The EFI Inventory Tool[1]
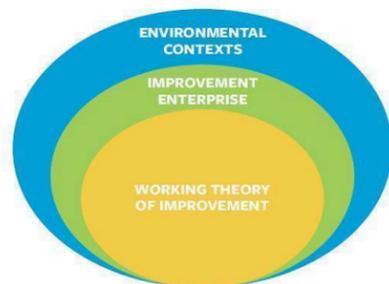

Overview: The Evidence for Improvement (EFI) Framework is an integrated approach that explains how a variety of tools and practices can inform network leaders and analytic partners in their efforts to advance productive change. This Inventory Tool specifies the technical and social analytic capabilities required to achieve aims in networked improvement efforts.   Leaders of networked improvement communities must attend to three, nested levels of changes that occur as the network (1) develops its **working theory of improvement**, which evolves as the network learns its way into achieving its aims; (2) builds proficiencies for leading the **improvement enterprise** within the network's hub; (3) and operates in diverse **environmental contexts** that may enable or constrain improvement efforts. The Inventory Tool can be used to take stock of a network's resources and plans for attending to continuous improvement across the three levels and productive change.

The Inventory Tool was developed primarily for networked improvement communities that use improvement science methods and techniques to make progress toward an aim. Given this orientation, we would expect to see the following **analytic or social learning tools** used, or in use in a network:

Analytic and social learning tools at each level		
Level 1: Working theory of improvement	**Level 2: Improvement enterprise**	**Level 3: Environmental contexts**
Systems maps, root-cause (fishbone diagrams), empathy journey maps, process maps, driver diagrams, practical measurement system, run charts, research and expertise scans -	Social learning routines, communication plans, membership profiles, organizational portraits, network health assessments, , network knowledge management systems	Policy and funding trackers, implementation plans, SWOT analysis

Directions: Complete one row of the Learning Activities table of the Inventory Tool

3. + 4. Learning questions about analytic activities + plans

	Analytic activities	Learning questions	Plans	
	Engage in system analysis to understand problem and continue to use disciplined inquiry to develop a theory to achieve aim	What do we know about our problem? How do we know? What are we trying to accomplish? What are the causal links we think influence the outcomes we seek?	Who is responsible for making sure this analytic activity goes well?	When should this analytic activity happen for us?
	Engage in theory-based learning; collect evidence to know changes are improvements	How do we know our changes are, or will be, improvements? How do we adapt based on what we are learning?	Who is responsible for making sure this analytic activity goes well?	When should this analytic activity happen for us?

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Assessing quality of leading networked improvement community	How effectively are our network members collaborating? To what extent do people feel connected to the network and energized by their participation?	Who is responsible for making sure this analytic activity goes well?	When should this analytic activity happen for us?
Understanding extent and quality of social learning is occurring in the network	What strategies have we put in place to share learning across the network? How do the leaders identify and respond to the network members' learning needs?	Who is responsible for making sure this analytic activity goes well?	When should this analytic activity happen for us?

Learning from attempts to scale interventions in multiple contexts	Where are our interventions working well? Where are they failing? Why?	Who is responsible for making sure this analytic activity goes well?	When should this analytic activity happen for us?
Inquiring about complex, interdependent environments we are in (ie, nested systems of state, district, school, classrooms)	What have we done to assess threats and opportunities in our environment? What else could we do?	Who is responsible for making sure this analytic activity goes well?	When should this analytic activity happen for us?

Capture ideas