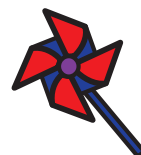EARLY CHILDHOOD COMPREHENSIVE SYSTEMS

Strengthening Maternal and Early Childhood Leadership Capacity for System-Level Transformation

Driver Diagram and Change Package

HRSA Maternal & Child Health

Early Childhood Systems TECHNICAL ASSISTANCE & COORDINATION CENTER

Contents

Introduction

The prenatal-to-three (P-3) period is a critical time of growth for young children with a limited window of opportunity to provide needed and equitable support to them and their families. However, many families who could benefit from connecting with supportive maternal and early childhood services face challenges navigating these complex and often disconnected systems. Leaders working to align and integrate them may lack essential supports and capacity, including funding, buy-in, time, direction, and resources. In addition, they may feel unprepared to lead effectively, as they are often employed in middle management roles and function broadly as a coalition or initiative coordinator. This can result in the challenge of "leading from the middle,"[1] where they must influence multiple organizations and people with varying goals, interests, and buy-in without having formal authority.

Organizations must make strong investments to equip system leaders and support a culture of learning, improvement, and innovation. System leaders must possess patience, perseverance, and adaptability, as systems-level change is long-term work and conditions will undoubtedly shift over time. Different competencies and attributes will be particularly valuable and needed at different stages of the work.[2] System leaders will need a comprehensive blend of knowledge and skills[3] that enable them to be responsive and meaningfully move collaborative efforts forward to address consensus priorities.

Purpose

The change package is a quality improvement tool intended for use by Early Childhood Comprehensive Systems (ECCS) Health Integration P-3 awardees and their partners. It provides many change ideas and a menu of options to inform continuous quality improvement (CQI) projects. The Early Childhood Systems Technical Assistance & Coordination Center (ECS-TACC) team encourages awardees to selectively test change ideas based on their unique circumstances and needs, as not all change ideas will be applicable for all awardees.

Definitions

Term	Definition
MATERNAL AND EARLY CHILDHOOD SYSTEMS	The maternal and early childhood systems may encompass, but are not limited to, home visiting, early care and education, family and social supports, income assistance and basic needs, physical health (i.e., pre- and postnatal care, pediatric or family care), oral health, mental and behavioral health, child welfare, and employment training and education.
CONTINUOUS QUALITY IMPROVEMENT (CQI)	A systematic approach to continuously examining the processes, conditions, and outcomes of a system using regular data collection and testing of changes to achieve measurable improvement.
CHANGE PACKAGE	An evidence-informed collection of actionable change ideas that are known to produce the desired result in a process or system.
DRIVER DIAGRAM	A visual display of an improvement theory showing what "drives" or contributes to the achievement of a project aim; helps break down large CQI projects into smaller, more manageable pieces.
SMART AIMS	Desired outcomes that are specific, measurable, achievable, relevant, and time-bound.
SMARTIE AIMS	Desired outcomes that are specific, measurable, achievable, relevant, time-bound, inclusive, and equitable.
PRIMARY (KEY) DRIVERS	Broad, overarching factors that directly affect the aim.
SECONDARY DRIVERS	Factors that affect primary drivers.
CHANGES	Ideas that are believed to result in improvement.
CHANGE TOOLS	Specific examples or resources to support tests of change.
PLAN-DO-STUDY-ACT (PDSA) CYCLE.	Method used to test a change by planning it, trying it out, studying the results, and acting on what is learned.

Ingredients for Improvement

To achieve system-level improvement, ECCS awardees should review and consider the three "must-haves"[4] listed below.

> **❶ WILL**

The urgency, buy-in, and motivation to improve; "We must do what it takes!"

> **❷ IDEAS**

Alternatives to the status quo; changes to the way you are currently doing things.

> **❸ EXECUTION**

The ability to carry out change effectively and make improvements.

Awardees can discuss these elements with their partners to identify strengths and areas for growth. Applying the three ingredients for improvement—will, ideas, and execution—and a CQI framework such as the Model for Improvement can move awardees effectively toward their goals and increase the likelihood of success. These can also help awardees and their partners efficiently use valuable time and resources.

Using the Change Package

Awardees together with their maternal and early childhood system partners should first review and discuss the primary and secondary drivers. Then they can work together to determine individual and collective strengths as well as opportunities for improvement. Once partners have agreed on the drivers most in need of improvement, changes can be selected and prioritized to help strategically focus efforts while ensuring the work is manageable. Awardees can use the questions below to guide discussions and select changes with their partners.

Selecting Changes

❶ Which primary and secondary drivers are strengths?

❷ Which drivers do we need to work on? Does this align with what the data/evidence (research, contextual, experiential) tells us?

❸ Which changes could leverage existing efforts already underway and/or enable us to build momentum and gain early wins?

④ Which changes might help us address our most urgent priorities?

⑤ Do we need to work on some changes before others? (sequencing)

⑥ Who will lead and support these changes? What does equitable burden-sharing look like in practice?

Once changes have been selected, awardees and their partners can begin testing changes on a small scale (i.e., conduct a small test of change) using Plan-Do-Study-Act (PDSA) cycles. Starting small provides an opportunity to learn from and adjust the change before implementing it on a larger scale. Awardees and their partners should revisit the change package regularly. Over time, additional drivers may be addressed, and additional changes may be tested.

Custom Measures

Awardees are also encouraged to explore custom measures that may be helpful in monitoring their progress. A resource such as Stronger Measurement can be used to assess the potential impact of custom measures and support the exploration and selection process. The ECS-TACC team recommends the Self-Assessment for MCH Competencies and Change Management Toolkit (PDF) because they include measurement elements that can be aligned to the aim and key drivers described in the change package. Other ideas for custom measures may be found in examples from The Implementation Leadership Scale from the Leadership & Organizational Change for Implementation, No Royal Road: Finding and Following the Natural Pathways in Advocacy Evaluation from the Center for Evaluation Innovation, and A Compendium of Measures from Aligning Systems for Health.

Awardees should consider using the SMARTIE (specific, measurable, achievable, relevant, time-bound, inclusive, equitable) format when selecting their custom measures and setting related goals if possible. Below are two possible examples:

- Increase the percentage of funding allocated for the professional development of current leaders or staff interested in growing into a leadership role from XX% to YY%.

- Increase the number of maternal and early childhood system leaders with an individual leadership development plan that includes equity-related knowledge and skills gains from XX to YY.

Technical Assistance

The ECS-TACC team can provide technical assistance to support awardees in using a CQI framework, understanding the change package, selecting and testing change ideas, identifying custom measures, and building the will for change. Please contact your ECS-TACC Technical Assistance Specialist (TAS) for assistance, support, or more information on this change package.

Driver Diagram

A driver diagram is a visual display of an improvement theory showing what "drives" or contributes to the achievement of a project aim. It helps break down large CQI projects into smaller, more manageable pieces.

Aim *Desired outcomes that are specific, measurable, achievable, relevant, and time-bound.*	Primary Drivers *Broad, overarching factors that directly affect the aim.*	Secondary Drivers *Factors that affect primary drivers.*
By MM/DD/YY, *Strengthen the capacity* of maternal and early childhood system leaders to foster transformation to enhance system delivery of services that promote equitable health, early development, and family well-being across culturally and linguistically diverse populations.* **Using the* Self-Assessment for MCH Competencies,[5] Change Management Toolkit (PDF),[6] *or similar tool to assess leadership capacity to foster system-level transformation.*	*Organizational investment*	*Equity-centered approach*
		Systems thinking
		Budget and staffing
		Data-informed goal setting and accountability
	Individual development	*Leadership styles*
		Technical skills and competencies
		Narrative building
		Cultural humility
	Interpersonal relationships	*Trust, safety, and belonging*
		Shared power
		Team building
		Constructive conversations
	Interagency connections	*Community leadership*
		Consistent and effective messaging
		Collaborative decision-making
		Mutually reinforcing activities
		Implementation teams

Change Package

A change package is an evidence-informed collection of actionable change ideas that are known to produce the desired result in a process or system.

Primary Driver: Organizational Investment

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Equity-centered approach	• Dedicate time and funding to educate staff about racial equity and include anti-racism training • Increase diversity in early childhood leadership by investing in opportunities for staff from traditionally underrepresented groups to prepare for formal leadership roles • Center (in burden-neutral ways) experiences of staff from traditionally underrepresented groups, including acknowledgment of prior harm done • Co-develop and activate recommended changes with leaders from traditionally underrepresented groups • Develop an organizational framework specific to racial equity • Incorporate Collaborating for Equity and Justice (CEJ) principles • Provide tools for prioritizing and integrating racial equity in all aspects of work • Prioritize funding for community partners and family leadership to participate in and lead efforts	• Growing Your Capacity to Engage Diverse Communities (PDF) • Health Equity (MCH Navigator) • Enhancing Cultural Competence • Embracing Equity: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization (PDF) • Foundations of Cultural and Linguistic Competence • Leading for Equity Framework • Liberatory Design for Equity Process • Every Level Leadership - Race Equity and Inclusive Workplaces • Racial Equity Toolkit (PDF) • Toward a More Equitable Tomorrow: A Landscape Analysis of Early Childhood Leadership • Collaborating for Equity and Justice: Moving Beyond Collective Impact • Awake to Woke to Work: Building a Race Equity Culture

Primary Driver: Organizational Investment

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Systems thinking	• Build capacity of partners and individual leaders to understand the role of and ability to use tools and methods that support systems thinking • Use tools (e.g., iceberg, causal loop diagrams) to understand system variables and how they are interconnected • Leverage internal executive leaders to identify and gain commitment from external partners, including those with cross-cutting priorities that influence young children and families (e.g., housing) • Document each partner's expectations in writing (e.g., memorandum of understanding) • Obtain letters of support from influential partner leaders • Engage partner leaders in generating buy-in within their organization and reconciling institutional differences across the system • Sustain partnerships through long-term planning and engagement	• Practical Playbook – Building Multisector Partnerships That Work • Partner Build Grow Action Guide Tools (PDF) • Encouraging Involvement in Community Work • Systems Integration (MCH Navigator) • Systems Thinking: What, Why, When, Where, and How? • Integrative Design Tools for Systems Change • Title V–Medicaid IAA/MOU
Budget and staffing	• Assess funding, time, and staff allocations and make changes where needed to align with priorities • Encourage executive leaders to increase funding from diverse sources (including dedicated line items in project budgets) • Provide training and technical support to build capacity among staff to successfully lead and partner in complex systems work	• Fiscal Mapping for Early Childhood Services: How-To Guide and Data Collection Tool • Resource Collection – Fiscal Strategies: Efficiencies, Innovations, and Revenue Generation • Prenatal to Five Fiscal Strategies • Developing an Organizational Structure for the Initiative

Primary Driver: Organizational Investment

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Data-informed goal setting and accountability	• Define shared, specific indicators and establish a way to collectively measure and report data • Configure data systems to extend beyond organization borders with ability to measure performance at the macro level • Develop formal evaluation plans in authentic partnership with communities to foster and support shared accountability • Integrate collaboration skills, relationship development, trust building, etc., into performance appraisal and reward systems • Use a framework (e.g., Collective Impact, Results-Based Accountability) to assess progress toward shared goals	• Tools to Guide Outcome-Based Thinking and Decision Making • No Royal Road: Finding and Following the Natural Pathways in Advocacy Evaluation • Cross-Agency Data Sharing Agreement to Improve Coordination Across State Agencies (PDF) • Methods and Tools for Evidence-Informed Decision Making in Public Health • A Blueprint for Using Data to Reduce Disparities/ Disproportionalities in Human Services and Behavioral Health • Making Tomorrow Better Together: A Guide to Outcomes for 2Gen Policymakers • Providing Evidence & Results-Based Assistance to Title V Agencies • What is Collective Impact? • Results-Based Accountability™ Implementation Guide

Primary Driver: Individual Development

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Leadership styles	• Complete a leadership self-assessment; work with a certified coach to interpret the results and set and work toward development goals • Create an individual leadership development plan; consider the personal needs and styles of your team and how you can adapt to support them more effectively • Explore principles of different leadership styles and how they can be valuable and applied in different situations • Request a rigorous assessment (e.g., by an external consultant) of current leadership practices, including strengths and gaps • Gain a deeper understanding about what a growth mindset is, why it is important, and strategies to shift toward one	• Whole Leadership: A Framework for Early Childhood Programs • Building Leadership Toolkit • Leadership Development Plan template (PDF) • Myers Briggs Type Indicator Instrument • DiSC Styles and Assessment • Leadership Self-Assessment Tool • CliftonStrengths Online Talent Assessment • TED Talk: Introduction to Adaptive Leadership • What is Adaptive Leadership: Definition and Heifetz Principles • Adaptive Leadership - Know the Traits of Adaptive Leaders • TED Talk: Are You a Giver or a Taker? • Growth Mindset - What It Is and How to Build It

Primary Driver: Individual Development

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Technical skills and competencies	• Use the MCH Core Leadership Competencies to identify and develop a plan for growth in areas of opportunity • Explore and apply concepts from established frameworks (e.g., collective impact, human-centered design, implementation science) aimed at identifying and working through adaptive challenges • Learn how to create a work plan with goals, action steps, responsibilities, accountabilities, and specific deadlines • Learn strategies to encourage autonomy and creativity in team members • Learn ways to facilitate success through technical support and guidance • Complete training in facilitation, consensus building, crucial conversations to achieve common understanding, goals, and activities to solve problems	• MCH Leadership Competencies (MCH Navigator) • Role of Leadership and Key Actions for Health System Leaders • MCH Leadership Learning Bundle (MCH Navigator) • Emotional Intelligence Training • Health Transformation Learning Laboratory • Facilitation and Strategic Planning Training • The Leadership and Organizational Change for Implementation (LOCI) Strategy • Certificate Program in Implementation Practice • Active Implementation Training • National MCH Workforce Development Center • Developing Strategic and Action Plans • Providing Training and Technical Assistance • Effective Coalition Meeting Checklist (PDF)

Primary Driver: Individual Development

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Narrative building	• Complete training in narrative-building to strengthen ability to articulate the work in ways that influence others and resonate with their values, priorities, and efforts • Develop a compelling narrative and request peer reviews with feedback • Complete training in communication and storytelling, including how to leverage personal stories to advance work goals	• The Features of Narratives: A Model of Narrative Form for Social Change Efforts • Public Narrative: Online Course • Public Narrative Worksheet (PDF) • Narrative Initiative Resource Library • Inspiring Change Training • Stakeholder Communications • TED Talk: The Danger of a Single Story • Ethical Storytelling • Making the Case for Infant and Toddler Policy Priorities
Cultural humility	• Encourage individual examination of personal and cultural biases, privilege, blind spots, experiences, values, and beliefs and how these may surface in work (relationships, actions, etc.) • Develop a deeper understanding of privilege and its role in perpetuating inequities • Conduct a related self-assessment (e.g., implicit bias) and create a plan to address opportunities for growth • Model working relationships that honor identities, values, priorities, experiences, expertise, and potential to contribute • Create time and space within work to focus on relationship cultivation	• Implicit Bias Self-Test • Implicit Bias Training Series • What We're Reading (and Watching) to Help Reflect on Race, Power and Privilege • Cognitive Bias Podcast Series • Using the SEEDS Model to Understand and Manage Our Biases • Luna Jimenez Institute • Health Justice

Primary Driver: Interpersonal Relationships

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Trust, safety, and belonging	• Create a safe environment where team members can express themselves freely, connect with each other, and experience their common humanity • Nurture trusting relationships through outwardly and consistently (i.e., all supervisors) acknowledging the value of practicing humility, courage, empathy, and critical self-reflection • Use techniques (e.g., empathy mapping, story circles) to make space for all voices to be heard safely • Provide regular opportunities for team members to build trust, develop relationships, share personal stories, and reflect on community narratives • Allow space and time for contemplative practices (e.g., meditation, time in nature, music, movement) • Provide ongoing reflective leadership	• <u>Brenè Brown on Armored Versus Daring Leadership Part 1</u> • <u>Brenè Brown on Armored Versus Daring Leadership Part 2</u> • <u>Cultural Competence Check-In: Self-Reflection (PDF)</u> • <u>Story Circles Toolkit (PDF)</u> • <u>Building Resilience through the Development of Intercultural Competencies: Story Circles</u> • <u>Understanding Empathy Mapping</u> • <u>Empathy Mapping Worksheet (PDF)</u> • <u>Understanding the Trust Equation</u> • <u>Othering & Belonging Institute</u> • <u>Guide for Equitable Implementation</u> • <u>Contemplative Practices</u>

Primary Driver: Interpersonal Relationships

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Shared power	• Assess power dynamics at play among partners and team members • Ensure at least 50 percent of leadership on committees, boards, and other groups are from the diverse populations being served and reflect their values • Require a quorum (e.g., number of family and community leaders from traditionally underrepresented group voting) for decision making • Designate a neutral person or role to foster power sharing and serve as a leadership broker (e.g., family advocate, community health worker, cultural broker/liaison) • Model vulnerability, and create the conditions that encourage those in power, such as funders and board members, to do the same • Navigate and address the ways power imbalances, racial and other inequities, privilege, and other cultural factors influence the content and context of our work	• Fostering Distributed Leadership in Early Childhood • The Spectrum of Community Engagement to Ownership (PDF) • The Participatory Budgeting Project • Share Power with Communities • When Less Is More: How Sharing Power Leads to Greater Impact • Leading by Convening Guide: A Blueprint for Authentic Engagement (PDF)
Team building	• Use tools to deepen understanding of team and individual strengths so they can be appropriately optimized • Ensure access to training and professional development opportunities in collaboration, communication, and relationship building • Facilitate regular reflection, mentorship, coaching, and troubleshooting • Foster collaboration that is responsive to individual needs and work styles • Develop a framework to obtain productive feedback from peers • Use self-reflection techniques to enhance collaboration, implementation, and interpersonal communication	• Change Style Indicator® - Profile Assessments • Using the SCARF Model to Collaborate with Others • Core Competencies for Interprofessional Collaborative Practice (PDF) • The FIRO B Tool: Understanding Motivations for More Effective Behavior - YouTube • ECTA Center Learning Lab: Coaching for Practice Change • How to Increase Self-Awareness: 16 Activities and Tools • Self-Reflective Awareness: A Crucial Life Skill

Primary Driver: Interpersonal Relationships

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Constructive conversations	• Deliver team training on negotiation, consensus building, crucial conversations, de-escalation, and productive conflict • Provide just-in-time intervention during group meetings to move through disagreements using role play and conflict resolution techniques • Create a formal process for seeking conflict-related support (including but not limited to mediation) that can be initiated by any team member • Employ a neutral party (e.g., ombudsman) who can represent team member concerns and assist with resolution of conflicts	• Training for Conflict Resolution • How to Help Your Employees Effectively Manage Conflict: The TKI Assessment - YouTube • Concerned, Uncomfortable, Safety (CUS) technique • TED Talk: What you can learn from people who disagree with you • TED Talk: How to have constructive conversations • Fostering Distributed Leadership in Early Childhood • Building Consensus: Better Meetings Begin with Facilitation

Primary Driver: Interagency Connections

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Community leadership	• Co-develop initiatives in authentic collaboration with communities, and ensure partners are ready to be moved by the perspectives of those most impacted • Ensure all diverse populations are represented and center their lived experiences in the work; compensate them for their time and expertise • Employ strategies to promote equal power for community leaders to determine priorities, agendas, and resource allocation • Fund, initiate, and support the sustainability of local actions (seed initiatives) and changes • Seek to understand community values and cultural norms to try to ensure the delivery of ethical and responsive policies, programs, and practices	• Centering Equity in Collective Impact • Liberating Structures • Family and Community Engagement in the Program Quality Roadmap (PDF) • Parent Voices at the Center • Sustaining and Embedding Parent Leadership and Voice (PDF) • Engaging Parents, Developing Leaders • Parent Engagement and Leadership Assessment Guide and Toolkit • Community Engagement Assessment Tool (request) • Example: North Carolina Family Engagement and Leadership Framework
Consistent and effective messaging	• Strengthen ability to be conversant in partners' priority content areas and communities of intended impact • Develop a group identity among all collaborating partners by creating a shared mission, goals, and timeline • Provide communication through multiple methods that are appropriate for different audiences and contexts • Increase understanding of social marketing, how to use data, and how to center lived experience in messages • Employ strategies to ensure messages are culturally sensitive, responsive, and accessible	• Communications to Promote Interest • A Guide to Diversity, Equity and Inclusion in Communications • The Diversity Style Guide • Talking About Early Childhood Development: A FrameWorks Communications Toolkit • Amplifying Family Voice to Advance Equitable Outcomes for Young Children (PDF) • Web Accessibility In Mind (WebAIM) • Center for Plain Language

Primary Driver: Interagency Connections

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Collaborative decision-making	• Emphasize and practice collaborative decision-making and leadership at the time of coalition formation and regularly as time passes • Organize governance structure to enable autonomous functioning and empowered decision making by partner representatives • Articulate clear parameters and processes for decision making • Require a quorum for major decisions (which will include the number of family leaders and community partners present and voting)	• A Roadmap for Collaboration Among Title V, Home Visiting, and Early Childhood Systems Programs (PDF) • Interagency, Cross-Sector Collaboration to Improve Care for Vulnerable Children: Lessons from Six State Initiatives (PDF) • What Is a RACI Chart? Template, Example, and Definitions
Mutually reinforcing activities	• Create an integrated tracking system to monitor shared goals, metrics, actions, and progress • Utilize systems thinking tools (e.g., CATWOE, heptagon tool, SWOT analysis) to help teams step back from their unit work to reflect on the action steps and interventions needed to advance consensus priorities • Align efforts already underway and coordinate existing resources to fill gaps • Scale effective, evidence-based practices to address shared priorities • Provide space for communities to share their promising or innovative practices, then leverage available resources to collaboratively strengthen the evidence base for them • Consider opportunities to engage nontraditional community partners (e.g., faith organizations, barbershops, local businesses)	• Prenatal to Age Five (P-5) Cross-Sector Core Competencies Training • Guide to Actor Mapping (PDF) • CATWOE: Building a Problem-Solving Checklist • AIRN Heptagon Tool Guide (PDF) • Four Components for Establishing Mutually Reinforcing Activities • Collaborative Practice Assessment Tool (PDF) • SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

Primary Driver: Interagency Connections

Secondary Drivers *Factors that affect primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Implementation teams	• Employ shared data to guide implementation and improvement efforts • Create an implementation plan – determine what needs to be completed this year, this quarter, and this month, and then identify which team will be responsible for overseeing that process • Utilize implementation teams to activate strategies and fill the gap until more long-lasting infrastructure can be developed • Develop nested teaming structures that support distributed leadership for implementation teams • Equip teams with staff who have the time, space, and resources to implement measurable strategies and actions • Conduct short bursts or "sprints" of work in iterative cycles • Establish regular feedback loops and incorporate continuous quality improvement (CQI)	• Developing an Intervention • Active Implementation Early Childhood Specialist Toolkit (PDF) • Active Implementation Frameworks 1-pager (PDF) • Implementation Drivers Best Practices Assessment (PDF) • Work Breakdown Structure (WBS) in Project Management • ImpleMap: Exploring the Implementation Landscape (PDF) • A Guide to the Implementation Process: Stages, Steps, and Activities • Implementation Stages Planning Tool • Quality Improvement 101 Training • Quality Improvement 102 Training

Disclaimer

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Authors

Heather Johnson and Hannah Simmons, James Bell Associates

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