for contact. Brainstorm to identify other possible change agents/ opinion leaders/etc.</p>	<p>Identify core group of District level personnel to form initial exploration team and continue with facilitation through guided questions.</p>
<ul style="list-style-type: none"> Is there a need for change? 	<p>Review multiple data sources to identify areas in need of improvement Review State/ District Strategic Plan and Conduct Needs Assessment based on District specific dialogue</p>	<p>Identify areas of need in change</p>
<ul style="list-style-type: none"> What is innovation and does it address our problem? 	<p>Initial Awareness Activities on SW PBS</p> <ul style="list-style-type: none"> Presentations Websites Research State and District Examples Site Visits 	<p>Solutions are explored Teams learn more about systems and practices that result in sustained and effective implementation of SWPBS</p>
<ul style="list-style-type: none"> What current practices and initiatives exist that are facilitators or barriers? What gaps are identified? 	<ul style="list-style-type: none"> Audit of current practices /programs/initiatives (e.g., Working Smarter, Guiding questions, Resource Mapping, Gap Analysis) Examine effectiveness of school level data system (progress monitoring vs. accountability) 	<p>Teams learn more about systems and practices that result in sustained and effective implementation of SWPBS Teams learn more about district and school level data systems.</p>

<ul style="list-style-type: none"> • Will we move forward to plan for implementation? 	<ul style="list-style-type: none"> • Review organizational structure to identify additional members to evolve exploration team to implementation team (People with authority to make policy/budget re-allocation of resources and other changes are included on team) • Exploration Team presents findings to Superintendent • Superintendent endorses moving forward 	<p>Stakeholders are identified (complete Exploration Team Identified)</p> <p>Decision to move forward or to abandon effort is reached</p>
<ul style="list-style-type: none"> • Is the team ready to begin installation of innovation? 	<p>Review needs, review what has been learned about innovation Communicate and plan for Readiness with interested schools</p> <p>Plan to identify demo schools (Work with the willing, start small, and start slow to build collective capacity. Consider structuring PLC among demonstration schools. Use PDSA)</p> <p><i>*note- Demo schools begin implementation to gain momentum for state and district level awareness and buy in</i></p> <p>Complete district checklist to guide planning</p>	<p>Decision to move forward or to abandon effort is reached</p> <ul style="list-style-type: none"> • Team moves forward to installation implementation activities • Team abandons movement forward

Facilitated Exploration Activities

Sample of applicable data sources to review to identify area of need

- Discipline Data
- Attendance
- Graduation Rates
- Standardized Test Results
- Professional Development Plan
- Budget (study resource allocation)
- Special Education
- Data to measure progress towards goals included in strategic plan
- Other: _____

Awareness resources

- Presentations
- Websites
- Research
- District Examples

Audit of current practices

➤ Directions:

Use the blank triangle on the following page to complete Activity 1; the goal of this activity is to identify programs and interventions in place in your school system to support students:

Step 1: Identify all supports (defined as programs/initiatives/interventions/common practices that are in place in the majority of your schools). Consider completing this activity separately for elementary, middle, and high schools. For example, if most elementary schools are implementing the same character education program for all students you would list that program in the triangle. On the other hand, if only 1 or 2 schools is implementing a support then you would not include it. Make a list of all interventions

Step 2: Now, determine the Tier of support met by each intervention. Tier I supports are for what we do for all students. Tier II supports are for students who may not have responded to Tier I supports and are in need of additional support. Examples include additional instructional time, social skills groups, and so forth. Tier III supports are intensive support designed for individualized support.

Fill the triangle in by placing supports in the boxes that correspond with the tier/level of intervention.

Step 3: As you begin implementation of SWPBS, focus on your Tier I supports/interventions. Complete the matrix below the triangle.

- Use the blank triangle on the following page to complete inventory of practices/programs/initiatives at each tier.
- Tier 1 (Universal): What supports (defined as practices/programs/initiatives) are in place to support all students?
- Tier 2 (Targeted)- What supports (defined as practices/programs/initiatives) are in place to support some students needing additional support (at-risk)
- Tier 3 (Intensive): What supports (defined as practices/programs/initiatives) are in place to support a few students needing intensive, individualized support?

Step 1: Audit of Practices within Three-Tiered Model of Support

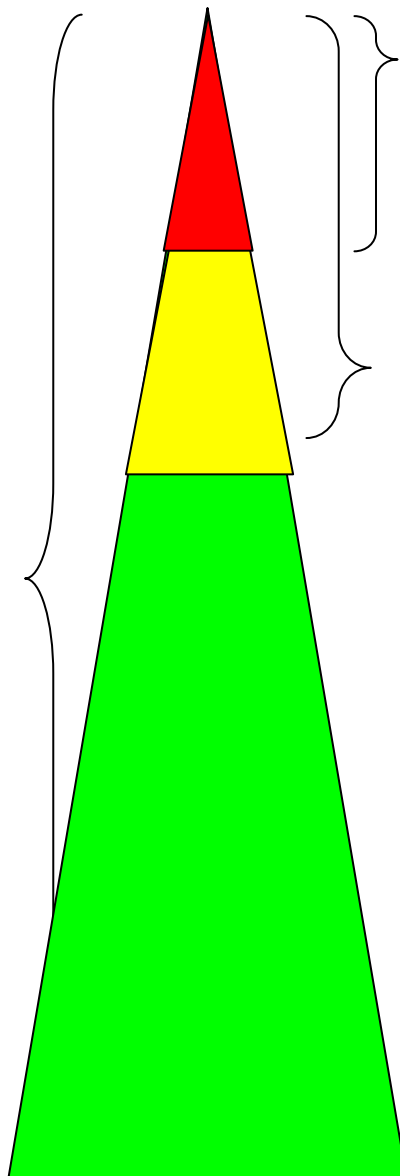
School: _____

Date: ___/___/___

List **Individualized/Intensive** practices provided to a few for support

List **Core** practices provided to all and intended support most

List **Strategic/Targeted** practices provided to some for support



➤ Sample Guiding Questions:

Record Tier I support/interventions in the top row. For each support/intervention, address topics in the far left column. For each support/intervention, consider the extent to which key features of Tier I support/interventions are in place. For interventions that have few key features, can they either be enhanced or removed? The goal is to help schools become more efficient by implementing as few Tier I programs as possible to achieve goals of the school, district, and state.

	Support/Intervention					
Outcomes	How is the intervention linked to district strategic plan?					
	What is the goal (what will students say or do?)					
Systems/Process	<u>Teaming Structure</u> What are your current service delivery teams? (i.e. leadership, student services, problem solving team)- see working smarter worksheet to organize teaming structures					
	What is the common role of the administrator across schools? How do administrators get access to skills?					

	<u>Request for Assistance Process</u> How do schools access district resources to support implementation of programs/initiatives/interventions?					
	What communication loops or other forums for collaboration are in place to provide support in the division?					
	How long does it take to get support in place?					
	<u>Coaching and Staff Support</u> How are staff supported in implementation of the intervention?					
	What are the professional development structures that support staff with skill development and fidelity? (e.g. coaching and performance feedback)					
Data	How is progress towards goal achievement monitored?					
	How frequently is support/intervention progress monitored?					

➤ **Working Smarter Worksheet : Examining Teaming Structure
State Level/District Level**

Service Delivery Team	Outcome/ Link to Strategic Plan	Who does the service delivery team serve? (students/staff/families /community?)	Names of Staff on team	Is this a non-negotiable mandate?	How is impact measured?	Overlap? Modify?

Sample District Organizational Structures- roles of stakeholders and how their role can support innovation

- Sample district organizational structure

Sample/template of presentation for Supt with components to consider including

- Sample presentations, reports, handouts

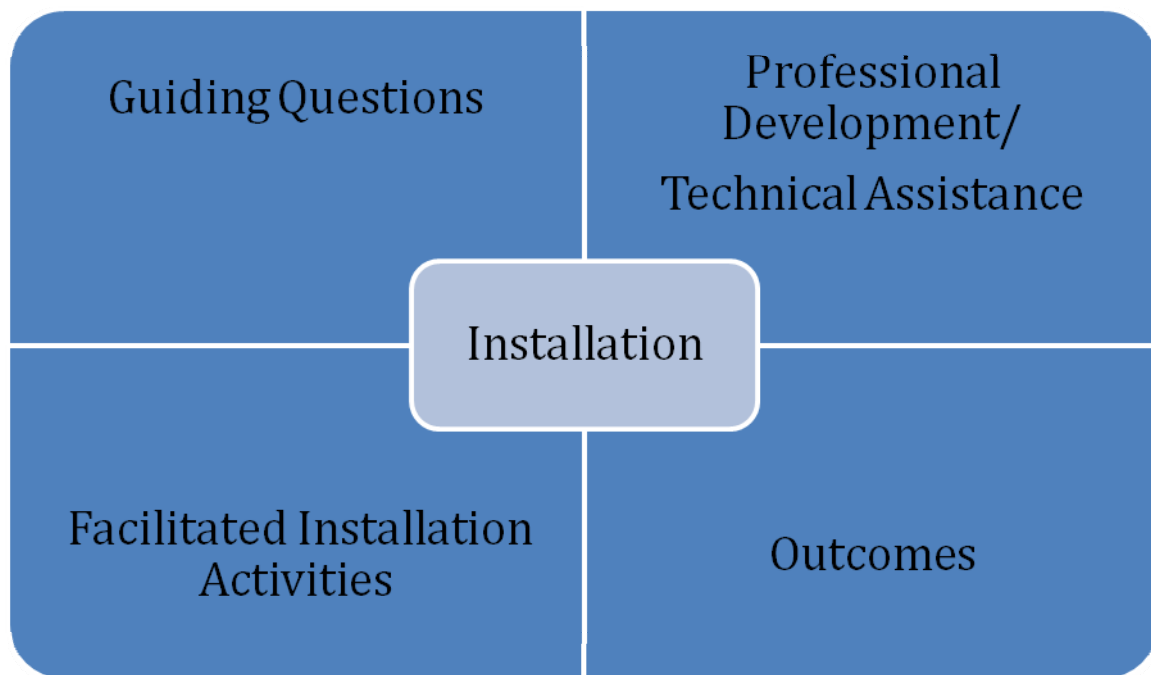
Exploration Phase : District Team Checklist/Action Plan

Item	In place Not in Place	Action Step	Who is responsible?	When will item be complete?
Exploration Team Identified <ul style="list-style-type: none"> Team has members who can leverage resources, influence policy, 				
Exploration Team uses action plan to guide implementation- <ul style="list-style-type: none"> action plan has goals and measurable outcomes goals fit with local needs/context 				
Exploration Team schedules regular meetings to implement plan				
Exploration Team conducts site visits, meets with implementers currently implementing innovation				
Audit Complete <ul style="list-style-type: none"> T1 practices have clearly defined goals and measurable outcomes) 				
Gap Analysis Complete- <ul style="list-style-type: none"> Current structure/organization including professional development examined. Barriers and enablers are discussed and included in action plan 				
Exploration Team presents findings to Superintendent				
Superintendent endorses moving forward				
Plan in place to identify demo schools <i>*note- Demo schools begin implementation to gain momentum for state and district level awareness and buy in</i>				

References

Fixsen, D. L., Naoom, S.F., Blasé, K.A., Friedman, R.M., & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature, Tamp, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publications #231).

Implementation Workbook



Installation Phase:

The purpose of the installation phase is to allocate or reallocate resources to initiate the innovation. People who have the authority to allocate resources are identified, awareness activities are taking place and analysis of roles/functions and overall organizational structure is closely examined.

The following outcomes are achieved:

- Awareness and overviews are planned, scheduled and completed
- Range of stakeholders included in awareness activities
- Stakeholders understand how innovation will fit into existing organization and be willing to examine effectiveness of current system
- Core group of implementers identified including leadership team and coordinator
- Leadership Team writes implementation plan
- Key stakeholders assign resources to implement

By the end of the installation phase, resources needed to implement innovation with fidelity and desired outcomes are in place. Use the resource table below with the District Team Checklist to guide installation phase planning.

Guiding Questions	Facilitated Installation Activities (TA Provider and Exploration Team)	Outcomes
<ul style="list-style-type: none"> • What individuals have authority to reallocate resources/facilitate implementation and connect with state improvement plan 	<ul style="list-style-type: none"> • Provide overview of innovation to key individuals to provide awareness of innovation, how it addresses identified needs, and supports strategic plan • Provide information about resources necessary for implementation 	<ul style="list-style-type: none"> • Awareness and overviews are planned, scheduled and completed • Range of stakeholders included in awareness activities • Stakeholders understand how innovation will fit into existing organization and be willing to examine effectiveness of current system • Initial key stakeholders (individuals with authority to allocate resources and affect policy) identified and commitments are secured (e.g., management team)
<ul style="list-style-type: none"> • Who will guide implementation? 	<ul style="list-style-type: none"> • Resource Mapping of existing district personnel and/or organizational infrastructure (complete or review from exploration phase) • Identify key roles for implementation team (what the team does) and which district personnel should be 	<ul style="list-style-type: none"> • Organizational Chart completed • Core group of implementers identified including leadership team and coordinator • Identify members for implementation team (work to allocate FTE) • Coordinator with fluency in implementation blueprint established <ul style="list-style-type: none"> ❖ <i>Leadership Team is defined as a group of key stakeholders who have the authority to implement a 3-5 district level action plan, assign budget, change policy, align with strategic plan and assign core group of individuals to manage day-to-day</i>

	<p>included on the various teams.</p> <ul style="list-style-type: none"> Secure agreement with key stakeholders and potential implementers 	<p><i>operations.</i></p> <ul style="list-style-type: none"> <i>Implementation Team- core group of individuals who have adequate and designated time to manage day-to-day operations</i>
<ul style="list-style-type: none"> What does implementation of the innovation involve? 	<ul style="list-style-type: none"> Provide national and state data/resources to facilitate installation (e.g., blueprint, data from other schools) <p>Facilitate implementation team through long term implementation plan to include:</p> <ul style="list-style-type: none"> coordinator, coach, training, evaluation plan for building coaching capacity long-term implementation plan established based on implementation blueprint 	<ul style="list-style-type: none"> Leadership Team writes short –term implementation plan to establish model sites and stakeholders sign off on plan Key stakeholders assign resources to implement <ul style="list-style-type: none"> Develop long-term implementation plan that includes time lines, rate of growth, capacity building tasks (coaches, SWIS facilitators, SET assessors, data system)

Facilitated Installation Activities

Provide overview of innovation to key individuals to provide awareness of innovation, how it addresses identified needs, and supports strategic plan

- Review sample awareness and overview presentations
- Arrange site visits to other districts or schools implementing initiative

Resource Mapping of existing division personnel and/or organizational infrastructure (complete or review from exploration phase)

- Who can serve in leadership roles such as coordinator, coach, data?
- Review and revise “Working Smarter” document developed in exploration with leadership team or initiate completion of “Working Smarter” .
 - Sample Working Smarter documents

Identify key roles for implementation team (what the team does) and which district personnel should be included on the implementation team (and who is on team)

- Meet with key stakeholders and potential implementers
- Review and revise “Working Smarter” document developed in exploration with leadership team
 - Sample leadership team members
 - Sample agendas
 - Sample meeting cycles

Provide national and state data/resources to facilitate installation (e.g., blueprint, data from other schools)

Facilitate implementation team through short term plan for securing resources to support implementation

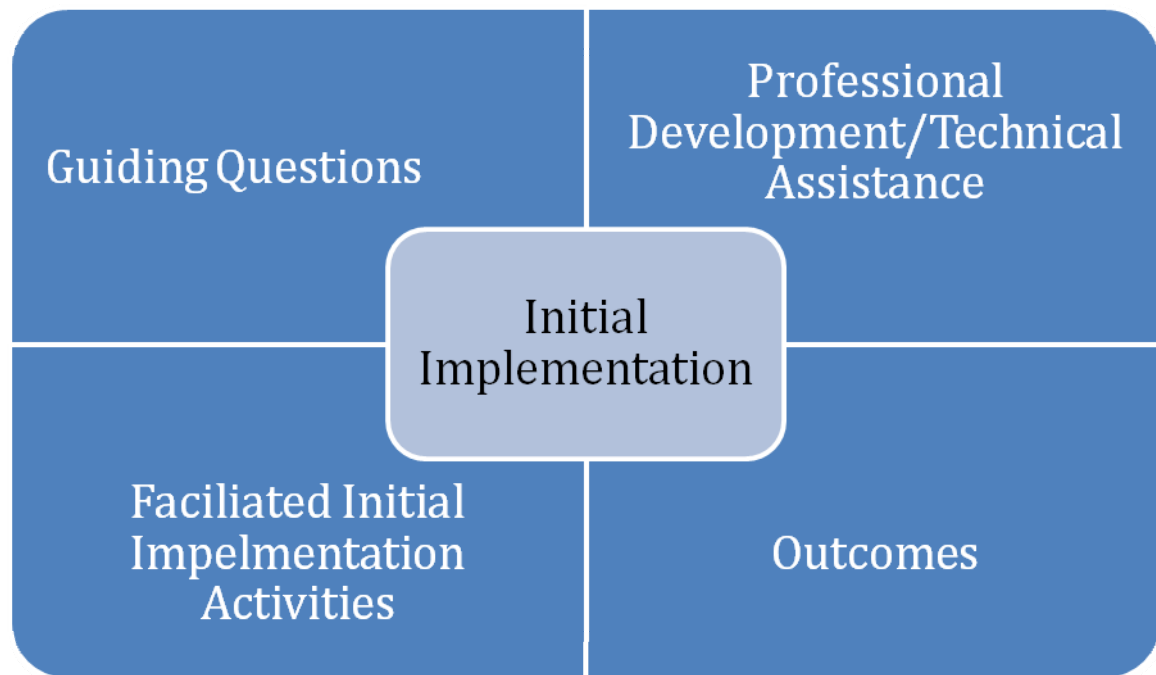
- Sample short-term plan

Facilitate implementation team through long term implementation plan to include:

- coordinator, coach, training, evaluation
- plan for building coaching capacity
- long-term implementation plan established based on implementation blueprint
 - Sample evaluation/monitoring tools
 - Implementation Blueprint
 - Sample long-term implementation plan
 - Sample coaching capacity plan

Phase : District Team Checklist/Action Plan

Item	In place Not in Place	Action Step	Who is responsible?	When will item be complete?
Leadership Team				
Leadership Team Identified <ul style="list-style-type: none"> • Team represents local stakeholders (teachers, professional development staff, support staff (school counselor, psychologists, health, social worker), administrators, mental health partners, juvenile justice, families, business partners etc. • Stakeholders attend 90% of planned meetings, play active role in professional development activities, communicate commitment to larger school community, and support team decisions. • Leadership Team participates in promoting Political Support, funding, policy, visibility 				
Resource Mapping completed so that roles and people resources are clearly defined and time is allocated for implementation to occur				
Core group of Leadership Team identifies implementation team who is charged with implementation including training, coaching, evaluation and behavior capacity Roles assigned- <ul style="list-style-type: none"> • Coordinator • Data Manager • Trainers • Coaches 				
Team has established a clear mission/purpose Clear Outcomes defined and linked to State/District Strategic Plan Improvement Goals				
Leadership and ImplementaitoTeam has priority status, works effectively and efficiently with other initiatives /programs <ul style="list-style-type: none"> • Working Smarter forms completed and used for efficient integration of team with other teams/initiatives 				
Team uses agenda that organizes team to work as an effective problem solving team.				



Initial Implementation:

At this point, implementation actions will be carried out by range of implementers including district coordinators, building administrators, the PBIS school teams. The focus is on implementation of SWPBS in buildings within the district/state and building local capacity within the district. Although trainings are provided by external technical assistance provider, local trainers co-lead the training events.

At the end of the Initial implementation phase, innovation is in place in small number of schools, implementation largely guided by external TA providers (e.g., from the national TA Center, from the state or regional centers)

Guiding Questions	Activities completed by Technical Assistance Provider and Implementation Team	<i>Activities</i>	Outcomes
<ul style="list-style-type: none"> Who are initial implementers? 	<ul style="list-style-type: none"> Assist in using criteria to select initial implementers 	<ul style="list-style-type: none"> Readiness checklist used 	<ul style="list-style-type: none"> Initial implementers selected
<ul style="list-style-type: none"> How do we begin implementation? 	<ul style="list-style-type: none"> Providing training, coaching, and TA to initial schools, district, and state 	<ul style="list-style-type: none"> Plan, schedule, and coordinate trainings 	<ul style="list-style-type: none"> Initial schools are implementing innovation
<ul style="list-style-type: none"> How do we monitor fidelity and outcomes? 	<ul style="list-style-type: none"> Provide evaluation tools and processes 	<ul style="list-style-type: none"> Tool(s) identified for monitoring fidelity and used to guide training and monitor implementation Outcome data system identified (e.g., SWIS) and used with exemplar schools 	<ul style="list-style-type: none"> Evaluation plan implemented and data system identified

Facilitated Exploration Activities

- Review sample Implementation plans
- Review sample evaluation plans
- Review process tools

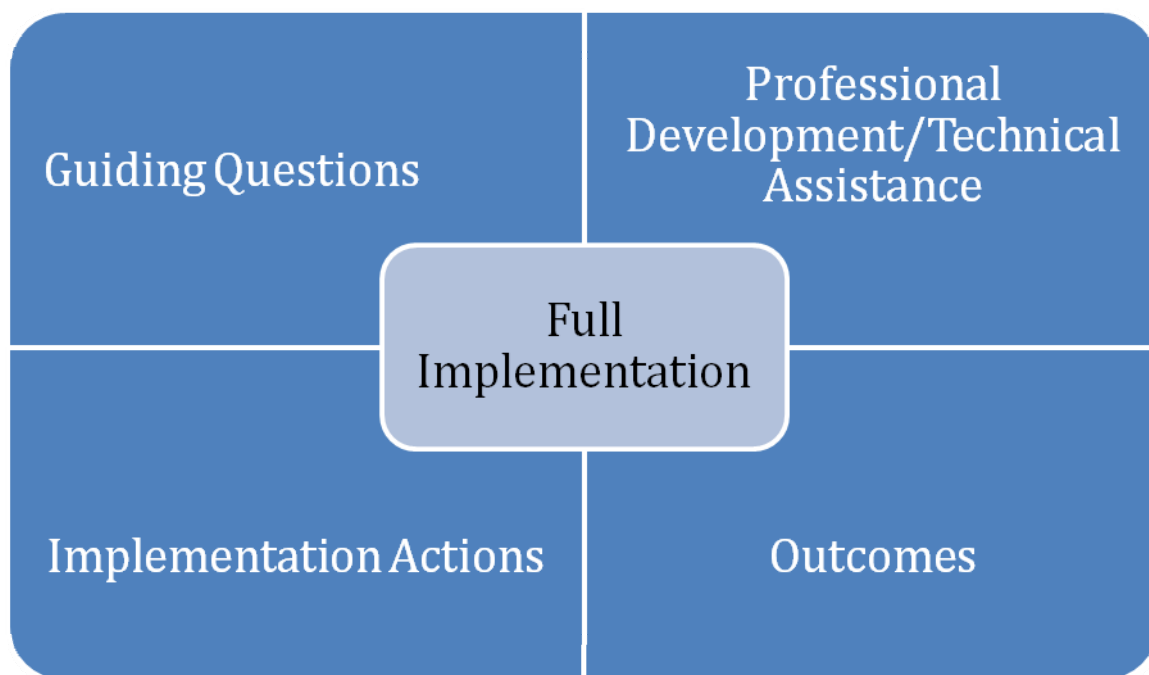
Item- Examples to be hyperlinked to items	In Place Not in Place	Action Step	Who is responsible?	When will item be complete?
Initial Implementers				
Trainers Identified				
Behavior Support Coaches Identified Role defined				
Building Level Administrators Identified Role defined				
Demonstration Sites Resources in place to establish demonstration sites				
Awareness events planned for building level leadership (can be single event series of events, school visits etc)				
Invitation to previews sent to local leadership				
Model schools invited- local examples used to build awareness				
Partnership Agreement between district and demo school secured				
Planning Phase (readiness criteria) for demo schools complete				
Demo schools identified				
Evaluation Plan				
Process tools in place to guide implementation (i.e. Team Implementation Checklist, Benchmarks of Quality, SET, EBS Self Assessment)				
Evaluation Plan in place and includes list of tools and due dates etc				
Database in place (i.e. pbs assessment and pbs eval)				
Progress Reports, Annual Reports, Newsletter, presentations linked to information in database- team has easy access to information				

Training Events for School Teams and Coaches

Training Events for School Teams and Coaches				
Training events are part of professional development calendar				
Credits/CEU available for attendees				
Partner with local university				
T1 Coaches Training Event scheduled				
Monthly Coaches meetings scheduled and planned on annual basis				
T1 Team Training Event scheduled				
Annual training events/meeting schedule planned for School teams				
Process Data informs training content				

Training Content for School Teams and Coaches

Training Content for School Teams and Coaches				
T1 Sample Overview Complete				
T1 Workbook Complete				
T1 Coach Overview Complete				
T1 Coach Workbook Complete				

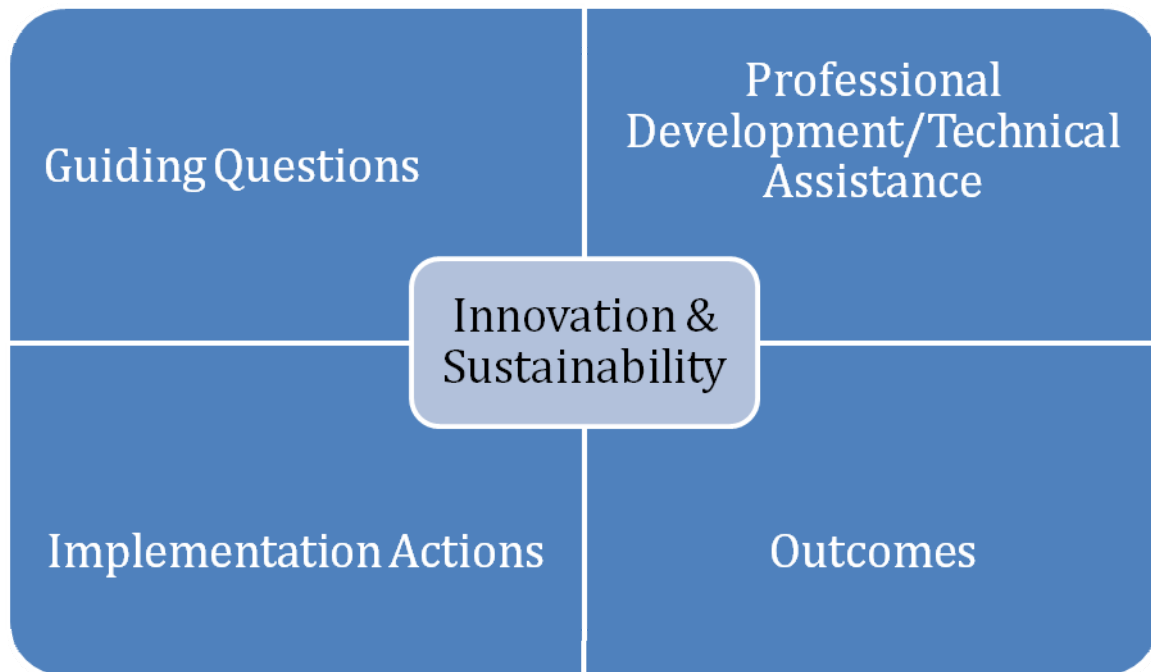


Full Implementation:

Innovation is implemented and sustained by local stakeholders and is well-integrated into policy/written documentation

Guiding Questions	Activities completed by Technical Assistance Provider and Implementation Team	Activities	Outcomes
<ul style="list-style-type: none"> • How do we build local training/coaching capacity? 	<ul style="list-style-type: none"> • Build local training capacity • Build local coaching capacity • Provide examples of TOT models 	<ul style="list-style-type: none"> • Exemplar schools identified and trained • First cohort of coaches identified and trained • Build plan for training trainers 	<ul style="list-style-type: none"> • Local capacity around coaching, training and TA is developed • Plan for scaling/TOT is in place
<ul style="list-style-type: none"> • What resources do we need to add more schools? 	<ul style="list-style-type: none"> • Assist in developing 	<ul style="list-style-type: none"> • Develop marketing plan 	<ul style="list-style-type: none"> • Needed resources are secured

	<p>marketing plan</p> <ul style="list-style-type: none"> • Facilitate understanding of infrastructure needed for scaling • Assist in developing plan for scaling 	<ul style="list-style-type: none"> • Assess existing resources and identify needs • Integrate innovation with professional development activities • Revise action plan for full implementation • Reallocation of roles (e.g., SPSY role changes) 	<ul style="list-style-type: none"> • Action plan used to guide full implementation
<ul style="list-style-type: none"> • How do we sustain fidelity and positive outcomes over time? 	<ul style="list-style-type: none"> • Provide models of recognition programs • Provide examples of ways to summarize data and conduct analyses 	<ul style="list-style-type: none"> • Select recognition program • Collect and analyze data • Coaches and trainers use blueprint to guide implementation initially and over time • Facilitators fluent with data tools (e.g., SWIS, progress monitoring tools) established and providing TA to schools • Outcome data used to guide modifications of training and TA 	<ul style="list-style-type: none"> • Recognition program instituted • Data summaries and cost/benefit analyses used to monitor outcomes



Guiding Questions	Activities completed by Technical Assistance Provider and Implementation Team	<i>Activities</i>	Outcomes
<ul style="list-style-type: none"> • How do we continue to braid innovation with new/existing initiatives? 	<ul style="list-style-type: none"> • Provide national examples • Use Audit as overall 	<ul style="list-style-type: none"> • Needs assessment conducted annually to determine 	<ul style="list-style-type: none"> • Formal process exists to blend new initiatives with SWPBS using logic of systems and outcome measures

	organizer	<p>professional development needs</p> <ul style="list-style-type: none"> • Professional development provided matched to needs assessment • Leadership committee established (in state or district) to monitor incoming initiatives and blend with innovation 	<p>necessary for implementation of the new (evidence-based) practice</p> <ul style="list-style-type: none"> • Local context adapted to as needed (e.g., new initiatives) •
<ul style="list-style-type: none"> • How do we become more efficient and effective? 	<ul style="list-style-type: none"> • Provide national examples 	<ul style="list-style-type: none"> • Assess what is and is not working in TA model • Modify training/TA provision as needed • Monitor fidelity and outcomes as innovation is adapted 	<ul style="list-style-type: none"> • Multiple methods for receiving/providing training and TA developed and implemented • Advancements in knowledge and skill provided to overall system • Innovation continues to be implemented with high degree of fidelity • Outcomes are maintained or enhanced over time
<ul style="list-style-type: none"> • How do we share what we have learned? 	<ul style="list-style-type: none"> • Provide examples of outlets (e.g., conferences, websites, politicians, school boards) 	<ul style="list-style-type: none"> • Identify who needs information— who to share with 	<ul style="list-style-type: none"> • Systems, practices, and outcomes shared • Funding secured for innovation for long-term