



# State Capacity Assessment (SCA) for Scaling Up Evidence-Based Practices

**Fixsen, D., Ward, C., Duda, M., Horner, R., & Blase, K.**

STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER

**State Capacity Assessment (SCA)**  
**for Scaling up Evidence-Based Practices**

**August 2015**  
**v.25.3**

Dean Fixsen, Caryn Ward, Michelle Duda, Rob Horner\*, Karen Blase

State Implementation and Scaling up of Evidence-based Practices Center

University of North Carolina at Chapel Hill

University of Oregon \*

Related Information

[www.scalingup.org](http://www.scalingup.org)



## Suggested Citation

Fixsen, D.L., Ward, C. S., Duda, M.A., Horner, R. & Blase, K.A. (2015). *State Capacity Assessment (SCA) for Scaling Up Evidence-based Practices (v. 25.3)*. Chapel Hill, NC: State Implementation and Scaling up of Evidence Based Practices Center.  
[www.activeimplementation.org/resources/category/systemic-change](http://www.activeimplementation.org/resources/category/systemic-change)

© 2011-2021 Dean Fixsen and Caryn Ward



This content is licensed under Creative Commons license CC BY-NC-ND, Attribution-NonCommercial-NoDerivs. You are free to share, copy, distribute and transmit the work under the following conditions: Attribution — You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work); Noncommercial — You may not use this work for commercial purposes; No Derivative Works — You may not alter, transform, or build upon this work. Any of the above conditions can be waived if you get permission from the copyright holder.

*We ask that you let us know how you use these items so we can use your experience and data to improve and expand the assessment. Thank you.* [info@activeimplementation.org](mailto:info@activeimplementation.org)

© 2011-2021 Dean Fixsen and Caryn Ward

The primary purpose of the State Capacity Assessment (SCA) is to assist state agency, regional education agencies, and school districts implement effective innovations that benefit students. The *capacity* of a state to facilitate implementation refers to the systems, activities, and resources that are necessary to successfully adopt and sustain Effective Innovations.

---

## Introduction

### Purpose

The purpose of the State Capacity Assessment is to:

1. Provide a State Management Team with a regular measure of the state capacity for full and effective use of effective innovations
2. Provide a structured process for the development of a State Capacity Action Plan
3. Provide other State Education Agency (SEA) teams with information to monitor progress towards state capacity-building goals
4. Support a common infrastructure for effective education for all students

### Timeframe

The assessment is completed twice a year in the Fall and Spring.

### Respondents

The respondents are knowledgeable raters including State Transformation Specialists (STs); relevant State Management Team (SMT), Design Team, and Regional Implementation Team (RIT) members; and other staff intentionally selected for their implementation knowledge, experience, and leadership in the state

### Acronym Key (alphabetical):

- District Capacity Assessment (DCA)
- District Implementation Team (DIT)
- Regional Implementation Team (RIT)
- Regional Capacity Assessment (RCA)
- State Capacity Assessment (SCA)
- State Design Team (SDT)
- State Management Team (SMT)
- State Transformation Specialist (STS)

## Related Resources:

Fixsen, D. L., Ward, C., Ryan Jackson, K., Blase, K., Green, J., Sims, B., . . . Preston, A. (2018). *Implementation and Scaling Evaluation Report: 2013-2017*. State Implementation and Scaling up of Evidence Based Practices Center. Retrieved from [www.activeimplementation.org/resources/category/systemic-change](http://www.activeimplementation.org/resources/category/systemic-change)

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation Research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). Retrieved from [www.activeimplementation.org/resources/implementation-research-a-synthesis-of-the-literature](http://www.activeimplementation.org/resources/implementation-research-a-synthesis-of-the-literature)

Fixsen, D. L., Blase, K. A., & Van Dyke, M. K. (2019). *Implementation practice and science* (1st ed.). Chapel Hill, NC: Active Implementation Research Network.

Fixsen, D. L., Blase, K. A., Metz, A., & Van Dyke, M. K. (2013). Statewide implementation of evidence-based programs. *Exceptional Children (Special Issue)*, 79(2), 213-230.

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). *District Capacity Assessment*. State Implementation and Scaling up of Evidence Based Practices Center.

Fixsen, D. L., Blase, K. A., & Fixsen, A. A. M. (2017). Scaling effective innovations. *Criminology & Public Policy*, 16(2), 487-499. doi:10.1111/1745-9133.12288

## Process and Key Roles

The SCA administration process consists of interacting with the SCA respondents by:

1. Introducing the SCA and its purpose
2. Providing an overview of the process for completing the SCA
3. Introducing the concepts or big ideas
4. Reading each item aloud and providing any necessary clarification
5. Facilitating the discussion and voting process
6. Recording the score for each item
7. Downloading data documents from [sisep.org](http://sisep.org) and sending them to the STSs or a designated team member no later than 5 business days post administration
8. Summarizing notes and observations and sending them to the STSs or a designated team member no later than 5 business days post administration. The notes are used to supplement the SCA scores to facilitate action planning by the State team

The key roles required to carry out the SCA administration process are described in the table below:

<b>Administrator</b>	<ul style="list-style-type: none"> <li>• A trained individual responsible for leading the discussion and adhering to the SCA Administration Protocol. This individual typically is external to the State Team.</li> <li>• Administrators do not vote.</li> </ul>
<b>Facilitator</b>	<ul style="list-style-type: none"> <li>• An individual who has a relationship with the respondents and experience in the state who supports the Administrator by helping to contextualize items for respondents or provide examples of work in which the state has engaged.</li> <li>• Facilitators do not vote.</li> </ul>
<b>Note taker</b>	<ul style="list-style-type: none"> <li>• Records ideas shared for action planning, and any adaptive issues or parking lot items that are raised during administration. Note taker may participate in conversations to gain clarity for notes.</li> <li>• Note takers do not vote.</li> </ul>
<b>Respondents</b>	<ul style="list-style-type: none"> <li>• Respondents are knowledgeable raters including State Transformation Specialists (STs); relevant State Management Team (SMT), Design Team, and Regional Implementation Team (RIT) members; and other staff intentionally selected for their implementation knowledge, experience, and leadership in the state</li> <li>• Respondents vote on each item.</li> </ul>
<b>Observer</b>	<ul style="list-style-type: none"> <li>• Observers are invited <u>with permission</u> of the State team to learn about the SCA process or the activities in the State.</li> <li>• Observers do not participate in discussions or votes.</li> </ul>

## Preparation for the SCA and Administration

Prior to administering the SCA the following should be in place:

1. The leadership of the state education agency (SEA) and the members of the State Management Team (SMT) agree to SCA administration and the commitment of time
2. Materials to be assembled in preparation for SCA administration include:
  - a. Previously completed SCA forms and data or reports from previous SCAs if applicable
  - b. Blank copies of the SCA items (paper or electronic) accessible to all respondents
  - c. Data sources to inform SCA assessment (State Capacity Implementation Plan needed at a minimum)

## Scoring

During an in-person meeting the SCA Administrator uses the *SCA Scoring Guide* to encourage the respondents to discuss each item and come to consensus on the final score for each item. The respondents score each item on a 0-1-2 scale using a *simultaneous and public voting process*. This type of voting process facilitates participation of all respondents and neutralizes any potential power influences in the voting process. When asked to vote (e.g., “ready, set, vote”), respondents simultaneously hold up either two fingers to vote “fully in place,” one finger to vote “partially in place,” or a closed hand to vote “not in place.”

The goal is to arrive at a consensus vote that is then recorded. If unanimous agreement is reached on the first vote the Administrator moves on to the next question. If not, the Facilitator invites an open but brief discussion of the reasons for differences in scoring. The group is asked to vote again. The goal is to reach consensus on this second vote. Consensus means that the voters in the minority can live with and support the majority decision on an item. If the voters in the minority persist in not being able to live with the majority vote, the Note Taker records the item and the issue and the Facilitator encourages further discussion at a later time. The results of the second vote are then recorded so that the results can be scored and graphed. If the team is unable to arrive at consensus on an item, the **SMT** may want to assure respondents have access to additional data sources prior to the next administration of the SCA.

## Research Basis and Outcomes from the SCA Completion

The research basis of the SCA is derived from the implementation science research literature and the Active Implementation Frameworks. The Active Implementation Frameworks “help define what needs to be done (Effective Innovations), how to establish what needs to be done, who will do the work (effective implementation), and establish the hospitable environment for the work (enabling contexts) to accomplish the positive outcomes” (Fixsen, et al., 2005). The

Active Implementation Frameworks are universal and apply to any attempt to use Effective Innovations. Once an **Effective Innovation** has been identified, and the Implementation Teams have been established, the work is guided by active Implementation Teams using the Implementation Drivers, Improvement Cycles, and Implementation Stages.

The SCA assesses how **SEAs** support regions, districts, and schools in developing implementation capacity for use of an **Effective Innovation** to realize the desired outcomes.

SCA Items Mapping to Active Implementation Practices and corresponding subscales:

<b>Implementation Practices and Subscales</b>	<b>SCA Item #:</b>
<i><b>SMT Investment</b></i>	
• <b>Implementation Roles and Functions</b>	1, 2, 3
• <b>Coordination for Implementation</b>	4, 5, 6, 7, 8, 9, 10
• <b>Leadership</b>	11, 12
<i><b>System Alignment</b></i>	
• <b>Implementation Guidance Documents</b>	13, 14
• <b>State Design Team</b>	15, 16, 17
<i><b>Commitment to Regional Implementation Capacity</b></i>	
• <b>Resources for Regional Implementation Capacity</b>	18, 19, 20, 21, 22
• <b>Support for RIT Functioning</b>	23, 24, 25

Intended outcomes from SCA completion:

1. Review and utilize the summary report with (a) Total score, (b) Sub-scale Scores, and (c) Item Scores to identify areas of strength and need
2. Identify priorities to address within an action plan

3. Develop and create a State Capacity Implementation Plan that defines immediate and short-term actions to improve implementation capacity required to use Effective Innovations

### Administration Prerequisites

SISEP provides training for each SCA Administrator. SISEP also arranges access to [sisep.org](http://sisep.org), a web-based application that allows **State Management Teams** to complete, store, and view the results of the SCA. Team scores are entered electronically, and reports are generated during the scoring meeting to view (a) Total Scores, (b) Sub-scale Scores, and (c) Item Scores. These data are used to assess current implementation supports, monitor progress across time, and plan actions that will improve implementation capacity.

SISEP.org	
User Types	Description
<b>Coordinator</b>	A coordinator can add surveys to a region, add users to a region, take surveys, and view reports.
<b>Team Member</b>	A team member may view reports for their state but not enter or manipulate data.

## SCA Administration Fidelity Checklist

Protocol Steps	Step Completed?		
	Y=Yes	N=No	N/A= unsure or not applicable
1. <b>Respondents Invited</b> -Administrator assures attendance of knowledgeable raters including STSs; relevant SMT, Design Team, RIT members; and others	Y	N	N/A
2. <b>Prepare Materials in Advance</b> -Administrator makes paper copies of a blank SCA (one for each member of the team) and sets up a room with a laptop, LCD projector, internet connection, and conference phone (video if possible)	Y	N	N/A
3. <b>Overview</b> -Administrator provides a review of SCA, purpose, definition of implementation capacity development, and instructions for voting	Y	N	N/A
4. <b>Administration</b> - Facilitator gives each member a copy of a blank SCA	Y	N	N/A
5. <b>Administration</b> -Blank SCA is projected on screen for entire team to review. If team is using sisep.org, the web based version is projected on the LCD screen	Y	N	N/A
6. <b>Administration</b> - Administrator reads each item. The administrator then summarizes the 2-point response for the item and directs the respondents to read the rubric to themselves. When respondents have had sufficient time to review the rubric, the Facilitator says, “ready, set, vote” and all respondents vote simultaneously and publicly to neutralize influence in the voting process (e.g. hold up 2 fingers to vote “fully in place,” 1 finger to vote “partially in place,” or a closed hand to vote “not in place” or holds up a card with the number 2, 1, or 0).	Y	N	N/A
7. <b>Administration</b> -Facilitator tallies the votes and notes agreement or discrepancies	Y	N	N/A
8. <b>Consensus</b> -If complete agreement is reached, move on to the next question. If not, the Facilitator invites an open and brief discussion of the reasons for differences in scoring. The group is asked to vote again. The goal is to reach consensus on this second vote. Consensus means that the voters in the minority can live with and support the majority decision on an item. If the voters in the minority persists in not being able to live with the majority vote, the Note Taker records the item and issue and the Facilitator encourages further discussion at a later time.	Y	N	N/A
9. <b>Recording</b> -Administrator documents each vote on sisep.org which is projected for all respondents to see, the Note Taker records votes on a back-up paper copy.	Y	N	N/A
10. <b>Repeat steps 7 through 10 until each item is completed</b>	Y	N	N/A
11. <b>Data summary</b> - After the last question has been asked and answered, the Administrator clicks the link on sisep.org to display graphs of total scores and subscale scores	Y	N	N/A
12. <b>Review</b> -While viewing the graphs, Administrator highlights all of the subscales that moved in a positive direction and celebrates progress toward 80% or better subscale scores	Y	N	N/A
13. <b>State Status Review</b> - Facilitator initiates a discussion of updates on achievements, progress, and major milestones or barriers that have occurred since previous administration	Y	N	N/A
14. <b>Action</b> -Facilitator asks respondents to discuss three domains they would like to set as action planning and reporting agenda items for their regular meetings	Y	N	N/A
15. <b>Conclusion</b> -Administrator thanks the team for their openness and for sharing in the discussion	Y	N	N/A
<b>TOTAL:</b>			

## Scoring Form

State Name:	Date:		
SCA Administrator:	Facilitator:		
SCA Respondents:			
SCA Note Taker:			
<p><b>Directions:</b> The State Management Team and others complete the State Capacity Assessment (SCA) together by using the <i>SCA Scoring Guide</i> to discuss each item and come to consensus on the final score for each item. If the team is unable to arrive at consensus, additional data sources for each item are documented in the <i>SCA Scoring Guide</i> and should be used to help achieve consensus on future administrations. Scores are recorded on this <i>Scoring Form</i> below and then entered into SISEP.org.</p>			
Item	Score		
1. There is a State Management Team to provide leadership for the State Education Agency (SEA)	0	1	2
2. The SMT meets frequently to provide leadership	0	1	2
3. The SMT meeting agendas focus on implementation capacity development	0	1	2
4. SMT provides executive leadership for implementation capacity development	0	1	2
5. State Transformation Specialist (STS) role is identified	0	1	2
6. Each STS is physically located in the SEA department to facilitate communication	0	1	2
7. Each STS assumes major responsibility for supporting the development of implementation capacity at State, regional, district, and school levels	0	1	2
8. SMT provides necessary and sufficient funding for STS FTE	0	1	2
9. Each STS regularly provides the SMT with information about implementation capacity development	0	1	2
10. Each STS has regular direct access and contact with two or more members of the SMT	0	1	2
11. SMT regularly communicates their support for implementation capacity development efforts at both statewide and district meetings	0	1	2
12. SMT describes aspects of implementation and scaling using a variety of communication methods	0	1	2
13. SEA has a written process for identifying and supporting effective innovations in education	0	1	2
14. SEA outlines the provision of implementation supports as a primary purpose of regional educational agencies	0	1	2
15. The SEA (e.g. SMT and STSs) has a State Design Team (SDT)	0	1	2
16. The SDT uses effective team meeting processes.	0	1	2
17. State Design Team agendas include learning about and supporting the use of statewide implementation capacity	0	1	2
18. SMT allocates resources to regional implementation capacity development	0	1	2
19. SMT and STSs engage in Exploration Stage activities with regional education agencies (REAs) to develop the REAs implementation capacity	0	1	2
20. SMT and STSs engage in Installation Stage activities with REAs to develop implementation capacity	0	1	2

---

## Scoring Form (continued)

21. SMT and STSs provide support for the formation of Regional Implementation Teams (RITs)	0	1	2
22. SEA assures RIT members have sufficient time dedicated to work of implementation capacity development	0	1	2
23. SEA conducts regular assessments of RIT functioning	0	1	2
24. SMT regularly reviews information and data about implementation and capacity development	0	1	2
25. SMT engages in action planning using data and information	0	1	2

## Scoring Guide

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
1. There is a State Management Team to provide leadership for the State Education Agency (SEA).	The SMT includes the Chief State School Officer (CSSO) and/or Deputy CSSO and State department of education decision makers who provide leadership for general education, special education and management	The SMT includes the Chief State School Officer (CSSO) and/or Deputy CSSO and some State department of education division leaders	The SMT includes the Chief State School Officer (CSSO) and/or Deputy CSSO and others who are invited as needed	SMT meeting minutes
2. The SMT meets frequently to provide leadership.	The SMT meets frequently (at least twice a month) to provide leadership for the State department of education	The SMT meets frequently (at least monthly) to provide leadership for the State department of education	SMT meets on occasion	SMT meeting minutes
3. The SMT meeting agendas focus on implementation capacity development	At least one SMT meetings each month includes sufficient time (typically one hour) to focus on implementation capacity development (e.g. implementation functions; organization and system change methods; implementation related data)	At least one SMT meeting each month includes some time (at least 30 minutes) to focus on implementation content (e.g. implementation functions; organization and system change methods)	SMT meetings do not include implementation capacity development as a standing agenda item	SMT meeting minutes

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
4. SMT provides executive leadership for implementation capacity development	The CSSO and/or Deputy CSSO has assigned at least two SMT members to provide leadership for implementation capacity development in the State	The CSSO and/or Deputy CSSO has assigned one SMT member to provide leadership for implementation capacity development in the State	No SMT member has been assigned to provide leadership for implementation capacity development in the State	SMT meeting minutes or SMT member position descriptions
5. State Transformation Specialist (STS) role is identified	There are two or more people (general and special education) identified as “State Transformation Specialists” (STSs)	There is one person (general or special education) identified as a “State Transformation Specialist” (STS)	There is no one identified as a “State Transformation Specialist” (STS)	Position description Interview Protocol SMT Meeting Minutes
6. Each STS is physically located in the SEA department to facilitate communication	Each STS is physically located in the State department of education space	At least one STS is physically located in the State department of education space	No STS is physically located in the State department of education space	Position Description Office Assignments
7. Each STS assumes major responsibility for supporting the development of implementation capacity at State, regional, district, and school levels	There is an approved position description in the State department of education that specifies each STS is assigned to implementation and scaling leadership and coordination in the State	There is no approved position description that specifies the roles and responsibilities of STSs related to implementation capacity development in the State department of education although each STS is assigned tasks related to implementation and scaling leadership and coordination in the State	There is no approved position description and no assignments related to implementation and scaling leadership and coordination in the State	Position description

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
8. SMT provides necessary and sufficient funding for STS FTE	Each STS is funded full time with 1.0 FTE time dedicated to implementation and capacity development	Each STS is funded full time with at least .50 FTE time dedicated to implementation and capacity development	There is less than .25 FTE specific funding for STS time dedicated to implementation and capacity development	SMT meeting minutes  Position description
9. Each STS regularly provides the SMT with information about implementation capacity development	Each STS attends each regularly scheduled SMT meeting and provides information about implementation capacity development	Each STS attends SMT meetings when invited and provides information about implementation capacity development	Each STS rarely or never attends SMT meetings and/or if in attendance does not provide information about implementation capacity development	SMT meeting minutes
10. Each STS has regular direct access and contact with two or more members of the SMT	Between SMT meetings each STS has direct access to and contact with two or more members of the SMT (e.g. general education and special education leaders; managing Assistant Superintendent and policy director) to discuss implementation progress, problems, and facilitators regarding developing implementation capacity in the state.	Between SMT meetings each STS has direct access to and contact with one member of the SMT (e.g. general education and special education leaders; managing Assistant Superintendent and policy director) to discuss implementation progress, problems, and facilitators regarding developing implementation capacity in the state.	Between SMT meetings each STS has no regular direct access to and contact with any members of the SMT	Meeting calendar appointments
11. SMT regularly communicates their support for implementation	One or members of the SMT quarterly communicates their support for implementation capacity	One or more members of the SMT twice a year communicates their support for implementation capacity development	SMT members do not communicate their support for implementation capacity development efforts at	Meeting Agendas & Minutes

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
capacity development efforts at both statewide and district meetings	development efforts at both statewide and district meetings	efforts at both statewide and district meetings	both statewide and district meetings	
12. SMT describes aspects of implementation and scaling using a variety of communication methods	SMT members describe aspects of implementation and scaling using two or more communication methods (public meetings, newsletters, websites, etc.)	SMT members describe aspects of implementation and scaling using at least one communication method (e.g., public meetings, newsletters, websites, etc.)	No members of the SMT describe aspects of implementation and scaling in public meetings, newsletters, websites, etc.	Communication Plan Memoranda Documents
13. SEA has a written process for identifying and supporting effective innovations in education	State Education Agency (SEA) has written and publicly available documents that describe methods for identifying and supporting effective innovations in education	State Education Agency (SEA) has written documents that describe methods for identifying and supporting effective innovations in education	State Education Agency (SEA) has no documents that describe methods for identifying and supporting effective innovations in education	Written documents
14. SEA outlines the provision of implementation supports as a primary purpose of regional educational agencies	The SEA has written guidance documents that describe or require providing implementation supports to districts as a primary purpose of regional educational agencies (e.g. ESDs, ECs, Service Co-ops, AEAs, ISDs)	The SEA has verbally agreed that providing implementation supports to districts is a primary purpose of regional educational agencies (e.g. ESDs, ECs, Service, Co-ops, AEAs, ISDs)	The SEA has made no statement that describes providing implementation supports to districts is a primary purpose of regional educational agencies (e.g. ESDs, ECs, Service, Co-ops, AEAs, ISDs)	SMT meeting minutes Written documents RFAs for grants and/or contracts

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
15. The SEA (e.g. SMT and STSs) has a State Design Team (SDT)	The SEA (e.g. SMT and STSs) has a State Design Team (SDT) with eight or more members including leaders from each of the major initiatives/departments in the State to assure cross-departmental team representation	The SEA has a SDT made up of four or more members including leaders of major initiatives within a single department of the SEA.	The SEA (e.g. SMT and STSs) does not have a State Design Team (SDT)	List of team members, roles, and job titles

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
16. The SDT uses effective team meeting processes.	<p>The State Design Team meets at least once each month with 80% to 100% attendance at each meeting</p> <p>-AND-</p> <p>Meeting roles are defined and consistently assigned and used (e.g., facilitator, recorder)</p> <p>-AND-</p> <p>Process is in place and used for absent team members to receive updates shortly following the meeting</p> <p>-AND-</p> <p>Team completes assignments and documents progress outlined on an action plan within designated timelines</p>	<p>The State Design Team meets at least once every other month with 80% to 100% attendance at each meeting</p> <p>-AND-</p> <p>Meeting roles and responsibilities are not well-defined or are inconsistently used during the meeting</p> <p>-OR-</p> <p>Absent team members are inconsistently updated following meetings</p> <p>-OR-</p> <p>Assignments are inconsistently completed within the designated timelines</p>	<p>The State Design Team meets occasionally with unpredictable attendance at each meeting</p>	<p>Meeting schedule</p> <p>Meeting Agendas, Minutes, and Attendance</p>
17. State Design Team agendas include learning about and supporting the use of statewide implementation capacity	<p>State Design Team agendas include learning about and supporting the use of statewide implementation capacity by:</p> <ul style="list-style-type: none"> <li>Promoting the blending of implementation functions across initiatives (e.g. RFP requirements)</li> </ul>	<p>State Design Team agendas include learning about and supporting the use of statewide implementation capacity by:</p> <ul style="list-style-type: none"> <li>Promoting the blending of implementation functions across initiatives (e.g. RFP requirements)</li> </ul>	<p>State Design Team agendas usually are not related to statewide implementation capacity development</p>	<p>Meeting minutes</p> <p>Meeting Materials</p> <p>Data Reports</p>

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
	<ul style="list-style-type: none"> <li>• Making recommendations regarding redeployment or reallocation of responsibilities and resources (e.g. position descriptions)</li> <li>• Promoting aligned data systems to inform decisions</li> <li>• Regularly reviewing implementation and outcome data (e.g. fidelity, effort, outcomes)</li> <li>• Continually improving implementation capacity in the form of RITs</li> </ul>	<ul style="list-style-type: none"> <li>• Making recommendations regarding redeployment or reallocation of responsibilities and resources (e.g. position descriptions)</li> </ul>		
18. SMT allocates resources to regional implementation capacity development	The SMT allocates sufficient resources (time, personnel, materials, etc.) to regional agencies specifically for developing regional implementation capacity	The SMT allocates limited resources (time, personnel, materials, etc.) to regional agencies specifically for developing regional implementation capacity	The SMT does not allocate resources (time, personnel, materials, etc.) to regional agencies related to developing regional implementation capacity	<p>General fund budget allocations</p> <p>Contract budget allocations</p> <p>Grant budget allocations</p>

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
<p>19. SMT and STSs engage in Exploration Stage activities with regional education agencies (REAs) to develop the REAs implementation capacity</p>	<p>The SMT and STSs engage in Exploration Stage activities with REAs including at least:</p> <ul style="list-style-type: none"> <li>• Meeting(s) with REA leadership to discuss the benefits of developing the REA’s implementation capacity</li> <li>• Decision-making protocol to arrive at a mutual decision to proceed (or not) with implementation capacity development work within a region</li> <li>• Readiness activities that will get REAs prepared for engaging in Installation Stage work with the SMT and STSs</li> </ul>	<p>The SMT and STSs engage in only a few of the Exploration Stage activities with REAs</p> <ul style="list-style-type: none"> <li>• Decision-making protocol to arrive at a mutual decision to proceed (or not) with implementation capacity development work within a region</li> </ul>	<p>The SMT and STSs do not engage in Exploration Stage activities with REAs</p>	<p>Documentation of Exploration Stage activities with REAs and which REAs and REA staff have participated in those activities.</p> <p>Decision making protocol for mutual selection</p>
<p>20. SMT and STSs engage in Installation Stage activities with REAs to develop implementation capacity</p>	<p>SMT and STSs engage in Installation Stage activities with REAs including at least:</p> <ul style="list-style-type: none"> <li>• Assistance in the formation of Regional Implementation Teams (RITs)</li> </ul>	<p>SMT and STSs engage in only a few of the Installation Stage activities with REAs</p> <ul style="list-style-type: none"> <li>• Assistance in the formation of Regional Implementation Teams (RITs)</li> </ul>	<p>SMT and STSs do not engage in Installation Stage activities with REAs</p>	<p>Documentation outlining Installation Stage based implementation activities and which regions have received those supports</p>

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
	<ul style="list-style-type: none"> <li>• Collection of baseline regional capacity data</li> <li>• Action planning based on baseline data that includes next steps to engage in installation stage activities</li> <li>• Initiate training of RIT members to assure the knowledge, skills, and abilities necessary for successful district implementation</li> <li>• Co-facilitation of meetings with RIT membership and leadership that focus on capacity development and action planning</li> <li>• Coaching of RIT members to build fluency in using implementation science</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of baseline regional capacity data</li> <li>• Action planning based on baseline data that includes next steps to engage in installation stage activities</li> </ul>		
21. SMT and STSs provide support for the formation of Regional Implementation Teams (RITs)	SMT and STSs provide guidance and ongoing feedback on the selection process for RIT composition by focusing on the following key features:	SMT and STSs provide guidance and ongoing feedback on the selection process for RIT composition by focusing on some of the key features related to forming a RIT	SMT and STSs provide no support or guidance related to the selection process for RIT composition	List of RIT members and job titles  Team selection criteria  Team selection protocols

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
	<ul style="list-style-type: none"> <li>• Cross-departmental team composition (e.g., general education and special education)</li> <li>• Team size (five or more team members)</li> <li>• Experience of team members (e.g., successful use of Effective Innovations (EIs), positive relationships with staff, adequate time to fulfill responsibilities)</li> </ul> <p style="text-align: center;">-AND-</p> <p>RIT selection process results are used to strengthen the SEA staff's Exploration and Installation Stage activities</p>			Evidence of changes and improvements in Exploration and Installation Stage activities

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
22. SEA assures RIT members have sufficient time dedicated to work of implementation capacity development	The SEA (e.g. SMT and STSs) assures or confirms that at least 3 RIT member has at least 0.50 FTE time dedicated to the implementation capacity development work of the RIT	The SEA (e.g. SMT and STSs) assures or confirms that at least 3 RIT member has at least 0.25 FTE time dedicated to the implementation capacity development work of the RIT	RIT membership does not meet the qualification for a one point score.	Written documents
23. SEA conducts regular assessments of RIT functioning	The SEA (e.g. SMT and STSs) conducts assessments of RIT functioning (e.g., Regional Capacity Assessment) at least two times each year -AND- RIT assessment results are used to strengthen the SEA staff's Exploration and Installation Stage activities and improve SEA supports for RIT implementation fluency	The SEA (e.g. SMT and STSs) conducts assessments of RIT functioning (e.g., Regional Capacity Assessment) at least once each year -AND- RIT assessment results are used to strengthen the SEA staff's Exploration and Installation Stage activities and improve SEA supports for RIT implementation fluency	Assessments of RIT functioning are not conducted -OR- RIT assessment results are not used to improve SEA supports for RIT implementation fluency.	Assessment results & reports  STS and REA Action plans

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
24. SMT regularly reviews information and data about implementation and capacity development	At least annually, the SMT reviews regional, district, and school data regarding the: <ul style="list-style-type: none"> <li>• presence and quality of implementation supports,</li> <li>• fidelity of use of education innovations, and</li> <li>• impact on student outcomes</li> </ul>	At least annually, the SMT reviews regional, district, and school data regarding the: <ul style="list-style-type: none"> <li>• presence and quality of implementation supports</li> </ul>	The SMT does not review regional, district, and school data related to implementation supports	Meeting Minutes  Reports
25. SMT engages in action planning using data and information	The SMT regularly reviews (at least quarterly) results of action planning and action plans are adjusted as needed to enhance implementation and capacity development (practice- policy communication cycle)	The SMT regularly reviews (at least annually) results of action planning and action plans are adjusted as needed to enhance implementation and capacity development (practice-policy communication cycle)	The SMT does not have action plans related to implementation and capacity development	Meeting Minutes  Action plans

## Scoring the SCA

The SCA generates four scores: (a) Total score: the mean of scores for all 40 items, (b) Subscale scores: the mean of scores for each of the 11 subscales, (c) Sub-Subscale Scores: the mean of scores for each domain, and (d) individual item scores.

### For Web-based Scoring

If you are not registered on [sise.org](http://sise.org) for data entry and generating reports, please contact Caryn Ward [caryn.ward@unc.edu](mailto:caryn.ward@unc.edu) to learn more about access requirements.

### For Manual Scoring

The table below is used to provide to build sub-scale and total scores when the SCA is completed by hand.

Subscale/Sub Subscale	# of Items	Actual Points / Points Possible	Percentage of Points: Actual/Possible	Subscale Total Points/Points Possible	Total # of Items with a score of 0 or 1*
<b>SMT Investment</b>					
Implementation Roles and Functions	3	___ / 6		___ / 24	
Coordination for Implementation	7	___ / 14			
Leadership	2	___ / 4			
<b>System Alignment</b>					
Implementation Guidance Documents	2	___ / 4		___ / 10	
State Design Team	3	___ / 6			
<b>Commitment to Regional Implementation Capacity</b>					
Resources for Regional Implementation Capacity	5	___ / 10		___ / 16	
Support for RIT Functioning	3	___ / 6			
<b>SCA Total Scores: Points Possible and Percentage</b>	25	<b>Sum ___ / 50</b>	<b>___ / 100</b>	___ / 50	

## Action Planning and Summary

For any item listed below a “2” consider actions that may be completed within the next 3 to 6 months. Define the action, designate who is responsible for leading the action planning, decide when the actions it will be accomplished, and decide when updates on the actions will be reviewed to monitor progress and solve problems.

Item	Actions	Who	When	Next Update
<b>Section 1: State Management Team (SMT) Investment</b>				
Implementation Roles and Functions				
Coordination for Implementation				
Leadership				
<b>Section 2: System Alignment</b>				
Implementation Guidance Documents				
State Design Team				
<b>Section 3: Commitment to Regional Implementation Capacity</b>				
Resources for Regional Implementation Capacity				
Support for RIT Functioning				