

# *Can you give an elevator speech?*

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## *Questions for Implementers*

**A tool to help child welfare agencies  
think through whether-- and how--  
to design and implement  
organizational improvements**

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## Introduction

### Lessons Learned from Implementing Child Welfare Organizational Change Initiatives

Child welfare is turning to implementation science to improve services and outcomes to children and families. From 2008-2013, the Children’s Bureau funded 5 national implementation centers to develop and apply implementation knowledge within child welfare. Our implementation center, based at the Muskie School of Public Service at the University of Southern Maine, had the privilege of working with five states (New Jersey, New Hampshire, New York, Vermont and Massachusetts), and the Wabanaki Tribal Consortium (Penobscot Indian Nation and Passamaquoddy Tribe at Sipayik) on organizational improvement projects.

These efforts were guided by the National Implementation Research Network (NIRN) Framework, which proposes that there are key implementation stages and drivers important in successful implantation. Through our work with child welfare agencies, we have found that the implementation stages of the NIRN framework have been useful way for outlining the number and variety of issues to be explored as agencies contemplate making changes to their child welfare system.

#### Phases of Implementation

Explore and Assess	Design and Installation	Implementation
<ul style="list-style-type: none"><li>• Identify priority issue</li><li>• Consider potential solutions that fit with agency context</li><li>• Identify general strategy</li><li>• Determine “design of design”</li></ul>	<ul style="list-style-type: none"><li>• <b>Design of Intervention</b> (curriculum, delivery method, develop model, policies that support practice)</li><li>• <b>Detailed Planning for Roll Out</b> (timelines, resource needs, communication strategies, evaluation planning)</li></ul>	<ul style="list-style-type: none"><li>• Begin roll out (select pilot sites, build staff competency, implement supporting organizational structures)</li><li>• Implement Communication plan, Evaluation and QA Structures to provide feedback</li><li>• Further design articulation as needed</li></ul>

The NIRN framework was developed primarily by examining education and mental health programs, which tend to be service-level interventions and evidence-based. Child welfare system change implementation projects tend to span service and system levels; they requires more design and development than evidence-based service level interventions. We have learned that the design period is an important and usually lengthy process. When an agency wishes to improve supervision, or increase the use of data to drive decisions, there is no available evidence-based practice to implement. Therefore, the agency must design an intervention while concurrently planning for implementation.

Using these stages, we have outlined the critical tasks and decisions that go into exploring, designing, and implementing organizational changes. We hope that this document will assist child welfare agencies prepare for, and make, beneficial changes that will support better practice, and better outcomes for children and families.

### Thank you

Our state and tribal partners were very generous in allowing us to question, coach, support, challenge, and learn from them as they explored, designed, and implemented projects to improve their services. This document, which outlines lessons learned and advice to future implementers, would not have been possible without their ongoing commitment. We thank our funder, the Children’s Bureau, for the opportunity to provide resources, and work intensively, with states and tribes in Regions 1 and 2.

## Introduction

### How to Use this Document

One of our state partners, when describing organizational change, used a great analogy – “It’s like losing weight - I know I need to change my eating habits, and I know all about nutrition – but that’s not enough!” Organizational change requires not only knowledge about an issue, but a depth of reflection that will allow you to pinpoint exactly what you are trying to change, why it needs to change, what can support this change, what the potential obstacles are, and what resources you will need to do it. It helps to have a coach support you through the many changes you’ll need to make. This document is to help agencies, and those that may coach them, consider the variety of factors that influence successful design and implementation of organizational changes.

This document outlines lessons learned from larger, multi-year organizational projects. However, we believe that thorough exploration and assessment, careful design and installation, and thoughtful implementation can also benefit shorter-term efforts of a smaller scope.

### Find a Thought Partner to help you with the process

This tool is meant to be considered by agency staff in conversation, ideally guided by a “thought partner”. A good thought partner:

- Is someone your agency trusts or can learn to trust, but is outside enough to be able to help you step away from day-to-day pressures to gain a different perspective
- Has some expertise in your area, ideally with helping other child welfare agencies design and implement change initiatives
- Can effectively help you observe patterns, identify your strengths and needs
- Can link you with peer resources, and evidence-based/evidence informed strategies that have worked for others
- Does not claim to have “the answer”, but is committed to helping you find your way
- Is someone who is willing and able to challenge your assumptions

Agency staff have continually reported to us that having an outsider perspective, and ongoing coaching, is invaluable when considering and making substantial agency changes.

### Make sure you are able and willing to commit to the process

- Are you willing to have your thought partner speak with a variety of people in your organization to gain different – and possibly conflicting - perspectives?
- Do you have the time to meet with your thought partner and other agency staff? Do you have the time to deeply consider questions that may not have easy answers?
- Is your agency able to handle conflicting views of the issue you are about to address?

### Gather information from multiple sources

We recommend gathering information from a number of different sources, including different levels and segments of the agency, and key outside stakeholders. This gives a broader view and allows for a far more thorough – and valid – assessment.

#### What do CW Agency Staff say is effective implementation consultation?

*“It was not coming in with a packaged answer, but saying ‘we’re learning along the way.’ It created an atmosphere that was very conducive.”*

*“Always in our conversations, (they) have very good insightful questions. This is helpful because we can get into ruts; we are too close to the situation and need another perspective.”*

*“I’ve always felt that they are really there to assist, help think through, both push, pull, coach, support and cheerlead they are - great individuals to work with, very diplomatic and very skilled.”*

*(The consultants) were not trying to drive the bus, they let us drive...calls and talking about the project...were all opportunities to reflect on what we’ve done, and what we’ve learned.*

## I. Explore and Assess

The goal of exploration and assessment is to help the organization thoroughly understand its problem, or need, within the current agency context. As a problem and the agency context become more thoroughly understood, potential solutions, not surprisingly, become easier to identify and design. Even at this stage, we look for clearly identified outcomes that will indicate the problem or need is being resolved. If the agency does not know how it will measure success, there is further exploration to be done.

### Questions to help an agency articulate their challenge:

1. What is the need or problem that your agency is currently facing? Why do you believe it is a problem?
2. How longstanding is this problem? If this is a problem with a long history:
  - Have you tried to solve it before? If so, what happened?
  - If you haven't tried to change this before, what is making it important to do so now?
3. How would you know that this problem has been solved?

### Questions to help an agency identify champions and assess potential resistance:

4. Who is affected by this problem? Who does it impact?
5. Who within your agency would you say is most likely to agree this is a problem?
  - Who within the agency would likely support making changes to address this?
  - Are there others outside your agency who believe it is a problem? Would they support agency changes? How?
6. Within the agency, who would need to change the way that they work for this problem to be solved?
  - What would keep them from changing this?
  - What would motivate them to make necessary changes?

### Questions to understand agency capacity:

7. Can you tell me about the last time your agency decided to make a change similar in scope to the one you are thinking about now?
  - Who was involved in making the changes?
  - What went well? What were the challenges?
8. What would you say are your agency's current top three priorities? What other initiatives are underway currently?
9. What resources are available to solve this problem?
  - Are there resources for staff, staff time, training if needed?
  - Who authorizes these resources? How long would they be available?
  - What resources/strengths does your agency have that can be used to help make the changes you are contemplating?
10. What are your current ideas on how to solve this problem?

### *How do child welfare agency staff describe the Exploration and Assessment Stage?*

*"It takes a lot to change. You realize you don't think about it all the time, and this project has me thinking about it"*

*– Wabanaki Tribal Consortium Staff*

*"There was a lot of feedback from (the implementation consultants); there were many conversations that occurred...there was a lot of give and take in the conversations. We used them as a backboard to bounce ideas off of, and get their reflections. They were able to give us some feedback based on work with other states, which was helpful. "*

*– VT State Child Welfare Agency Staff*

*"Improving supervision is not about training and resources, it is about organizational development, commitment to a model of supervision-- and really that it is the organizational commitment and culture that allows good supervision to develop and thrive as the norm. It is an organizational development process and it takes time, you have to invest the time"*

*– NY State Child Welfare Agency Staff*



#### Clarity of Vision (Q1, Q3)

Is the description of the challenge understandable and clear? Do different agency staff describe the issue in similar ways? Are staff able to clearly articulate how they would know when the issue has improved? How is the change linked to improved practice? How does the change improve services to children and families?

#### Motivation (Q2)

What contextual factors may make the issue important now? Is the issue longstanding? If so, it likely that a good deal of work will be needed to shift agency culture and climate to support proposed changes. If change has been attempted previously, what is there to learn from previous attempts?

#### Executive Leadership Commitment (Q5)

As an interviewer, have you been asked in by executive leadership, or have you been invited to talk with executive leadership about this problem? When responding to **Question 5**, is executive leadership described as a party that believes the problem is significant?

#### Current Culture and Context (Q4, Q5, Q6)

Organizational change is not easy. It asks for people to behave differently. Knowing who will be – or could be – champions of proposed change, and who may resist is a critical. If the agency decides to make changes, how they design the process will be an important component in cultivating necessary allies. Identifying potential conflicts early on helps prepare the agency for design and implementation.

#### Use of Data (Q1, Q3)

Does the agency rely on data it is collecting to point out challenges? Or is the current issue being driven by something other than data? When staff describes how the agency will know the issue is improving, do they point to a data source? If not, how clear and observable are their descriptions?

#### Resources (Q9, Q8)

Changes in practices, policies, and/or culture are not simple, quick, or inexpensive. Beyond the direct responses given to **Question 9**, it's helpful to note how easy or difficult it is to conduct interviews – if agency staff are spread so thin that they do not have time to talk, how will the agency be able to take on additional tasks? **Question 8** can also indicate the availability or resources – do other priorities link with and support the current challenge? Or are there so many initiatives that resources will be diluted?

#### Use of Evidence-Based and/or Peer Knowledge (Q10)

Is the agency considering what is available that is evidence based? If an evidence-based intervention does not exist, what sources of information – peers, information from a related field – is the agency drawing from? What further resources are available?

#### Current Implementation Capacity (Q7, Q10)

Have the necessary structures for implementation been considered? (leadership team, workgroups, communication plan) Is there basic project management capacity in the organization? What does previous history show about the ability to implement successfully? Sustain initiatives? Involve appropriate stakeholders?

#### Self-Reflection (Q2, Q7)

It is a very good sign if agency staff are able to identify past successes, honestly describe past failures, and identify what was learned. This indicates that there is a working relationship with the thought partner, and that this agency can learn from past efforts.

#### *Signs of a successful Exploration Stage:*

*Agency is able to clearly, and consistently articulate the problem that it faces*

*Agency has a better understanding of its current context, capacity, and resources which impact the problem and potential solutions*

*Agency has greater awareness of how their current culture and context and how support and opposition within the agency, and outside of the agency, impacts how the problem should be approached*

*Agency considers preliminary strategies that:*

- *Use evidence-based practices (if available) or best practices used by peers*
- *Build resources and capacity necessary to solve the problem*
- *Match current context, capacity, and resources*

### Designing an Intervention: Resources, Resources, Resources

Whatever the scope of the initiative, resources that will be needed to begin *and* sustain the initiative must be considered in the beginning.

- We have found that a full-time staff member whose time is dedicated solely to the design and implementation of the initiative is required to make any meaningful organizational change
- Staff time, and possibly resources for staff travel, are needed for design strategies that make use of work groups, design teams, and peer networking
- Resources are necessary to train, coach, and supervise staff in new practices
- Revision in policies, performance appraisals, data systems, quality assurance, and evaluation are critical to embed new practices into the organization

### Design Strategies to shift the culture of an agency to support changes in practice

An effective design process *not only shapes an effective intervention, but shifts the culture to support the new practice.*

- Include those whose behavior needs to change. Their involvement increases buy-in, and helps to design an intervention that is understandable, and feasible, to staff.
  - Involve those who are most receptive to the change, and cultivate them to be champions for change.
  - Involve those who might be most opposed to this change. Include those who will voice the most opposition; they will point out design flaws and reveal cultural obstacles. As they come to believe in the change, they may become the strongest champions of all.
- Supervisors are key; performance assessment is a core component of implementing and sustaining change.
- Leadership involvement is critical. Leadership must prioritize and authorize the design. Leadership effectively supports change through direct involvement in design and/or can play an important role in communicating the changes. How can the design facilitate succession planning – those who will lead in the future?
- How will mid-level managers concerns be addressed; what will they gain from the change? Leadership turnover at the executive level makes the commitment and engagement of mid-level managers critically important.

#### ***New Hampshire's Design and Implementation of a Practice Model***

*The practice model was created by a Design Team consisting primarily of Field Staff and the Child Welfare Director. Involvement of the field in designing practice changes shifted the culture and values to support what was designed. There was a purposeful selection of field staff, which considered geographic representation and intentionally included those "skeptics" who raised issues that others avoided. The continuing presence of the Child Welfare Director showed true investment in change and gave authority to Design Team. The Child Welfare Director modeled and encouraged honest discussion. The agency hired a birth parent and a youth consultant to provide input to the design of the practice model; this gave valuable feedback to the agency on practice changes and modeled the desired practice shifts around increasing family engagement.*

### Use Cross Functional Project Teams

Cross Functional Project Teams can be used to design, and to oversee implementation of agency changes. By involving stakeholders in genuine decision making roles, the agency can cultivate champions and shift the agency culture to one that will sustain changes. By bringing together different agency components, the various supportive structures necessary to support changes can be aligned; increasing communication between different sections of the agency helps to shift the culture. We strongly recommend project teams, but recognize they can be a challenge to use effectively. Efficient, productive teams:

- Have clearly defined roles, responsibilities, and authority to make decisions
- Know the outcome of their efforts and what they are expected to develop
- Are time limited, and use effective timelines to keep their work on track
- Use effective decision making strategies are (e.g. gradients of agreement)

### Consider Use of a Selective Process to seed the agency with change efforts

A competitive process can develop champions by offering specific offices, or specific staff, the benefits of receiving the intervention first. This strategy be effective when it offers staff professional development opportunities, or offers resources to local offices. Making the selection competitive gives the message to the organization that this initiative is important and desirable.

## Design and Installation

### Decide on the optimum time frame

Good design takes time. Unless you are simply implementing an evidence-based practice, you must design what is to be implemented, *and* plan on how to effectively roll it out at the same time. A good timeframe is reasonable but fast; too long and momentum will weaken, too short and design will not be detailed enough to articulate real practice changes.

### Go broad, or go deep? Consider the scope of change

Making decisions on the scope of the initiative is linked to how you are choosing to build the support for changes in practice.

- Piloting interventions in specific locales can effectively test out an organizational intervention.
- A state or tribal-wide roll out can help saturate staff with the message and expectation that everyone is expected to engage in new behavior.
- A strategy that “seeds” new practices by providing in depth training to specific staff has limited scope, but could be considered as a way to develop champions who are expected to lead the new practice in the future.

### You can't get there unless you know where you are going: Evaluation

Evaluating new practices is critical; without good evaluation you will not know whether the shift is actually occurring, and you will be unable to tell whether these shifts are leading to outcomes that you expected. Although outside evaluation resources can be helpful in thinking through design and measures, we believe the goal of the agency should be to integrate ongoing assessment in existing systems whenever possible.

- When an initiative has clearly articulated practice changes that lead to specific child and family outcomes, it indicates both clarity of vision and commitment to assessing whether changes are being made, and if those changes are having the expected impact.
- Clear, measurable changes are necessary to communicate to staff exactly how they are to behave differently, and are critical to create the training, coaching and supervision supports that will build the expertise of staff
- Embedding the evaluation into ongoing data collection activities strengthens accountability of practice and sustainability

### Communication

Communication about the new practices needs to be ongoing and consistent. A communication plan will help the agency outline how it will communicate with agency staff and external stakeholders about the changes.

#### **Signs of a successful Design Installation Stage:**

*Both a clearly articulated intervention and a detailed work plan are developed:*

*Agency commits to strategies that engage appropriate stakeholders in designing the initiative, including a cross-functional project team*

*Agency determines a reasonable timeline for design & implementation that builds momentum, supports an inclusive design process, and results in a detailed work plan to implement initiative*

*Agency has ensured resources, including a program manager, are available*

*Agency understands how the initiative will encompass, or connect with, other organizational initiatives*

*Agency has identified the different organizational supports which are necessary to sustain efforts (e.g. staff competency supports, policies, continuous quality improvement (CQI))*

### Stop and Assess:



#### Can you give an Elevator Speech?

At the end of the design period, project teams and agency leadership should be able to give an “elevator speech” which outlines why change is needed, describes the change strategy clearly, and identifies expected outcomes. A good strong elevator speech shows that there is agreement on the vision and goals of the project. It indicates that this change can be effectively communicated to staff and to external stakeholders. It defines outcomes which can then be measured by the evaluation. The lack of it is a red flag; it indicates a lack of agreement, commitment, and/or clarity.

#### Do you have a detailed work plan and Management Structure?

Implementation takes vision and management. A good work plan details timelines, tasks, and responsibilities. It acts as a roadmap outlining the multiple adjustments that will support the new practice; it demands ongoing oversight and active management.

## Implementation

### Implementation: Communicating the Vision while Continuing to Manage

During implementation, active, ongoing tracking and adjustment is key to bringing together the multiple components and organizational shifts required to embed changes in the agency. By continually collecting, analyzing, and sharing data, the program can be assessed and adjusted. During this time, a continued focus on linking the changes to existing processes and structures will embed and sustain changes.

#### Continue to use cross-functional project teams to support implementation

Implementation is supported by using structures that allow the agency to reflect on progress and study challenges. Consider continuing to use cross-functional team to:

- assess progress by monitoring evaluation and data results
- keeping an eye on the work plan, timeline, and budget
- help communicate results of changes throughout the agency
- make adjustments as needed

#### Constant Communication

Continue communicating the vision: staff and external stakeholders need to hear the messages in multiple venues. Keep the message clear and constant.

#### Build in Feedback loops

Make sure communication is a two-way street. You not only want to communicate about the progress and challenges to the field, you want the field to be able to give you information about successes and challenges on the ground.

#### Supporting Staff in New Behaviors: Training and Coaching

A key task in the implementation stage is to build staff competencies. During design, the task was to make changes specific enough so that staff understand how their behaviors should change. Now the goal is to make sure that the training, coaching, and supervision provided are sufficient. Continue to assess and adjust the training, coaching, and supervision provided during implementation, so that staff can become expert in the new practice.

#### Ongoing alignment of organizational processes

Continuing consideration of what will support new practice will further sustain and embed changes.

- CQI systems are used to assess quality of and track expected outcomes new practices
- Training and supervision are redesigned to support staff in obtaining and applying the new knowledge needed to make the practice changes
- Performance appraisals are revised to reward skilled performance of new practices
- Hiring practices are adjusted to recruit practitioners who are likely to embrace the changes in practice

#### Keep tracking and assessing by intentionally creating structures to reflect on progress

Use Implementation teams, management meetings, and/or intensive work meetings to continually track and assess challenges and successes. Use the following questions to continue to actively reflect upon, and manage, the many simultaneous tasks that implementation requires.

#### *New Jersey's Implementation of their Managing by Data Project*

*The New Jersey Department of Children and Families (DCF) wanted to expand and deepen their capacity to use data to manage. After a period of exploration, including learning and adapting what other states had done in this area, a model was developed and implemented. One hundred Data Fellows were competitively selected from different levels (caseworkers, supervisors, and managers) of child welfare agencies throughout the state. Training spanned 18 months, with monthly day-long trainings and homework assignments between monthly meetings that involved working with real data from their district. DCF leadership were actively involved; leadership attended and participated with Fellows at selected classes, at two statewide DCF Leadership Summits, and in the Fellows final project presentations. Mid-managers concerns were addressed through their involvement with selecting specific practice issues that the Fellows explored throughout the project. Training was also integrated back into Fellows' offices as they shared with colleagues what they were doing and learning. Skills development and active coaching of Fellows occurred throughout the 18 month period.*



### Stop and Assess: Questions to Ask throughout Implementation



1. How are staff throughout the organization receiving and responding to communication about the implementation?
2. What is communication from implementers telling you? What are you learning from internal stakeholder feedback?
  - Where are the changes gaining support? Why?
  - Where are the changes blocked? Why?
  - What is working well? Why?
  - What could be improved?
  - What adjustments might be needed to the design or work plan based on what you're learning now?
3. How well has the change initiative been operationalized?
  - How do staff at all levels understand and describe the changes being made?
  - What knowledge and skills do staff need to make these changes?
  - Do training systems need to be adjusted to increase staff skills?
  - How is the effectiveness of training and coaching being assessed?
  - How are staff receiving feedback about whether or not they have been successful in making these changes?
4. How well are you meeting your timelines? Why or why not?
5. How is the budget? Are resources as expected? Are shifts in resources necessary and/or possible? What are the revisions to financial planning and budgeting that need to be developed and integrated?
6. To what extent has the change been integrated into daily practice up and down the organization? How can you tell?
7. To what extent have organizational structures, operational details, policies, and procedures been realigned to include the new strategic direction?
  - How routine have they become?
  - Are there additional ways that the project connect to pre-existing systems?
8. How are evaluation results being used to assess:
  - Whether implementation is happening as expected (is the practice changing?)
  - Whether practice changes are impacting outcomes as expected?
9. How are leaders and staff showing their commitment to sustaining the change initiative? How will they continue to be involved?

#### **Signs of successful implementation**

*Agency structures are built for ongoing self-examination, reflection and decision making.*

*Cross-functional project teams link the project to different parts of the agency & community.*

*Agency continues to link projects to process, institutionalizing changes to enhance sustainability.*

*Implementation progress is communicated throughout agency, by leadership and cross-functional project teams.*

*Competency based strategies are initiated, training uses adult learning principles, quick application of new skills, and coaching/feedback of new practices.*

*Succession planning has been considered and strategies developed to duplicate visionaries, plant seeds in the next tier*

*Financial planning and budgeting are developed and integrated to sustain effort*

## Questions for Implementers: Explore and Assess

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### Questions to help an agency articulate their need or problem:

1. What is the need or problem that your agency is currently facing? Why do you believe it is a problem?
  
2. How longstanding is this problem?
  - If this is a problem with a long history: Have you tried to solve it before? If so, what happened?
  
  - If you haven't tried to change this before, what is making it important to do so now?
  
3. How would you know that this problem has been solved?

### Questions to help an agency identify champions and assess potential resistance to change:

4. Who is affected by this problem? Who does it impact?
  
  
  
  
  
  
  
  
  
  
5. Who within your agency would you say is most likely to agree this is a problem?
  - Who within the agency would likely support making changes to address this?
  
  
  
  
  - Are there others outside your agency who believe it is a problem? Would they support agency changes? How?

## Questions for Implementers: Explore and Assess

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6. Within the agency, who would need to change the way that they work for this problem to be solved?
  - What would keep them from changing?
  
  
  
  
  
  
  
  
  
  
  - What would motivate them to make necessary changes?

### Questions to help understand current agency capacity:

7. Can you tell me about the last time your agency decided to make a change similar in scope to the one you are thinking about now?
  - Who was involved in making the changes?
  
  
  
  
  
  
  
  - What went well? What were the challenges?
  
  
  
  
  
  
  
  
  
  
8. What would you say are your agency's current top three priorities? What other initiatives are underway currently?
  
  
  
  
  
  
  
  
  
  
9. What resources are available to solve this problem?
  - Are there resources for staff, staff time, training if needed?
  
  
  
  
  
  
  
  - Who authorizes these resources? How long would they be available?
  
  
  
  
  
  
  
  - What resources/strengths does your agency have that can be used to help make the changes you are contemplating?
  
  
  
  
  
  
  
  
  
  
10. What are your current ideas on how to solve this problem?

# Questions for Implementers: Design and Install

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## Questions to consider Resource Needs for Design

1. What resources will be required as we design our initiative? Who will have the primary responsibility for coordinating this work? What will be required for staff time? Staff travel?
2. What will need we need to revise in order to embed the changes in our agency? How will we need to adjust:
  - Hiring protocols
  - Performance assessment
  - Quality assurance and/or data systems
  - Supervision
3. Who, and how, will need to be involved to revise these systems?
4. What internal resources do we have that are available? What are we missing that we will need to bring in from the outside?

## Questions to Help Identify Key Stakeholders to Include When Designing an Intervention

5. Whose behavior will need to change? How can we involve them in designing our change? How can we use their practice expertise as we solve this problem?
6. Who might be most opposed to this change? How can we involve them in a way so that we can obtain their input, especially regarding design flaws and potential obstacles?
7. How will leadership be involved? How will leadership communicate that this is a priority for the agency? How can we make sure that leadership agrees with, and authorizes what is designed? How will leadership be involved?
8. What are mid-level managers concerns related to these efforts? What might benefit them? How can we assess, and gain, their support?

# Questions for Implementers: Design and Install

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## Questions about Cross Functional Project Team(s)

9. How will we use Cross Functional Project Teams? What are the benefits, and what are the challenges?
  
10. How many teams will we use? For each team:
  - What is the team's role and responsibility?
  - How will we handle disagreements? What structure will we use to move forward when we do not have unanimous agreement on an issue?
  - What is the authority of the team? What are they authorized to decide, and what must be brought to leadership?
  - Who will be on the team? How often will they meet? Why have we composed the team in this way?
  - When will the team's work be completed? How will we know?

## Questions to Help Think Through Evaluation of the Changes

11. What practice changes are staff being asked to make? How would they be observable? How will they be measured?
  
12. How does this change impact service to families and children? How is it measured?
  
13. How will this change improve outcomes? How is it measurable?
  
14. What data is currently being collected that can be used?
  
15. What additional data is needed? How can we collect additional data by using existing data collection systems?

## Questions to Assess Vision and Communication

16. If you were asked to give an elevator speech about what we are changing, what would it be?
  
17. Are we clearly able to explain why we are making this change? How are we making this change? What do we expect the outcome to be?
  
18. Would other staff in our agency be able to give this elevator speech? If not, why?

# Questions for Implementers: Implementation

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## Questions about Feedback and Communication

1. How are staff throughout the organization receiving and responding to communication about the implementation?
  
2. What is communication from implementers telling you? What are you learning from internal stakeholder feedback?
  - Where are the changes gaining support? Why?
  
  - Where are the changes blocked? Why?
  
  - What is working well? Why?
  
  - What could be improved?
  
  - What adjustments might be needed to the design or work plan based on what you're learning now?
  
3. How are evaluation results being used to assess:
  - Whether implementation is happening as expected (is the practice changing?)
  
  - Whether practice changes are impacting outcomes as expected?

## Questions about Staff Competency

4. How well has the change initiative been operationalized?
  - How do staff at all levels understand and describe the changes being made?
  
  - What knowledge and skills do staff need to make these changes?
  
  - Do training systems need to be adjusted to increase staff skills?

## Questions for Implementers: Implementation

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- How is the effectiveness of training and coaching being assessed?
- How are staff receiving feedback about whether or not they have been successful in making these changes?

### Questions to Assess Work Plan & Budget

5. How well are you meeting timelines? Why or why not?
6. How is the budget? Are resources as expected? Are shifts in resources necessary and/or possible? What are the revisions to financial planning and budgeting that need to be developed and integrated?

### Questions about Integration and Sustainability

7. To what extent has the change been integrated into daily practice up and down the organization? How can you tell?
8. To what extent have organizational structures, operational details, policies, and procedures been realigned to include the new strategic direction?
  - How routine have they become?
  - Are there additional ways that the project connect to pre-existing systems?
9. How are leaders and staff showing their commitment to sustaining the change initiative? How will they continue to be involved?