



Selecting and defining what SEL approaches, practices and programs will be implemented

County Office of Education Facilitator's Guide



COE Facilitator's Guide

Purpose: The purpose of the facilitator's guide is to outline different ways that COEs can support LEAs and schools in the process of selecting SEL approaches, practice and programs and defining WHO needs to do WHAT differently to make change happen.

Tips and considerations for facilitating this activity

The role of an implementation support is to provide LEAs/schools with tools, training, coaching, and helping them implement with quality/reach fidelity. You can think about how you might facilitate activities through these different components.

If you will be facilitating this activity with LEAs/schools:

1. Download and read the school-facing activity guide. Consider whether the LEAs/ schools you are supporting are ready to have the type of concrete conversation the activity relies on. If they are not ready, what can you do to support them and get them to a place where they are ready to select SEL approaches and programs? For instance, do they need some warm up conversations? Do they require assistance setting up an implementation team? Are they having trouble with leadership engagement and buy-in?
2. If a LEA/school is ready to select SEL programs and approaches, think about what the support you will offer them to complete this step looks like. Examples might include:
 - a. Sending the activity to LEAs/schools to have them go through it independently and then setting up touchpoints to review their progress and provide assistance with any points they are stuck on
 - b. Setting up a series of meetings with LEAs/schools to go through the activity with them. Remember, if you are taking on an active facilitation role, then:
 - i. Be transparent about decision-making processes throughout the activity (i.e., "we have to reach consensus to agree to move forward with this") and ensure that these processes incorporate various viewpoints and balanced power.
 - ii. Make sure that everyone at the table has a voice.
 - iii. Send the activity guide to schools ahead of the meeting so they can begin to brainstorm before they arrive.



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3. Outside of this activity, leverage the opportunity of having regular touchpoints with LEAs/schools to discuss with them what resources they need at this stage of their implementation journey. In addition to supports such as turnkey resources and 1:1 assistance, discuss with them how you can support the development of their implementation-specific capacity and SEL-specific capacity.