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## **Implementation Drivers Assessment Survey**

**Introduction:** The Implementation Driver Assessment survey is designed to track the processes that sites use to implement PII interventions. While the intervention and size/scope of implementation varies across sites, despite these differences there are implementation processes and strategies that are common across projects. Grounded in the NIRN (National Implementation Research Network) framework of organizational and systemic factors that facilitate successful implementation, the measure tracks progress building implementation infrastructure capacity. The driver assessment survey is comprised of eight sections that correspond to implementation driver domains that have been the focus of training and technical assistance provided to grantees to strengthen implementation capacity. These domains are as follows: practitioner selection, training, supervision/coaching, performance assessment, decision support data systems, facilitative administration, systems intervention, and leadership. In sections A-H of the survey, you will be asked to indicate, to the best of your knowledge, the occurrence of events related to the specific implementation driver domains.

### **Competency Driver: Staff Recruitment and Selection**

In Section A, you will be asked to indicate, to the best of your knowledge, the extent to which events related to staff recruitment and selection have occurred.

Staff recruitment and selection is the beginning point for building a competent workforce that has the knowledge, skills, and abilities to carry out new practices as part of the [insert grantee specific intervention]. In addition to academic qualifications and experience, it is important to determine the skills that are needed for practitioners and supervisors to do their jobs effectively. Because certain individual characteristics are difficult to teach in training it is important to include them as a part of the selection criteria (i.e.: social skills, common sense, empathy personal ethics, and willingness to learn). To effectively recruit and select staff it is important to: Specify required skills and abilities for the position; Determine methods for recruiting likely candidates that possess these skills and abilities; Develop protocols for interviewing candidates; and Establish criteria for selecting practitioners with those skills and abilities.

Please answer questions A1-A19 to the best of your knowledge. To what extent did the following events occur to facilitate staff recruitment and selection? If you have no direct knowledge of the event please respond "don't know". Please note that questions A18 and A19 ask for your opinion rather than facts about a concrete event.

A1. A lead person or persons has/have been designated as responsible for the development and monitoring of the recruitment and selection process.

- In place, Indicate the name(s) of the person(s) responsible. \_\_\_\_\_
- Partially in place
- Not in place
- Don't Know

A2. A job description has been developed for the supervisor position that defines academic qualifications, experience factors, essential skills and characteristics, and responsibilities.

- In Place
- Partially in place
- Not in place
- Don't Know

A3. The interview process for the supervisor includes a case scenario relevant to the new position to which job candidates must articulate a response.

- In place
- Partially in Place
- Not in Place
- Don't Know

A4. The interview process for the supervisor includes asking applicants to engage in interactions that would be typical for the position for which they are applying.

- In place
- Partially in place
- Not in place
- Don't Know

A5. The interview process for the supervisor includes an assessment of the job candidate's ability to change their behavior based on feedback from the interviewer.

- In place
- Partially in place
- Not in place
- Don't Know

A6. The interview process for the supervisor includes an assessment of the job candidate's ability to accept feedback from the interviewer.

- In place
- Partially in place
- Not in place
- Don't Know

A7. A job description has been developed for the front-line practitioner position that defines academic qualifications, experience, characteristics, skills, and responsibilities.

- In place
- Partially in place
- Not in place
- Don't Know

A8. The interview process for the front-line practitioner includes a case scenario relevant to the new position to which job candidates must articulate a response.

- In place
- partially in place
- Not in place
- Don't Know

A9. The interview process for the front-line practitioner includes asking applicants to engage in interactions that would be typical for the position for which they are applying.

- In place
- Partially in place
- Not in place
- Don't know

A10. The interview process for the front-line practitioner includes an assessment of the job candidate's ability to accept feedback from the interviewer.

- In place
- Partially in place
- Not in place
- Don't Know

A11. The interview process for the front-line practitioner includes an assessment of the job candidate's ability to change behavior based on feedback from the interviewer.

- In place
- Partially in place
- Not in place
- Don't know

A12. Interviewers who understand the [insert grantee specific intervention] have been chosen to conduct interviews and select staff.

- In place
- Partially in place
- Not in place
- Don't Know

A13. Findings from interviews with job candidates are shared with training staff.

- In place
- Partially in place
- Not in place
- Don't Know

A14. Findings from interviews with job candidates are shared with administrative staff.

- In place
- Partially in place
- Not in place
- Don't Know

A15. Findings from interviews with job candidates are shared with coaching staff.

- In place
- Partially in place
- Not in place
- Don't Know

A16. A process is in place to to use data (e.g. pre-post training, performance assessment, coaching) to evaluate and improve the effectiveness of the the recruitment and selection process.

- In place
- Partially in place
- Not in place
- Don't Know

A17. Recruitment and selection data has been collectively reviewed and used to improve other implementation drivers (e.g. training, coaching, performance assessment, administrative supports).

- In place
- Partially in place
- Not in place
- Don't know

A18. Given your understanding of the recruitment and selection process, how do you rate the likelihood of selecting qualified staff members for the [ insert grantee specific intervention] who will be able and willing to learn the new intervention?

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

A19. To what extent is staff recruitment and selection important to the desired outcome of the [ insert grantee specific intervention]?

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important

## **Competency Driver: Training**

In Section B, you will be asked to indicate, to the best of your knowledge, the extent to which events related to training have occurred.

The training of staff is important because implementing [insert grantee specific interventions] represents a new way of providing services to [insert grantee specific population i.e. children and families]. Training helps front-line practitioners and other key personnel in your agency learn when, how, and with whom to use the new service approach.

Training is an efficient way to:

- Provide information related to the history, theory, philosophy, and values of the intervention;
- Introduce the components and rationales of key practices; and
- Provide opportunities to practice new skills and receive feedback.

Training for professionals is typically most effective when the trainers and the curriculum support the use of adult learning principles. Research shows that adults learn best when training:

- is practical and problem centered;
- promotes positive self-esteem;
- integrates new innovations with the participants existing experiences and knowledge;
- demonstrates a respect for the participants existing skill and knowledge set; and
- utilizes the experiences of the participants.

Please answer questions B1-B12 to the best of your knowledge. To what extent did the following events occur to facilitate training? If you have no direct knowledge of the event please respond "don't know". Please note that questions B11 and B12 ask for your opinion rather than facts about a concrete event.



B1. A lead person or persons has/have been designated as responsible for the development and monitoring of the training process.

- In place, Indicate the name(s) of the person(s) responsible. \_\_\_\_\_
- Partially in place
- Not in place
- Don't Know

B2. Training has been provided to front-line practitioners before they are required to use specific components of the [insert the grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

B3. Trainers have been trained in the [ insert grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

B4. Trainers have been provided with feedback on their training skills and on their knowledge of the intervention by qualified persons who know the [insert grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

B5. Training serves to develop the skills of the participant through the use of behavioral rehearsals (e.g. role plays) that require the participant to practice skills that will be used in the field.

- In place
- Partially in place
- Not in place
- Don't Know

B6. Training serves to develop the skills of the participant through trainers or facilitators who are content experts in [insert the grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

B7. Training outcome data (pre and post testing) has been collected, analyzed, and used to improve training content and process.

- In place
- Partially in place
- Not in place
- Don't Know

B8. Training process data such as schedule, content, process, and qualifications of trainers has been collected, analyzed and used to improve training content and processes.

- In place
- Partially in place
- Not in place
- Don't Know

B9. A process is in place to use data (e.g. selection and recruitment, performance assessment, coaching) to evaluate and improve the effectiveness of training.

- In place
- Partially in place
- Not in place
- Don't Know

B10. Training data (e.g. pre-post test, video tapes) has been collectively reviewed and used to improve other implementation drivers (e.g. recruitment and selection, training, coaching, administrative supports).

- In place
- Partially in place
- Not in place
- Don't Know

B11. Given your understanding of the training process, how do you rate the likelihood of training facilitating the development of the new skills that front-line practitioners need to use [insert grantee specific intervention] as intended.

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

B12. To what extent is training important to achieving the desired outcome of the [ insert grantee specific intervention]?

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important

### **Competency Driver: Coaching**

In Section C, you will be asked to indicate, to the best of your knowledge, the extent to which events related to coaching have occurred. "On the job" coaching of staff is essential to the implementation process. While staff skills are assessed during the interview process and enhanced through training, honing the the skills necessary to implement the new practices associated with[insert grantee specific intervention] will happen in the field or through other means of direct observation in the field (e.g. video tape, audio recording). An effective coach will provide specific feedback on skill development as well as advice, encouragement, and opportunities to practice skills specific to [insert the grantee specific intervention].

Please answer questions C1-C12 to the best of your knowledge. To what extent did the following events occur to facilitate staff coaching? If you have no direct knowledge of the event please respond "don't know". Please note that questions C11 and C12 ask for your opinion rather than facts about a concrete event.

C1. A lead person or persons has/have been designated as responsible for the development and monitoring of the coaching process.

- In place, Indicate the name(s) of the person(s) responsible. \_\_\_\_\_
- Partially in place
- Not in place
- Don't Know

C2. The coaches have demonstrated the skills required to implement the [insert grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

C3. A written coaching service delivery plan has been developed that contains specific details about the where, when, with whom and how often coaching occurs.

- In place
- Partially in place
- Not in place
- Don't Know

C4. The coaches have used multiple sources of information to provide feedback to front-line practitioners of [insert grantee specific intervention] such as case notes, treatment plans, and observations.

- In place
- Partially in place
- Not in place
- Don't Know

C5. Coaches have directly observed front-line practitioners performing [insert the grantee specific intervention] through in-person observation video tapes, or audio tapes.

- In place
- Partially in place
- Not in place
- Don't Know

C6. Coaching data (e.g. areas in need of improvement, ratings by coaches) have been collectively reviewed and used to improve other implementation drivers (e.g. recruitment and selection, training, performance assessment, administrative supports).

- In place
- Partially in place
- Not in place
- Don't Know

C7. A process is in place to use data (e.g. selection and recruitment, performance assessment, training) to evaluate and improve the effectiveness of coaching.

- In place
- Partially in place
- Not in place
- Don't know

C8. Administrative staff have regularly reviewed the coaches' activities to ensure that the coaching service delivery plan is being implemented with integrity.

- In Place
- Partially in place
- Not in place
- Don't Know

C9. Coaches have received feedback about their coaching based on surveys completed by front-line practitioners.

- In Place
- Partially in place
- Not in place
- Don't know

C10. Coaches have received feedback about their coaching from current or former expert/master coaches who have observed or listened to coaching sessions.

- In place
- Partially in place
- Not in place
- Don't Know

C11. Given your understanding of the coaching process, how do you rate the likelihood of coaches facilitating the development of the new skills that front-line practitioners need in order to implement the [insert grantee specific intervention] as intended?

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

C12. To what extent is coaching important to the desired outcome of the [ insert grantee specific intervention]?

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important



## **Competency Driver: Performance Assessment**

In Section D, you will be asked to indicate, to the best of your knowledge, the extent to which events related to performance assessment have occurred. Performance assessment is designed to assess the use of skills and the completion of tasks that are considered in the selection process, taught in training, and expanded and reinforced through the coaching process. Assessments of front-line practitioner performance, also referred to as fidelity, are a valuable source of information to gauge a worker's competence. It is also a valuable source of information for key implementation staff such as interviewers, trainers, coaches, and program managers who can use the data to reflect on the quality and relevance of the selection, coaching, and training processes as well as the administrative supports.

Please answer questions D1-D13 to the best of your knowledge. To what extent did the following events occur to facilitate staff recruitment and selection? If you have no direct knowledge of the event please respond " don't know". Please note that questions D12 and D13 ask for your opinion rather than facts about a concrete event.

D1. A lead person or persons has/have been designated as responsible for the development and monitoring of the performance assessment process.

- In place, Indicate the name(s) of the person(s) responsible. \_\_\_\_\_
- Partially in place
- Not in place
- Don't Know

D2. Staff have received an orientation to the performance assessment process that provides clear description and rationales related to the processes and procedures used for assessing worker performance.

- In place
- Partially in place
- Not in place
- Don't Know

D3. Performance assessment criteria have been established that are likely to facilitate achieving the desired outcomes of [insert the grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't know

D4. Performance assessments have been conducted [insert grantee specific time frame] for each practitioner on a specified scheduled.

- In place
- Partially in place
- Not in place
- Don't Know

D5. For those reporting and collecting the information, a manageable performance assessment process and reporting requirements have been put in place.

- In Place
- Partially in place
- Not in place
- Don't Know

D6. The performance assessment measures the degree to which the front-line practitioner is utilizing the content specific to the intervention in their work with children and families (e.g. provides required information to clients).

- In place
- Partially in place
- Not in place
- Don't Know

D7. The performance assessment measures the extent to which the front-practitioner is adhering to the structures and processes related to the intervention (e.g. # of sessions, location of sessions, timing of sessions).

- In place
- Partially in place
- Not in place
- Don't Know

D8. The performance assessment measures competence of the front-line practitioner in utilizing the new intervention through the use of direct observation of the practitioner engaged in the work with the children and/or family members by the coach or by indirect observation (e.g. video tapes, audio recordings) of the practitioner.

- In place
- Partially in place
- Not in place
- Don't Know

D9. Front-line practitioners that participate in the performance assessment process have received positive feedback from administrators for their participation on the process.

- In place
- Partially in place
- Not in place
- Don't Know

D10. Performance assessment data have been been collectively reviewed and used to improve other implementation drivers (e.g. recruitment and selection, training, coaching, administrative supports).

- In place
- Partially in place
- Not in place
- Don't Know

D11. A process is in place to use data (e.g. selection and recruitment, coaching, training) to evaluate and improve the effectiveness of the performance assessment.

- Yes
- No
- To Some Extent
- Don't Know

D12. Given your understanding of the performance assessment process, how do you rate the likelihood that the performance assessment process reflects the quality of work being performed by front-line practitioners?

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

D13. To what extent is performance assessment process important to achieving the desired outcome of the [insert grantee specific intervention]?

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important

## **Competency Driver: Measurement and Reporting Systems (Decision Support Data Systems)**

In Section E, you will be asked to indicate, to the best of your knowledge, the extent to which events related to measurement and reporting systems have occurred.

Measurement and reporting systems are sources of information used to help staff members make well informed decisions that impact the organizational structure and the clients being served. Agencies make use of the decision support data systems to:

- track income and expenditures;
- assess key aspects of the overall performance of the organization;
- assess key aspects of individual performance; assure continuing implementation of the intervention; and
- assess benefits of the intervention to children and families.

Decision support data systems are an important part of continuous quality improvement for interventions, implementation supports, and organization functioning (e.g. used as the “study” part of the never-ending plan-do-study-act cycle). Organizations establish and evolve their data systems so information is immediately accessible and useful to practitioners, trainers, coaches, and managers for short-term and long-term planning and improvement at practice and organizational levels.

Please answer questions E1-E15 to the best of your knowledge. To what extent did the following events occur to facilitate the use of a measurement and reporting system (Data Reporting Systems) to inform decision-making. If you have no direct knowledge of the event please respond "don't know". Please note that questions E14 and E15 ask for your opinion rather than facts about a concrete event.

E1. The agency's measurement and reporting systems capture information related to short term and long term outcomes (proximal and distal outcomes).

- In place
- Partially in place
- Not in place
- Don't Know

E2. There is a system in place for measuring and reporting output/process data.

- In place
- Partially in place
- Not in place
- Don't Know

E3. The agency's measurement and reporting systems includes process measures such as the performance assessment of practitioners' use of the [insert grantee specific intervention]

- In place
- Partially in place
- Not in place
- Don't Know

E4. There are standardized protocols for data collection.

- In place
- Partially in place
- Not in place
- Don't Know

E5. Data collection occurs at regular intervals such as weekly, monthly, or quarterly.

- In place
- Partially in place
- Not in place
- Don't Know

E6. Data collection is often built into routine practices such as case record reporting.

- In place
- Partially in place
- Not in place
- Don't Know

E7. Findings from data measurement and reporting systems are shared with administrative staff at regular intervals such as weekly, monthly, or quarterly.

- In place
- Partially in place
- Not in place
- Don't Know

E8. Findings from data measurement and reporting systems are shared with coaches and/or supervisors at regular intervals such as weekly, monthly, or quarterly.

- In place
- Partially in place
- Not in place
- Don't Know



E9. Findings from data measurement and reporting systems are shared with front-line practitioners at regular intervals such as weekly, monthly, or quarterly.

- In place
- Partially in place
- Not in place
- Don't Know

E10. Findings from data measurement and reporting systems are used by front-line practitioners to facilitate decision making regarding clients.

- In place
- Partially in place
- Not in place
- Don't Know

E11. Findings from data measurement and reporting systems are used by coaches and/or supervisors to facilitate decision making related to making improvements in the coaching process.

- In place
- Partially in place
- Not in place
- Don't Know

E12. Findings from data measurement and reporting systems are used by administrative staff to make administrative decisions related to staffing, budgets, policies, and protocols that impact the ability to implement the [insert the grantee specific intervention]

- In place
- Partially in place
- Not in place
- Don't Know

E13. Findings from data measurement and reporting systems have been reviewed and used to improve other implementation drivers (e.g. recruitment and selection, training, performance assessment, administrative supports).

- Yes
- No
- To Some Extent
- Don't Know

E14. Given your understanding of the data measurement and reporting systems, how do you rate the likelihood of using data to facilitate decision making and support achieving the desired outcome of [insert grantee specific intervention].

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

E15. To what extent are measurement and reporting systems important to achieving the desired outcome of the [insert grantee specific intervention]?

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important

## **Organization Driver: Facilitative Administrative Supports**

In Section F, you will be asked to indicate, to the best of your knowledge, the extent to which events related to facilitative administration supports have occurred. Facilitative administration provided leadership and makes use of a range of information from a variety of sources to inform decision-making, support the overall intervention and implementation processes, and keep staff organized and focused on the desired outcomes of [insert grantee specific intervention]. Careful attention is given by the administrators to policies, procedures, organizational structures, culture, and climate to assure alignment with the needs of the front-line practitioners. Facilitative leaders also make use of resources to ensure that front-line practitioners have the time, skill, and supports they need to perform the [insert site specific intervention] as intended.

Please answer questions F1-F8 to the best of your knowledge. To what extent did the following events occur to facilitate staff recruitment and selection? If you have no direct knowledge of the event please respond "don't know". Please note that questions F7 and F8 ask for your opinion rather than facts about a concrete event.

F1. Leadership teams have been formed at various levels and have been empowered to resolve problems associated with the use of [insert grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

F2. Written communication protocols exist that describe how issues are identified at the practice level or supervisor level and are brought to the attention of the leadership.

- In place
- Partially in place
- Not in place
- Don't Know

F3. Feedback from measurement and reporting systems has been used by leadership to improve the implementation drivers.

- In place
- Partially in place
- Not in place
- Don't Know

F4. Policies and procedures have been developed and revised by leadership to support the work associated with using [insert grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

F5. Feedback from front-line practitioners, coaches and supervisors is solicited and analyzed by leadership in order to facilitate the work of front-line practitioners.

- In place
- Partially in place
- Not in place
- Don't Know

F6. The leadership team reduces administrative barriers to service delivery and quality performance from front-line practitioners.

- In place
- Partially in place
- Not in place
- Don't Know

F7. Given your understanding of facilitative administrative supports, how do you rate the likelihood of leadership facilitating implementation of [insert grantee specific intervention].

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

F8. To what extent are facilitative administrative supports important for achieving the desired outcome of the [insert grantee specific intervention]?

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important

## **Organization Driver: Systems Intervention**

In Section G, you will be asked to indicate, to the best of your knowledge, the extent to which events related to systems interventions have occurred. Systems interventions are strategies for leaders and staff within an organization to work with leaders and staff of external organizations to ensure the availability of financial, organizational, and human resources that are needed for ongoing use of the [insert grantee specific intervention]. Systems interventions address external issues that impact the ability to provide [insert grantee specific intervention] within the agency and within the child welfare system. System interventions are designed to help create a supportive context in which services can be provided.

Please answer questions G1-G7 to the best of your knowledge. To what extent did the following events occur to facilitate staff recruitment and selection? If you have no direct knowledge of the event please respond "don't know". Please note that questions G6 and G7 ask for your opinion rather than facts about a concrete event.

G1. A leadership team has been formed and has been comprised of individuals with credentials and access that allow them to work with high-level staff of other agencies and state offices. (Advocates for the implementation and use of the intervention with high-level staff)

- In place
- Partially in place
- Not in place
- Don't Know

G2. The leadership team identifies and documents barriers with external systems that are hindering implementation of the [insert grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

G3. The leadership team communicates barriers to the person or persons above them on the chain of command.

- In place
- Partially in place
- Not in place
- Don't Know

G4. The leadership team proposes plausible solutions to identified external barriers to those above them on the chain of command.

- In place
- Partially in place
- Not in place
- Don't Know

G5. The leadership team communicates successes to external systems associated with [insert grantee specific intervention].

- In place
- Partially in place
- To Some Extent
- Don't Know

G6. Given your understanding of system interventions, how do you rate the likelihood that leadership will resolve external issues preventing the effective use of [insert grantee specific intervention].

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

G7. To what extent is systems intervention important to the desired outcome of the [insert grantee specific intervention]?

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important



### **Leadership Driver: Adaptive and Technical Leadership**

In Section H, you will be asked to indicate, to the best of your knowledge, the extent to which events related to adaptive and technical leadership have been occurred. The critical role of leadership at agency and system level is widely acknowledged. Recent studies have found that "leadership" is not a person, but rather different people engaging in various types of leadership activities over time to establish and sustain effective programs. This means that leadership strategies change as implementation progresses and different challenges arise. It is useful to understand two types of leadership, adaptive and technical. Adaptive leadership is needed when there is not consensus about the definition of the problem, values, ways of work nor certainty about how to solve the problem. Adaptive challenges are characterized by legitimate but competing agendas. The need for adaptive leadership can occur at anytime. Technical leadership approaches are needed to manage the on-going implementation supports once the supports are defined and operationalized (e.g. attending to scheduling, developing coaching plans, implementing performance assessment procedures).

Please answer questions H1-H9, regarding adaptive leadership, to the best of your knowledge. To what extent did the following events occur to facilitate staff recruitment and selection? If you have no direct knowledge of the event please respond "don't know". Please note that questions H8 and H9 ask for your opinion rather than facts about a concrete event.

H1. Leaders within the agency have ensured alignment of the intervention, overall mission, values, and philosophy of the agency.

- In place
- Partially in place
- Not in place
- Don't Know

H2. Leaders within the agency have facilitated building a consensus around issues related to [insert grantee specific intervention] for issues that were difficult to define or for which there was little agreement about how to proceed.

- In place
- Partially in place
- Not in place
- Don't Know

H3. Leader(s) within the agency have established clear lines of communication to provide information about [insert name of grantee specific intervention] with front-line practitioners.

- In place
- Partially in place
- Not in place
- Don't Know

H4. Leaders within the agency have established clear lines of communication to get feedback about [insert name of grantee specific intervention] from front-line practitioners.

- In place
- Partially in place
- Not in place
- Don't Know

H5. Leaders within the agency have established clear lines of communication respond to feedback about [insert name of grantee specific intervention] from front-line practitioners.

- In place
- Partially in place
- Not in place
- Don't Know

H6. Leaders have actively participated in aspects of the implementation of the intervention (e.g. training, interviewing)

- In place
- Partially in place
- Not in place
- Don't Know

H7. Leaders have been actively involved in creating organization level assessments to inform decision making regarding [insert grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

H8. Given your understanding of the adaptive leadership strategies, how do you rate the likelihood of leadership using strategies effectively in order to positively impact the implementation of [insert grantee specific intervention].

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

H9. To what extent is adaptive leadership important to the desired outcome of the [ insert grantee specific intervention]?adaptive

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important

Please answer questions H10-H13, regarding technical leadership, to the best of your knowledge. To what extent did the following events occur to facilitate staff recruitment and selection? If you have no direct knowledge of the event please respond "don't know". Please note that questions H12 and H13 ask for your opinion rather than facts about a concrete event.

H10. Leaders within the organization have provided reasons for changes in policies and/or procedures related to the implementation of [insert grantee specific intervention].

- In place
- Partially in place
- Not in place
- Don't Know

H11. Leader(s) within the organization have been involved in resolving issues that impede using {insert grantee specific intervention} effectively.

- In place
- Partially in place
- Not in place
- Don't Know

H12. Given your understanding of the technical, how do you rate the likelihood of leadership effectively addressing issues that impact the implementation of [insert grantee specific intervention].

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

H13. To what extent is leadership important to the desired outcome of the [ insert grantee specific intervention]?

- Not at all Important
- Very Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Very Important
- Extremely Important