

Regional Assistance Grant Implementation Facilitator Roles and Expectations

Implementation Facilitators (IF) funded through the Regional Assistance Grant (RAG) should be knowledgeable about evidence-based school continuous improvement strategies, research-based strategies, implementation science, and systems improvement. The Implementation Facilitator will work with district and building leadership to identify high-quality Tier One instruction in all classrooms, including early childhood (where applicable), and take steps to improve instruction when needed.

The expectation for RAG-funded Implementation Facilitators (IFs) is to assist districts with schools identified for CSI in identifying their data-based needs to improve student achievement, inform the district and school's MICIP plan, and coordinate all efforts to help the CSI-identified district and schools manage improvement efforts. The RAG-funded IF will engage in regular, clear, and detailed communication with district and school leadership and any other partners, stakeholders, or vendors providing services to the district to support the CSI-identified school(s). The IF should understand why, what, and how supports are being delivered to schools and how supports align with the MICIP plan. All district and school personnel should view technical assistance and support as seamless and coordinated for the good of students.

All schools identified for CSI will receive RAG-funded supports. This is true regardless of Title receiving status and whether the district is operating under a signed Partnership Agreement.

The non-negotiables for all schools identified for CSI and their districts are:

- If the intermediate school district (ISD)/educational service agency (ESA) utilizes the IF position, the IF is the lead and central source of RAG information, service, and supports to the district and school.
- Supports and services are needs-based and mutually agreed upon by the ISD/ESA, the district, and the school.
- The IF and ISD/ESA will coordinate with Calhoun ISD to secure Technical Assistance Grant (TAG) Supports for CSI-identified schools, if requested by the district and school, to support their data-based needs. These supports are:
 - Systems work
 - Implementation Science
 - Continuous Improvement Science
- RAG-funded supports do not replace or duplicate TAG-funded services unless Calhoun ISD and the MDE note a documented capacity issue.

The non-negotiables for Implementation Facilitators working with districts and schools operating under a signed Partnership Agreement are:

- The Partnership Agreement is the primary driver of improvement efforts. All parties will obtain this from the districts they support and ensure that all services align with it.
- The IF will communicate regularly with the MDE Partnership District Liaison about the RAG supports and services provided to the partnership district and its schools.

- The partnership district superintendent has the final say in all supports. If the superintendent is not in agreement with the ISD/ESA or the Statewide Field Team staff or services, the staff and services will be adjusted to meet the superintendent's expectations.
- If a partnership district superintendent requests additional support from the Statewide Field Team, the Statewide Field Team will honor that request after contacting the ISD/ESA Consultant to inform them of the request and ensure that the support is coordinated with the ongoing work.
- The MDE expects each party providing support and services to inform the others involved in assisting the district/school to implement their Partnership and set up a communication plan to keep abreast of current initiatives. As noted, the RAG-funded IF will ensure regular and clear communication with the MDE Partnership Agreement Liaison (PAL). The common outcome of all the services and supports is to increase the systemic capacity of the adults in the system to improve every child's achievement, behavior, health, and social skills.

ROLES AND RESPONSIBILITIES OF THE IMPLEMENTATION FACILITATOR

- Upon initial identification of CSI status, assist the district and school in completing a needs assessment and writing or revising the MICIP plan to address the reasons for CSI status and meet the ESSA requirements specific to CSI identification status.
- Work with district and school teams to determine challenges to systems implementation and student achievement gains.
- Determine what TAG services could be implemented to meet those needs and align with the Partnership District Agreement in the case of Partnership Districts.
- Coordinate requests for TAG services with Calhoun ISD and ensure duplicative services are not being provided.
- Document needs and services in district service plans. Submit the district service plan with the RAG application in NexSys.
- Monitor delivery of RAG services.
 - If TAG supports have been selected as a service, the IF and other ISD/ESA staff supporting the district and school identified for CSI should attend these trainings with district/schools.
- Evaluate the impact of the RAG services in the End of Year Report.