



Understanding barriers and facilitators to change and selecting change strategies

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 assessing barriers and facilitators to the WHAT and selecting change strategies.

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 each LEA/school you are supporting is 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 assess barriers and facilitators to the SEL approaches they have selected and select change strategies? For instance, do they require some coaching to define their WHOs and WHATs more clearly?
2. If a LEA/school is ready to assess barriers and facilitators and select change strategies, decide on what the support will look like. Examples might include:
 - a. Sending the activity to schools to have them facilitate their barriers and facilitators assessment and selection of change strategies independently. You can set up touchpoints with a LEA/school following each of these steps to review their progress and provide assistance with any points they are stuck on.
 - b. If you are taking on an active facilitation role, consider setting up a meeting or series of meetings with LEAs/schools and potentially other groups involved with collecting and assessing barriers and facilitators, and selecting change strategies. Read through the activity guide to determine the number of meetings you might need and who will be invited. Remember, as an active facilitator:
 - 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. Following the completion of the barriers and facilitators assessment and selection of change strategies, reflect on what you observed through this process. The next step for LEAs/schools is to enact their selected change strategies. Are they ready to do this or did issues emerge during this process that require their attention before moving forward? If so, how can you support LEAs/schools in resolving these?