Collaborative for Implementation Practice
UNC School of Social Work

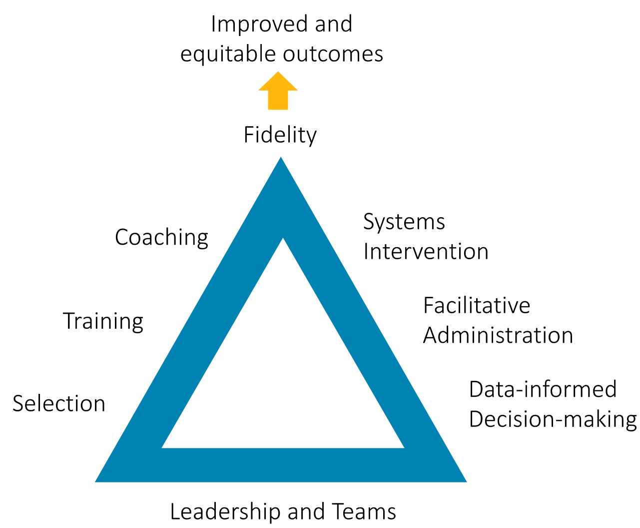
Drivers Best Practices Tip Sheets

Introduction

Implementation drivers refer to the key infrastructure elements needed to support practice, organizational, and systems change necessary for successful implementation of a program or practice.[1] Implementation drivers are in service to fidelity and ensure that the program or practice is embedded in the organization's operations and culture. The implementation drivers emerged on the basis of commonalities among successfully implemented programs and practices and are grouped into organization and competency drivers.

Competency drivers (selection, training, coaching and fidelity) develop and improve staff competencies to support the program or practice.

Organization drivers (data-informed decision-making, facilitative administration and systems intervention) create and sustain a hospitable environment in both the organization and the broader system that is needed for the program or practice to be implemented as intended and achieve expected outputs and outcomes.



The competency drivers ensure staff have the capacity and confidence to implement with quality. The organization drivers ensure that operational support and resources match staff needs. Organizations implementing programs often overlook these drivers, but they are necessary to support and sustain implementation; they drive implementation forward by supporting staff at both an individual level and organizational level. Implementation drivers help staff develop and improve fidelity and ensure implementation processes are fully and visibly integrated in an organization's operations and culture so that everyone involved can sustain the effort.

Implementation Infrastructure to Increase Equity:

[1] Metz, A., & Bartley, L. (2012). Active implementation frameworks for program success: How to use implementation science to improve outcomes for children. *Zero to Three*, 32(4), 11-18.

All aspects of infrastructure for the program or practice must be developed specifically to ensure successful implementation that advances improved and equitable outcomes for all individuals and families. Implementation infrastructure can leverage the strengths and resources of a community and attend to addressing organizational structures that could perpetuate inequities.

Considerations for infrastructure that advances equity include:

- The focus population and community partners should be engaged in the selection of programs and practices to be implemented and in the development of infrastructure to support implementation of the program or practice.
- Relevant staff should be provided with training on diversity, equity and inclusion (DEI), and how to apply these concepts in their work.
- All data (programmatic, fidelity, outcome, etc.) should be disaggregated by race/ethnicity where appropriate, as well as by sub-population characteristics (e.g., gender, socioeconomic status, geography).
- Organization policies, procedures and processes should be assessed to determine their impact on race equity and inclusion. Examples of organizational self-assessments include the Race Matters Self-Assessment, and Tool for Organizational Self-Assessment Related to Racial Equity.[2,3]

The following drivers tip sheets provide brief information and guidance for developing an equity informed infrastructure. A separate tip sheet is provided for each implementation driver and includes a synthesis of implementation science and race equity best practices, as well as a case example that describes how these best practices might be operationalized in a real-world setting.

[2] Race Matters Self-Assessment https://www.aecf.org/m/resourcedoc/aecf-RACEMATTERSorgselfassessment-2006.pdf

[3] Tool for Organizational Self-Assessment Related to Racial Equity (2014) https://racc.org/wp-content/uploads/buildingblocks/foundation/CCC%20-%20Tool%20for%20Organizational%20Self-Assessment%20Related%20to%20Racial%20Equity.pdf

Selection Best Practices

Selection refers to the process of recruiting and hiring staff with the necessary and appropriate skills, abilities, and other program/practice specific prerequisite characteristics.

Selection Considerations	Best Practices for Equitable Implementation	Case Example
Someone is accountable for the recruitment and selection of relevant staff.	A specific person is responsible for coordinating the quality and timeliness of recruitment and selection processes for staff who will implement the program or practice. This person is able to execute the responsibilities (e.g., revising job descriptions, setting interview protocols) related to his/her role in the selection process because s/he has adequate time, support and capacity.	• In a large healthcare agency, an HR Director is responsible for coordinating staff recruitment and selection. • The HR Director has had training in principles of diversity, equity and inclusion and how implicit bias may impact hiring for the new program or practice,
Job descriptions are in place for relevant staff.	Job descriptions are: • clear about expectations for the position; • aligned with the competencies required for the program or practice to be used competently; and • inclusive of racial justice knowledge, skills and practices.	• The healthcare agency writes new job descriptions for nurses who are hired as home visitors, instead of using their standard clinical job description. • The new job descriptions are run through a race equity impact analysis.
Individuals accountable for selection understand the skills and abilities needed for relevant staff.	Individuals accountable for selection: • understand what knowledge, skills and abilities are related to the staff position; • understand what knowledge, skills and abilities are related to race equity; and • accurately assess applicant knowledge, skills and abilities.	• Because the HR Director is not familiar with the nurse home visitor role, she convenes an interview team that includes the hiring supervisor, other staff who are familiar with the home visiting model and members of the community to participate in recruitment and selection. • The HR Director coaches the interview team on implicit bias and how to mitigate this during the interview process.
Selection protocols are in place to assess competencies for relevant staff.	Selection protocols include all of the following: • an assessment of core skills needed for the position; • specific procedures (e.g., scenario, role play) for assessing individual ability to perform key skills; • specific procedures for assessing ability to receive and	• The interview team develops a selection protocol that includes interview questions and a scoring rubric. The interview protocol is run through a race equity impact analysis.

Selection Considerations	Best Practices for Equitable Implementation	Case Example
	use feedback provided during the interview; • a documented process for reviewing the organization's adherence to the interview protocol; and • a record of the ratings of individuals' responses.	• Interview questions assess the candidates' relevant skills and abilities, such as relationship building, active listening, problem-solving and cultural humility. • The interview includes two role plays of common situations candidates would encounter in the position. • As part of the role play, the candidate will receive feedback on how s/he handled a difficult client situation. The candidate will be asked to respond to the feedback and try the role play again differently. • The selection protocol includes saving the interview team's notes and ratings. The HR Director will review the hiring process after it concludes to ensure the protocol was followed appropriately.
Selection processes are regularly reviewed.	Selection processes are annually reviewed and revised as needed to improve the selection process. The annual review disaggregates and examines at least three of the following data sources: • interview results (e.g. protocol adherence, applicant responses); • training data; • turnover data; • fidelity data; and/or • exit interview results.	• Once a year, the HR Director and hiring supervisor meet to review disaggregated data about the team, including exit interview data from nurse home visitors who left the organization, the team's turnover rate and fidelity logs for the current staff. • They use this information to update job descriptions and review the selection protocol to ensure they are identifying candidates who can succeed in implementing the program or practice. Revisions to job descriptions and/or the selection protocol are run through a race equity impact assessment.

Training Best Practices

Training is purposeful, skill-based, and adult-learning informed processes designed to support staff in acquiring skills and information needed to implement the program or practice. Training of staff provides knowledge related to the theory and underlying values of the program or practice, opportunities to practice new skills to meet fidelity criteria, and feedback in a safe and supportive training environment.

Training Considerations	Best Practices for Equitable Implementation	Case Example
There is someone accountable for the training of relevant staff for the program or practice.	• A specific person is responsible for coordinating the quality and timeliness of staff training. • This person is able to execute the responsibilities (e.g., identifying external training, coordinating training calendars) related to his/her role in the training process because s/he has adequate time, support and capacity.	• The state child welfare agency has a Director of Training to oversee all state mandated training for child welfare case planners. • The Director of Training is authorized to contract with an external university-based training center to provide training for staff.
Agency staff provide or secure skill-based training for relevant staff on the program or practice.	Training is: • required and provided before staff begin to use the program or practice; • provided by trainers who have deep content knowledge and who are effective trainers; • skill-based and includes opportunities for practice and feedback in a safe environment; • comprehensive, including practice-specific and complementary skills (e.g., diversity, equity and inclusion); • co-developed with community partners representative of the focus population to ensure appropriate race equity content.	• The university-based training center is contracted to provide high quality, skill-based training on a variety of practices, including the state's case management model. The contract stipulates that leaders from community partners representative of the focus population should co-design training components that address community engagement and race equity. • The Director of Training works with local agencies to ensure training in the case management model is required before employees are allowed to work with clients. • The training center hires certified trainers who were previously case planners and are culturally responsive and demographically representative of the case planners and focus population to provide training. Leaders from the center and community partners routinely observe training to assess trainers' skills and abilities. • The case management training curriculum targets key skills needed. Case planners practice these skills during training and receive feedback from the trainer.

Training Considerations	Best Practices for Equitable Implementation	Case Example
		• In addition to case management training, staff receive training in trauma-informed practice and prevention strategies.
Staff use data about training for improvement.	Assessment data are: • collected and used to improve future training activities; and • provided to supervisors and coaches in a timely manner to improve staff competency and other implementation drivers.	• The center collects pre- and post-training data for all case planners. • The center routinely shares these data with case planners' supervisors to inform supervision and future professional development needs. • The center reviews these data in aggregate with the state director and leaders from communities of color to identify areas for improvement.

Coaching Best Practices

Coaching is the process of helping staff implement a new program or practice through regular feedback and support. Without coaching, staff often fall back on 'business as usual,' using skills they are already comfortable with even if those skills are not aligned with the program or practice. Coaching ensures that the fragile, uncomfortable new skills often acquired through training (see tip sheet on training) are actually used in practice.

Coaching Considerations	Best Practices for Equitable Implementation	Case Example
There is someone accountable for coaching relevant staff on the program or practice.	• A specific person is responsible for coordinating the quality and timeliness of coaching for staff who implement the program or practice. This person may provide coaching themselves, or may coordinate others who provide coaching. • This person is able to execute the responsibilities (e.g., identifying coaching strategies, using resources to access coaching) related to his/her role in the coaching process because s/he has adequate time, support and capacity.	• The juvenile probation office identifies a seasoned staff member to serve as a coach for new probation officers. • The coach is given a reduced case load to ensure s/he has adequate time for coaching and related paperwork. • The coach attends a 2-day training on effective coaching. • The coach receives additional support, including diversity, equity and inclusion training, to connect and support staff across racial/ethnic groups.
Coaching is provided to improve the competency of relevant staff to implement the program or practice.	• Coaching is provided at least monthly to relevant staff. • Coaches' feedback to staff is based on direct observation and at least one other data source such as: ▪ interviews with key stakeholders ▪ group or individual reflections; ▪ product or document review; or ▪ fidelity data.	• New probation officers receive monthly coaching for up to two years. • The coach observes at least two officer-client interactions monthly. • The coach reviews at least two reports written by the probation officer.
Agency staff use a coaching service delivery plan.	A written plan outlines coaching provided to relevant staff, including at least three of the following: • skill sets for being a coach; • frequency of coaching; • coaching methods; • feedback methods and timeframe; • communication protocols for coach and supervisor; and/or	• The probation office documents their coaching plan as policy. • The coach's supervisor reviews the coaching service delivery plan with the coach on a regular basis.

Coaching Considerations	Best Practices for Equitable Implementation	Case Example
	• communication protocols for coach and coachee. Adherence to the plan is reviewed regularly.	
Agency staff regularly assess coaching effectiveness.	Agency staff assess coaching effectiveness quarterly through the use of staff satisfaction with coaching survey and at least one of the following data sources: • practitioner fidelity; or, • coach fidelity. Coaching effectiveness data are used to improve coaching and other implementation drivers such as training, selection and fidelity.	• The probation office distributes a survey to all coachees twice a year to assess their experience. • The office also reviews fidelity data about new probation officer performance to understand how coachees are performing. • These data are used to improve coaching. They are also used to improve training, by identifying content areas that need additional attention.

Fidelity is the extent to which a program/practice is implemented as intended. A fidelity assessment measures whether service delivery adheres to the protocol or program model originally developed. Examining fidelity is an opportunity to reinforce the work done by staff and build upon their strengths.

Fidelity is both a competency driver and an outcome of effective implementation. When implementation supports such as staff selection, training, coaching, and administrative procedures are installed and utilized as the program or practice requires, staff are more likely to achieve high performance and fidelity.[4] When fidelity assessments are weak, this is an indication to agency leaders and supervisors that they should take a close look at how to improve the implementation drivers.

Fidelity Considerations	Best Practices for Equitable Implementation	Case Example
There is someone accountable for fidelity assessments of relevant staff for the program or practice.	A specific person is responsible for coordinating the quality and timeliness of fidelity assessments for relevant staff. This person is able to execute the responsibilities (e.g., scheduling fidelity assessments, collecting the necessary data) related to his/her role in the fidelity process because s/he has adequate time, support and capacity.	• A behavioral health agency's clinical program director is responsible for conducting fidelity assessments for therapists who provide trauma-focused cognitive behavioral therapy. • The director has time allocated to conduct these assessments for therapists and to help the supervisors on her team use the data for coaching therapists.
The agency uses a fidelity assessment for the program or practice.	The agency consistently uses a fidelity assessment for the program or practice. The fidelity assessment should measure practitioner behavior to understand whether staff are implementing the program or practice as intended. Some programs or practices have tools and resources to monitor fidelity but do not have a validated fidelity measure.	• The agency uses a validated fidelity assessment available for this intervention.
Agency staff follow a protocol for fidelity assessments.	Agency staff follow a written protocol that includes all of the following: • An orientation process for relevant staff that provides information about how fidelity assessments are conducted and the ways in which the data are used; • a process for how fidelity data are used by supervisors and coaches; and	• The agency's fidelity assessment protocol details the frequency of fidelity assessments. Newer therapists have more frequent fidelity assessments. • Fidelity assessment data are shared with team supervisors to review with therapists and identify needed improvements.

[4] Metz, A., Bartley, L., Ball, H., Wilson, D., Naoom, S., & Redmond, P. (2015). Active Implementation Frameworks for Successful Service Delivery: Catawba County Child Wellbeing Project. *Research on Social Work Practice*, *25*(4), 415–422. https://doi.org/10.1177/1049731514543667

Fidelity Considerations	Best Practices for Equitable Implementation	Case Example
	• a communication protocol for sharing fidelity data with staff and stakeholders, with appropriate confidentiality parameters.	• When new therapists are hired, their supervisors share the fidelity assessment protocol with them as part of orientation. • Therapists review their own fidelity data. During monthly team meetings, the clinical programs director shares deidentified fidelity data and aggregated data so that the team understands their collective work. Fidelity data are also shared in aggregate with the agency's leadership team and board.
Agency staff use fidelity data to improve program and practice outcomes and implementation supports.	Agency staff review fidelity assessment data regularly. Staff use assessment data throughout implementation to understand and improve their work. During initial implementation, fidelity data are used for decision-making and improvement of implementation infrastructure. Once organizations have achieved full implementation, they should use fidelity data alongside programmatic and outcome data to understand the relationship between staff efforts and outcomes, as well as to promote positive recognition of staff and improve performance.	• In addition to reviewing fidelity data to target individual therapist performance, the clinical director uses the aggregate data to identify needed improvements in the agency's infrastructure. The director uses these data with the leadership team to advocate for more coaches for therapists. • When the majority of therapists are providing the intervention with fidelity, the clinical director examines disaggregated client outcome data to ensure that the intervention is having the desired impact on child wellbeing.

Data-Informed Decision-Making Best Practices

Data-informed decision-making refers to the development and use of a system or systems to support decision-making and improvement activities. This system allows implementation teams, leaders and managers to monitor implementation by identifying and addressing barriers and celebrating success. Key activities include the collection, disaggregation and use of implementation data, fidelity data, and outcome data. All data should be disaggregated by program subpopulation, which could include race/ethnicity, gender, socioeconomic status or geography.

Data-Informed Decision-Making Considerations	Best Practices for Equitable Implementation	Case Example
There is someone accountable for data-informed decision-making systems.	A specific person is responsible for data-informed decision-making systems for the program or practice and its implementation. In a large organization or system, this person may oversee a team who conducts both quality improvement and technical data maintenance and entry; in a smaller organization, this work may all be done by one individual. This person is able to execute the responsibilities (e.g., ensuring quality data entry, providing reports, supporting quality improvement) related to his/her role in the selection process because s/he has adequate time, support and capacity.	• A Head Start center uses an intensive coaching model for education staff who are identified as needing additional support. • The Head Start Education Director oversees a Microsoft Access database to track implementation. She coordinates an IT staff person's effort to build and maintain the database, as well as data entry by coaches. As part of her role, she leads quality improvement efforts for coaching.
Agency staff have access to relevant data for making decisions for improvement.	Relevant staff have access to and can analyze all of the following data for program improvement: • fidelity data; • outcome data; • programmatic data, including feedback from practitioners and program beneficiaries; and • financial data. Racial, ethnic and linguistic data are also collected and available on program participants, the focus population, practitioners and board members.	• The database includes programmatic data (number of staff who receive coaching, dosage, and survey of coaches about the coaching they receive), fidelity data (collected during regular observation of coaching sessions), outcome data (classroom observation data of teachers who receive coaching), and financial data (amount of FTE being dedicated to coaching). • Racial, ethnic and linguistic data are collected on staff receiving coaching and coaching practitioners in addition to data already collected on Head Start program participants. • Different staff in the center need different data for their work. The Education Director works to ensure

Data-Informed Decision-Making Considerations	Best Practices for Equitable Implementation	Case Example
		they have access to relevant data in a timely fashion by creating automated reports that are delivered at standardized intervals. • Coaches receive a weekly report on their activities and coachees. • The Education Director reviews a monthly aggregate report on coach activities, in addition to fidelity data and financial data. She shares a summary of this report with the center's Leadership Team.
Data are useful and usable.	Data are: • collected in a standardized way by trained staff; • self-identified in terms of race and ethnicity; • current and provide relevant, timely information that can support improvement processes; • available when relevant staff are making decisions; • are accessible to, and as appropriate, driven by community stakeholders and incorporate community narratives and experience; and • an important component of practice routines.	• Staff are trained on data collection and entry. The Education Director conducts data quality checks during weekly supervision. • Data are entered at least weekly. • The system generates reports automatically but can also produce customized reports with IT support when needed. • Coaches review weekly data during their supervision. The Education Director also presents aggregate data during bi-weekly team meetings and uses it for ongoing quality improvement.
Agency staff have a process for using data for decision-making.	Staff have a process for using data for decision-making that includes all of the following: • data are disaggregated, analyzed and summarized at least quarterly; • data summaries are communicated clearly in written reports to relevant staff; • action plans are developed and monitored regularly to improve implementation supports and outcomes; and • data summaries and action plans are shared with key stakeholders, including communities of color.	• The center reviews quarterly data to examine implementation holistically. • The Education Director shares regular data reports and summaries with identified staff, including quality improvement updates. • The center uses a Plan-Do-Study-Act cycle to identify and test improvements to coaching.

Facilitative Administration Best Practices

Facilitative Administration refers to how an organization's leaders, managers, and implementation teams facilitate staff efforts to implement a program or practice. This includes setting aside resources, visibly promoting the program or practice, recognizing staff contributions and problem-solving using data.

Facilitative Administration Considerations	Best Practices for Equitable Implementation	Case Example
Leaders and managers set aside resources to support the development of staff competency to implement the program or practice.	Leaders and managers secure necessary resources – either through accessing new funds or reallocating funds – to select, train and coach relevant staff to use the program or practice. Staff competency development should be specific to roles; for example, training and coaching for Human Resources staff may look different than for staff who will provide training to others. Competency development is designed using a race equity lens. Best practice examples of this include: • Key priorities related to cultural and linguistic competencies have been identified for staff and leadership • Regular trainings and discussions occur at the staff and/or board levels about removing barriers to opportunity and reducing racial disparities and disproportionality, both internally and externally • Training on race equity and cultural competency/humility is required of all staff • Racial justice and cultural competency goals inform the organization's investments in training and professional development	• In a large public child welfare agency, the Prevention Services Director engages with the Commissioner and other senior leaders to authorize competency development on trauma-informed family engagement in all staff professional development. To align with the agency's priorities around race equity, the training will include content on how communities of color, including the focus population, disproportionately experience trauma. • To accomplish this, the Director must reallocate funding previously designated for other training. • The Director and unit managers adjust their contract with the identified training center to include this work. • All staff in the agency are required to attend the training, even if they do not provide direct service to individuals and families.
Leaders and managers develop and/or refine internal policies or	Leaders and managers proactively develop and/or revise policies and procedures that enable staff to implement	• The Director works with managers to identify and modify policies and procedures that can facilitate implementation of trauma-informed family

Facilitative Administration Considerations	Best Practices for Equitable Implementation	Case Example
procedures that support implementing the program or practice.	the program or practice. Policies and procedures are specifically developed with a race equity lens. Relevant policies and procedures may include: • Human resources (e.g., procedures are in place to increase the recruitment, retention and promotion of staff of color), • Performance management (e.g., performance appraisals/evaluations include progress on racial equity and cultural competency and humility goals), and • Finance and contracting (a Minority, Women & Emerging Small Business (MWESB) policy is in place).	engagement practices. It is important to the agency that these policies take into account the impact of trauma on communities of color and promote equity. • Policy changes include adding competencies on trauma-informed family engagement and cultural competency and humility to the annual performance review for all direct service staff.
Leaders and managers make changes in organization roles, functions and structures as needed to implement the program or practice.	Leaders and managers proactively consider what changes are needed within their organization to use the program or practice consistently in a way that promotes racial equity. Changes may include: • Developing formal structures to support employees of color and engage communities of color, • Using funding creatively to increase services to address inequities; • Developing an internal structure to promote equity and workforce diversity; • Revising staffing responsibilities to support race equity, such as engaging in equity advocacy; and • Developing new ways of conducting meetings to support equity and inclusion and value diverse ways of speaking, thinking, debating, reflecting and making decisions.	• Managers notice that staff need additional coaching on approaching trauma-informed practice with cultural humility after receiving training. • Working with leaders, they identify two supervisors who have expertise in this area and can serve as short-term coaches. These supervisors are given the option to serve as coaches will have temporarily lightened caseloads to facilitate their new roles.
Leaders and managers engage in regular communication with all	Leadership and managers engage in regular communication and feedback loops with staff, program participants and communities of color.	• As the new trauma-informed family engagement strategy is introduced, leaders and managers actively

Facilitative Administration Considerations	Best Practices for Equitable Implementation	Case Example
program staff and participants	This communication should be bi-directional; leadership can both: • share information with staff, program participants and communities of color *and* • receive and respond to feedback from staff, program participants and communities of color. All communication is inclusive and culturally-informed, and communication materials are provided in languages other than English. Interpreters and translator services are available for those who speak languages other than English. Organizational materials are assessed for racial bias and reviewed to ensure reflection of community diversity. This information is used to improve implementation of the program or practice.	solicit verbal and written feedback from program participants and the focus population. • Leaders review the responses, identify themes and acknowledge and respond to the feedback in emails to all staff. • Community convenings are set up to provide feedback to program participants and the focus population.
Leaders and managers visibly promote the importance of effectively implementing the program or practice.	Leadership is vocal in support of both the program/practice and how it contributes to race equity, and is willing to make the institutional changes necessary within the organization to support it. In addition to providing vocal support, leadership responds to questions when asked. Race equity is clearly articulated in the organization's mission, vision and priorities, and is evident in the organization's culture and investments. The physical environment also demonstrates the organization's commitment to race equity and is welcoming and accessible.	• Leaders receive communication that not everyone in the department understands why trauma-informed family engagement is useful or important. Leaders decide to create standardized talking points to share with staff, and also use these points themselves in their meetings. • The manager of one team prints the definition of trauma-informed family engagement and how this connects with organization commitment to race equity and posts throughout the building.

Facilitative Administration Considerations	Best Practices for Equitable Implementation	Case Example
Leaders and managers problem-solve challenges to implement the program or practice.	Leaders and managers maintain a consistent focus on identifying and addressing challenges as they occur, and provide institutional support for innovation.	• As staff begin trying to use new strategies in their work with families, managers identify an unanticipated challenge: because of large caseloads, staff do not have sufficient time to engage meaningfully with families. Managers raise leaders' awareness of this issue, and leaders agree to explore new strategies to lower caseloads. • In the interim, managers use staff meetings and individual supervision to discuss this issue. • Leaders communicate with the focus population about the need for lower caseloads and that this may result in wait lists for services. Community partners co-design innovative solutions.
Leaders and managers recognize and appreciate staff contributions to implement the program or practice.	Leadership proactively and consistently recognizes and appreciates staff contributions to effectively implement the program or practice.	• Managers and coaches identify 'early adopters' on their teams, who have eagerly taken on this new work. They recognize staff contributions to this work in the monthly staff meeting.

Systems Intervention refers to how an organization's leaders, managers, and implementation teams work with diverse and representative external partners. These partners may include funders, a board or governing entity, clients, and community partners. Leadership works with these partners to ensure availability of resources required to achieve success for the program or practice being implemented.

Systems Intervention Considerations	Best Practices for Equitable Implementation	Case Example
Leadership engages stakeholders and staff in developing a shared understanding of the need for the program or practice.	Leadership works together with staff and stakeholders (funders, network partners and community partners) to a shared understanding of the need for the program or practice. Leadership develops formal, authentic and empowering community partnerships by providing authentic opportunities for communities of color and program participants to participate fully in defining needs and identifying solutions.	• A community-based organization (CBO) is exploring offering financial coaching to a growing Hmong refugee community in their city. • During exploration, the CBO works with community leaders to convene small gatherings of community members and program participants, other service providers, Hmong leaders and faith organizations to discuss the economic needs of the community and generate ideas for how to meet these needs. • The CBO engages an external facilitator who is trusted by the Hmong community to ensure these meetings are accessible and safe spaces for community members to share their thoughts and opinions. The CBO also ensures that Hmong translators are available for participants.
Leadership creates opportunities for stakeholders and staff to learn and design solutions together to support the program or practice.	Leadership creates ongoing opportunities that bring stakeholders and staff together so that a diverse group representing different perspectives can engage in: • Shared learning about what works well and what does not in order to implement the program or practice effectively, and • Design of solutions identified or anticipated during implementation. Leadership allocates resources for culturally-appropriate community engagement practices to ensure their perspectives are at the center of learning. This practice is critical for ensuring equitable implementation that is representative of diverse perspectives including diverse	• After a financial coaching model is identified, the CBO begins installation activities to prepare for implementation. The CBO identifies two mechanisms for ongoing engagement of stakeholders to guide implementation. • First, two community members are invited to participate on the Implementation Team. They will participate as equals (e.g., provided with a stipend) with CBO staff to guide implementation and address challenges as they arise. • Second, the CBO conducts quarterly meetings in community spaces to share information about implementation and gather feedback from community members. During these meetings, the trusted external

Systems Intervention Considerations	Best Practices for Equitable Implementation	Case Example
	racial/ethnic groups. Shared learning opportunities should also be used to address the organization's responsiveness to the needs of communities of color	facilitator engages community members in generating solutions for challenges that arise. Translators continue to attend all meetings.
Leadership regularly communicates with stakeholders regarding the program or practice.	Leaders and managers provide information to stakeholders regarding how implementation of the program or practice is working. The communication: • takes place regularly, at predictable intervals. • discusses race equity and the organization's responsiveness to current and emerging issues in communities of color. Leaders and managers request and respond to feedback from all stakeholders regarding implementation, creating a bi-directional communication loop. Community members and participant feedback is equally weighted so that their feedback is valued and acted upon.	• In addition to the quarterly meetings, the CBO creates a monthly newsletter about the financial coaching model. The newsletter includes updates and data about implementation. This newsletter is available on the organization's website and shared with stakeholders via email and printed copies. It is also translated into Hmong. • In each newsletter, the CBO identifies specific challenges, such as how to better engage younger adults in financial coaching. They request feedback from the community on this topic and also invite general feedback. • The CBO also asks Hmong leaders to evaluate it responsiveness to the community's needs.