

**MULTI-SITE IMPLEMENTATION EVALUATION OF TRIBAL HOME VISITING (MUSE)
PROGRAM COORDINATOR/MANAGER SURVEY**

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MUSE Program Coordinator/Manager Survey

Thank you for taking part in the Multi-Site Implementation Evaluation of Tribal Home Visiting (MUSE). The purpose of this study is to learn about tribal home visiting program implementation and the experiences of families receiving home visiting services.

We are asking you to complete this survey because you are a program coordinator/manager in one of the home visiting programs participating in MUSE. Your answers will help us understand your role in the home visiting program and your perspective on the program. Because program coordinators' jobs are complex and involve many different tasks, this survey is also complex and a bit lengthy.

Your participation in this survey is voluntary. If you choose to participate, it will take about 1 hour to complete this survey. If you are unsure how to answer a question, please give the best answer you can instead of leaving it blank.

Your answers will be kept private. Only the MUSE study team will have access to this information. Your answers will not be shared with anyone at your program or any other agencies. We will not report information collected in this study in a way that could identify you or your program.

We would appreciate your response by MM/DD/YYYY. If you have questions about the survey or at any time during the study, please call Tess Abrahamson at James Bell Associates at ### or email _____.

A. BACKGROUND AND WORK EXPERIENCE

1. What was the highest level/degree you completed in school?
 - Some high school, no diploma
 - High school/GED
 - Some college/no degree
 - Technical training or certification
 - Associate's degree (e.g. AA, AS, ADN)
 - Bachelor's degree (e.g. BA, BS, BSN)
 - Master's degree or higher (e.g. MA, MS, MSW, MSN, PhD)

2. Field of study: CHECK ALL THAT APPLY. (Responses not limited to highest degree completed.)
 - Child development
 - Early childhood education
 - Education
 - Psychology
 - Social work/Social welfare
 - Nursing
 - Public health
 - Other (specify) _____

3. Prior to your current position, did you have experience providing home visiting services to families?
 - No → SKIP TO Question 4
 - Yes → GO TO Question 3a

3a. [If Question 3 = Yes] Prior to your current position, how many total years of experience do you have providing home visiting services, including your current home visiting program and any other home visiting programs?

 - Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years

4. Do you have experience working with families in any of the following settings? CHECK ALL THAT APPLY.
 - In-home day care
 - Daycare
 - Preschool
 - School, grades K-12 (non-nurse)
 - School nurse
 - After school program
 - Special education program
 - Nursing
 - Home health care
 - Other health care
 - Social services

- Mentoring programs
- Mental health agencies
- No prior experience
- Other (specify): _____

5. How many total years of professional experience do you have working with families and young children, including home visiting jobs and other jobs doing related work (e.g., years of nursing experience plus years as a parent educator in different settings)?

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years

6. Aside from your professional work, how many years of experience do you have raising children? Please include experience you have as a primary caregiver for any child(ren) including your own and other's children. Please count experience providing regular, consistent care for a child as a primary caregiver. Do not include babysitting or infrequent assistance with children.

Years of experience: _____

B. CURRENT POSITION

1. How many years have you worked for the home visiting program? Include years worked for the home visiting program in positions other than your current one.

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years

2. When did you begin your present job as a program coordinator/manager? Please enter the month and year in numeric format. If you cannot recall which month you began, please leave it blank.

Month _____ Year _____

3. How many hours do you work in a typical week?

Hours: _____

4. Do you carry a home visiting caseload?

- Yes → GO TO Questions 4a & 4b
- No → SKIP TO Question 5

4a. [If Question 4 = Yes] How many hours per week do you spend making home visits and accomplishing the related tasks?

Hours: _____

4b. [If Question 4 = Yes] How many families are on your caseload?

Number of families: _____

- 4c. [If Question 4 = Yes] Please rate the size of your current caseload, given your other responsibilities as a program coordinator/manager:
- Lighter than you are able to handle effectively
 - About right
 - Heavier than you are able to handle effectively

5. In your role as the home visiting program Coordinator/Manager, how often do you interact directly with families?
- On a daily basis
 - At least once a week
 - At least once a month
 - Less than monthly
 - Never

6. How likely is it that you will be in your current position 6 months from now?
- Very likely → SKIP TO Section C
 - Somewhat likely → GO TO Question 6a
 - Somewhat unlikely → GO TO Question 6a
 - Very unlikely → GO TO Question 6a

- 6a. [If Question 6 = somewhat likely, somewhat unlikely, very unlikely] What factors affect whether you will stay in your position? [CHECK ALL THAT APPLY]
- Salary
 - Opportunities for advancement within the organization
 - Funding for my position is uncertain
 - Caring for children or other family members
 - Pursue additional education or training
 - Retire or stop working
 - Moving out of the area
 - Challenging work environment
 - Other _____

C. PERCEPTIONS OF PROGRAM

Instructions: In this section, we would like to learn how *staff members* perceive their program’s intended outcomes. In general, a *program outcome* is a benefit to a child, parent, or family. For example, some programs might see the improvement of prenatal health as an important outcome.

Below is a list of possible outcomes for home visiting programs. We know your program may care about all of these benefits, but we would like to know which is most important. We would like to get a sense of which outcomes you think **your program** believes may be more important than others. Please check the box that best represents what you think your program believes about the outcome.

To help you decide on an outcome’s rank, think about whether it is discussed routinely in training and supervision. Think about what staff in your agency is told about its importance. Check the box that best describes your program’s ranking of this outcome.

1. How much of a priority is each of the following outcomes for your program, on a scale of 0 to 10?

0 = Not a Priority

5 = Moderate priority

10 = Highest priority

	0	1	2	3	4	5	6	7	8	9	10	Not sure
1 Supporting prenatal health and obtaining prenatal care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Supporting postpartum health and obtaining postpartum care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Supporting breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Supporting physical health outside of pregnancy and postpartum health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Supporting good nutrition and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Supporting family planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Preventing and reducing alcohol, tobacco, and other drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Preventing and reducing mental health problems or stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Supporting healthy relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Preventing and reducing domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Increasing social support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Supporting job training and employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Furthering a caregiver's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Supporting caregivers in budgeting and making ends meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Meeting basic needs like food, utilities, health care and housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Ensuring appropriate child care arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Addressing unresolved issues from past trauma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Connecting to community and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Supporting child health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Supporting parenting to promote child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Supporting parent-child interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Supporting positive discipline and behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Supporting caregivers in feeding children (including formula and solids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	0	1	2	3	4	5	6	7	8	9	10	Not sure
24	Helping caregivers to establish and maintain developmentally appropriate care/routines											
25	Supporting effective co-parenting											
26	Supporting child and home safety											

2. Because of local needs, programs sometimes prioritize different outcomes than the outcomes most emphasized by national models. The next set of questions are about how the home visiting program priorities align with [NATIONAL MODEL]. For each priority, indicate how your local priority compares to the [NATIONAL MODEL] priority.

	We give this outcome a much lower priority than the national model does	We give this outcome the same priority as the national model	We give this outcome a much higher priority than the national model does	Don't know
1	Supporting prenatal health and obtaining prenatal care			
2	Supporting postpartum health and obtaining postpartum care			
3	Supporting breastfeeding			
4	Supporting physical health outside of pregnancy and postpartum health			
5	Supporting good nutrition and physical activity			
6	Supporting family planning			
7	Preventing and reducing alcohol, tobacco, and other drug use			
8	Preventing and reducing mental health problems or stress			
9	Supporting healthy relationships			
10	Preventing and reducing domestic violence			
11	Increasing social support			
12	Supporting caregivers in getting a job, or getting a better job			
13	Furthering a caregiver's education and job training			
14	Supporting caregivers in budgeting and making ends meet			
15	Meeting basic needs like food, utilities, health care, and housing			
16	Ensuring appropriate child care arrangements			
17	Addressing unresolved issues from past trauma			
18	Connecting to community and culture			
19	Supporting child health			

		We give this outcome a much lower priority than the national model does	We give this outcome the same priority as the national model	We give this outcome a much higher priority than the national model does	Don't know
20	Supporting parenting to promote child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Supporting parent-child interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Supporting positive discipline and behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Supporting caregivers in feeding children (including formula and solids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Helping caregivers to establish and maintain developmentally appropriate care/routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Supporting effective co-parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Supporting child and home safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Does your program expect home visitors to develop a family goal plan with enrolled families? Your program might use a different name for this, such as an individualized family service plan or support plan. No matter what name your program gives this, below when we use the term goal plan, we are referring to a plan to guide and tailor home visiting to help families reach goals.

- No, my program doesn't expect home visitors to do this → SKIP TO question 4
- Yes, my program expects home visitors to develop family goal plans → GO TO question 3a
- Not Sure → SKIP TO question 4

3a. How much does your program agree with each statement?

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
	My program expects that ...					
1	Every family should have a goal plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The family should take the lead in developing the goal plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Goals should align with our program's priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Goals should address family's specific parenting needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The goal plan should guide what happens in visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The family and the home visitor should review goal progress and update the goal plan regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you agree with each statement?

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
I think that...						
1	It is valuable to work with families to develop a goal plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Families find it useful to develop a goal plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Families feel like home visitors are being pushy when they bring up goal plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please rate your agreement with the following statement: Your program provides all of the materials home visitors need to cover the topics they want to with families in home visits. Please include materials from your home visiting model and any supplemental curricula, materials, and resources your program uses.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

5. Please rate your agreement with the following statement: The materials your program provides meet the unique needs, values and priorities of the families you work with. Please include materials from your home visiting model and any supplemental curricula, materials and resources your program uses.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6. How much should home visitors focus on improving outcomes for...

		Not at all	Very little	A little bit	Very much
1	Index child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Primary caregiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Other children in the family or household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Other adults in the family or household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What does your program expect home visitors to do DURING THE VISIT if something comes up that they haven't been prepared/trained to address?

- My program expects home visitors just to explain that they can only work on things covered in the program

- My program expects home visitors to direct the mother to a resource that CAN address this issue
- My program expects home visitors to try to work on this issue even though they are not trained to address it
- My program has no stated expectation for what home visitors do
- Not sure

8. What does your program expect home visitors to do DURING THE VISIT if a caregiver wants to do things differently than in the program curricula or protocols?

- My program expects home visitors to explain that I must follow the program curricula and protocols
- My program expects home visitors to modify visit activities to align with the caregiver’s preferences while still being true to the 'spirit' of the curriculum or protocol
- My program expects home visitors to do things the way the caregiver prefers, even if this is very different from program curricula and protocols
- My program has no stated expectation for what home visitors do in this situation
- Not sure

9. How effective is your program overall at MAKING A DIFFERENCE for families in the following areas?

	Not at all effective	Somewhat effective	Mostly effective	Extremely effective
1 Prenatal health/prenatal care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Postpartum health/postpartum care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Physical health (outside of pregnancy and postpartum health)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Nutrition and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Family planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Alcohol, tobacco, and other drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Mental health or stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Healthy relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Social support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Job training and employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Furthering a caregiver’s education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Budgeting/making ends meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Meeting basic needs like food, utilities, health care and housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Trauma (things that happened in the past that affect caregiver or family today)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Connecting to community and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Child health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all effective	Somewhat effective	Mostly effective	Extremely effective
21 Parent-child interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Discipline/behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Feeding children (including formula and solids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Developmentally appropriate care/routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Co-parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Child/home safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 School readiness/early learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. SELF-EFFICACY

The next set of questions asks you to consider your own knowledge, skills and abilities needed to accomplish tasks related to supporting home visitors. Please do not consider external barriers like lack of funding or staff time, agency policies, or geography.

1. Please rate your agreement with the following statement: Overall, I am able to support home visitors to do their jobs well.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

2. How confident are you that you can support home visitors to DO the following things in most situations?

	Not at all confident	Slightly confident	Somewhat confident	Mostly confident	Very confident
1 Balance family preferences with program priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Communicate warmth, respect and appreciation to the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Develop and use family goal plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Conduct required screenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Tailor activities in response to family interests, concerns, and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Build relationships and trust with caregivers and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Deliver home visiting curriculum the way the program and model intends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Not at all confident	Slightly confident	Somewha t confident	Mostly confident	Very confident
8	Model and coach parenting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Identify and communicate strengths to caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Help families access needed services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Collect data and information from caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Enter data and document what happens during home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Plan home visits for families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Retain families and keep caseload slots filled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Deliver the expected number of home visits for each family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Support families in managing crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Manage their time so that they can get everything done that they need to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Engage an uninterested or distracted caregiver during a home visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Engage an uninterested or fussy child during a home visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Ensure their safety when making home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Engage fathers in home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Work with multigenerational families and non-traditional caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next set of questions asks about supporting home visitors in their work with caregivers around different topics or issues.

3. How confident are you that you can support home visitors to address the following topics with caregivers?

		Not at all confident	Slightly confident	Somewha t confident	Mostly confident	Very confident
1	Prenatal health/prenatal care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Postpartum health/postpartum care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Physical health (outside of pregnancy and postpartum health)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Nutrition and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Family planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Alcohol, tobacco, and other drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Mental health or stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Healthy relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Not at all confident	Slightly confident	Somewhat confident	Mostly confident	Very confident
10	Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Social support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Job training and employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Furthering a caregiver's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Budgeting/making ends meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Meeting basic needs like food, utilities, health care and housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Trauma (things that happened in the past that affect caregiver or family today)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Connecting to community and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Child health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Parent-child interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Discipline/behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Feeding children (including formula and solids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Developmentally appropriate care/routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Co-parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Child/home safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	School readiness/early learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Tribal Home Visiting Program Coordinators/Managers take on many tasks in order to manage home visiting staff and successfully meet the Tribal MIECHV grant requirements. The next set of questions asks you to consider your own knowledge, skills and abilities needed to accomplish tasks related to managing a Tribal Home Visiting program. If you are not responsible for some of the tasks below, please mark "Not part of my job." Please do not consider external barriers like lack of funding or staff time, agency policies, or geography. How confident are you that you can DO the following tasks related to directing the home visiting program?

		Not at all confident	Slightly confident	Somewhat confident	Mostly confident	Very confident	Not part of my job
1	Develop and maintain program policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Monitor program performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Support staff to enroll enough families to keep caseload slots filled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Not at all confident	Slightly confident	Somewhat confident	Mostly confident	Very confident	Not part of my job
4	Recruit job candidates that have the right skills and experience to be effective home visiting program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Successfully hire home visitors and other program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provide adequate training for program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Retain home visiting staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Adequately compensate staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Support staff through the challenging aspects of their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Build and maintain relationships with other service providers in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Implement our program the way we intend to, as described in our implementation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Balance model requirements with local priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Ensure high quality data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Use data to make decisions guiding program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Sustain program funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Provide a supportive work environment for program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Convene a local advisory board for your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Help program staff work together as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Appropriately monitor fidelity of program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Not at all confident	Slightly confident	Somewhat confident	Mostly confident	Very confident	Not part of my job
20	Tailor our program to be relevant to our local community and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Cultivate community support for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Monitor fiscal planning and oversight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Cultivate tribal/agency leadership support for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Manage subcontractors (e.g., contracted evaluators, clinical supervisors, data consultants, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Effectively disseminate information about our program to professional audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Effectively disseminate information about our program to tribal/organizational leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Effectively disseminate information about our program to community audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Monitor employee performance and communicate with them about improvement plans, if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Balance multiple requirements across different funders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Utilize technical assistance to achieve program goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Submit required reports in a timely manner (to funders, tribe, agency, model, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Communicate effectively with funders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Meet Tribal MIECHV grant requirements without putting in unreasonable time and effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The following questions ask about your approach to being the home visiting program’s team leader. Please state whether you agree or disagree with the following statements.

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I initiate meetings to discuss the team's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I am available for consultation on problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am engaged in our team’s day-to-day work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I manage crises in a calm and dependable way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I help the team get through challenges they face in their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I handle personnel issues thoughtfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I would go to bat for the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I have enough training and experience to be an effective leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I treat all team members fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I don’t really know what the team needs to do its job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. JOB SATISFACTION

1. The following questions ask how you feel about your job overall. Please state how often you feel this way.

		None of the time	A little of the time	Some of the time	Most of the time	All of the time
1	The work I do is satisfying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My job is boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My job allows me to be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel respected at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	My job is frustrating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My work gives me a sense of accomplishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My job is interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The work I do is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	My job is overwhelming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Think about your pay from this job. How much do you agree or disagree with the following about your pay?

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
1	I can depend on my paycheck to be regular and on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
2	The pay I get from this job is less than I deserve for the work that I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The pay I get from this job is fair for my qualifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The pay I get from this job is:

- Barely enough to live on
- Enough to cover my normal expenses
- Enough to live comfortably

4. For each job characteristic listed below, indicate how satisfied or dissatisfied you are with your current job at the home visiting program in this regard.

		Completely satisfied	Somewhat satisfied	Somewhat dissatisfied	Completely dissatisfied
1	My job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The amount of vacation time I receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The amount of on-the-job stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My chances for promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The number of home visitors I supervise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The amount of time required of me to get the job done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The amount of time I spend travelling for my day-to-day job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The flexibility of my schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The health insurance benefits my employer offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The retirement plan my employer offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The amount of leave or schedule flexibility available for family and community obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The control I have over my daily work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	The physical workspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Balancing the different tasks that are required of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Being able to get my work done with the amount of interruptions I experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The recognition I receive at work for my accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The amount of money I earn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	My relationship with my immediate supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	My physical safety while doing my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Completely satisfied	Somewhat satisfied	Somewhat dissatisfied	Completely dissatisfied
20	My relationships with coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	The training and professional development opportunities available to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	How interesting the work is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	My work-life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	The mentoring and support I receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	My ability to contribute to others in a meaningful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	My job overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. We are interested in learning about how your job relates to the community where your program provides home visiting services. Indicate your agreement or disagreement with each statement below.

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
1	The local community is very involved in shaping the home visiting services the home visiting program provides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My job makes me feel more connected to my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I worry that my job has negatively impacted how I'm perceived in the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My job is meaningful to the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	My job makes a positive difference in the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My job is contributing to a brighter future for the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. PROFESSIONAL QUALITY OF LIFE

When you provide home visiting services to people you have direct contact with their lives. As you may have found, your compassion for those you serve can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a home visiting program coordinator/manager. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

		Never	Rarely	Sometimes	Often	Very often
1	I am happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Never	Rarely	Sometimes	Often	Very often
2	I am preoccupied with more than one person our program serves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I get satisfaction from being able to make home visiting services available to people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel connected to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I jump or am startled by unexpected sounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I feel invigorated after working with those our program serves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I find it difficult to separate my personal life from my life as a home visiting program coordinator/manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I am not as productive at work because I am losing sleep over the traumatic experiences of a person our program serves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I think that I might have been affected by the traumatic stress of those our program serves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I feel trapped by my job as a home visiting program coordinator/manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Because of my role with the home visiting program, I have felt "on edge" about various things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I like my work as a program coordinator/manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I feel depressed because of the traumatic experiences of the people our program serves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I feel as though I am experiencing the trauma of someone our program has served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I have beliefs that sustain me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I am pleased with how I am able to keep up with home visiting techniques and protocols.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I am the person I always wanted to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	My work makes me feel satisfied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I feel worn out because of my work as a program coordinator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I have happy thoughts and feelings about those our program serves and how I could help them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I feel overwhelmed because my case load seems endless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I believe I can make a difference through my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I avoid certain activities or situations because they remind me of frightening experiences of the people our program serves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Never	Rarely	Sometimes	Often	Very often
24	I am proud of what I can do as a home visiting program coordinator/manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	As a result of home visiting, I have intrusive, frightening thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	I feel "bogged down" by the system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I have thoughts that I am a "success" as a program coordinator/manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	I can't recall important parts of my work with trauma victims.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	I am a very caring person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	I am happy that I chose to do this work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	The chronic stresses in the lives of people our program serves make me depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	I take the stress of people our program serves home with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	I get overwhelmed by the ongoing challenges faced by the people our program serves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. TRAINING

We would like to know whether Tribal Home Visiting Program Coordinators/Managers receive the training and supervisory support they need to do their jobs well. Please tell us whether you would like additional training and support in order to successfully accomplish the tasks related to being the home visiting program Program Coordinator/Manager.

1. How much additional training and supervisory support do you need to do the following parts of your job well:

		None	A little bit	A good amount	A lot	Not part of my job
1	Develop and maintain program policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Monitor program performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Support staff to enroll enough families to keep caseload slots filled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Recruit job candidates that have the right skills and experience to be effective home visiting program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Successfully hire home visitors and other program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provide adequate training for program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Retain home visiting staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Adequately compensate staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		None	A little bit	A good amount	A lot	Not part of my job
9	Support staff through the challenging aspects of their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Build and maintain relationships with other service providers in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Implement our program the way we intend to, as described in our implementation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Balance model requirements with local priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Ensure high quality data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Use data to make decisions guiding program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Sustain program funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Provide a supportive work environment for program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Convene a local advisory board for your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Help program staff work together as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Appropriately monitor fidelity of program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Tailor our program to be relevant to our local community and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Cultivate community support for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Monitor fiscal planning and oversight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Cultivate tribal/agency leadership support for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Manage subcontractors (e.g., contracted evaluators, clinical supervisors, data consultants, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Effectively disseminate information about our program to professional audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Effectively disseminate information about our program to tribal/ organizational leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Effectively disseminate information about our program to community audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Monitor employee performance and communicate with them about improvement plans, if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Balance multiple requirements across different funders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Utilize technical assistance to achieve program goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Submit required reports in a timely manner (to funders, tribe, agency, model, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Communicate effectively with funders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	None	A little bit	A good amount	A lot	Not part of my job
33 Meet Tribal MIECHV grant requirements without putting in unreasonable time and effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please rate your agreement with the following statement: Overall, the training I receive provides me with everything I need to manage the Home Visiting Program.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3. Have you ever attended the [NATIONAL MODEL] training for home visitors?

- Yes
- No

4. Have you ever attended the [NATIONAL MODEL] training for supervisors?

- Yes
- No

5. Have you ever received training in how to manage staff?

- Yes
- No

6. Please rate your agreement with the following statement: Overall, the training I receive provides me with everything I need to support the home visitors I supervise.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

7. The following questions ask about the training you receive to help you supervise and support home visitors. Please rate your agreement with the following statements. The training I receive provides me with everything I need to support the home visitors I supervise in the following areas:

	Strongly agree	Agree	Disagree	Strongly disagree
1 Monitoring progress of particular caregivers , including general updates and celebrating successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Problem-solving for particular caregivers. This includes getting families connected to services, addressing challenging topics with families, strategies for motivating families, and supporting families through crises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	Disagree	Strongly disagree
3	Managing caseloads. This includes the number of families on their caseloads, enrolling new families into home visiting, scheduling home visits, and making the number of expected home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Building home visitor skills to provide information and support to families. This includes planning home visits, delivering the curriculum, learning how to model positive parenting and facilitate parent-child interaction, and accessing training and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Home visitors' thoughts, feelings, actions and reactions when working with families, including any past trauma home visiting might bring up for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Home visitor emotional wellbeing, including managing stress and exhaustion, things happening in their personal life, and community events influencing morale.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Home visitor's professional development, including discussing their professional development goals and actions that can be taken to achieve those goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Working effectively with other team members, including collaborating on activities, and roles and responsibilities of team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Data collection and entry, including tracking what data to collect and when, questions about forms or assessments, data entry, explaining data collection to families, completing forms in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Policies and procedures and other administrative topics. This includes following agency or program policies and procedures, changes to policies and procedures, completing administrative trainings and forms, time and leave reporting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Monitoring home visitor performance and providing feedback. This includes conducting both formal and informal performance reviews and supporting improvement when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[In Question 5 above, for areas that received disagree and strongly disagree ratings, GO TO Question 5a below. For areas that received agree or strongly agree ratings, SKIP TO next area in Question 5.]

7a. [If Question 5 = disagree or strongly disagree] Why do you think the training you received on _____ *[fill area text in bold]* hasn't fully prepared you to support home visitors in this area? CHECK ALL THAT APPLY

- I didn't get enough training in this area

- I didn't fully understand the training I received in this area
- The training I received wasn't useful
- I need something other than to training to be able to support home visitors in this area

8. If you ask, can you attend trainings in specific areas relevant to your needs or professional goals?

- No
- Yes, I can once in a while when I ask
- Yes, I can about half the time I ask
- Yes, I can most of the times I ask
- Yes, I can every time I ask
- Not sure
- Always

9. How often do the trainings you attend directly relate to your day-to-day work with families?

- Always
- Often
- Sometimes
- Rarely
- Never

10. How often do the trainings you attend use training techniques that are helpful and engaging?

- Always
- Often
- Sometimes
- Rarely
- Never

11. How often are the trainings you attend individualized to meet your needs?

- Always
- Often
- Sometimes
- Rarely
- Never

12. How often do the trainings you attend offer techniques or materials that are relevant for your community and the families you serve?

- Always
- Often
- Sometimes
- Rarely
- Never

13. Please rate how important each of the following are for preparing and supporting home visitors...

		Not at all important	Minimally important	Somewhat important	Very important	Unsure
1	Shadowing another home visitor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Not at all important	Minimally important	Somewhat important	Very important	Unsure
2	One-on-one time with his/her direct supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	[Model] training sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Receiving reflective supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Talking with other home visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Case conferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Watching videos of other home visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Debriefing with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Coursework/education in early childhood development or a related field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Continuing education opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. SUPERVISION

- Please rate the size of your current supervisor to home visitor ratio:
 - Lighter than you are able to handle effectively
 - About right
 - Heavier than you are able to handle effectively
- In the past 6 months, how often have you had a supervisor to home visitor ratio that was more than what you could handle effectively?
 - None of the time
 - Nearly none of the time
 - Some of the time
 - About half of the time
 - Most of the time
 - Nearly all of the time
 - All of the time
- Given your program’s resources and the training and support you’ve received, how confident are you that you can support home visitors in the following areas during one-on-one or group supervision?

		More	About the same	Less	Unsure
1	Monitoring progress of particular caregivers, including general updates and celebrating successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		More	About the same	Less	Unsure
2	Problem-solving for particular caregivers. This includes getting families connected to services, addressing challenging topics with families, strategies for motivating families, and supporting families through crises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Managing caseloads. This includes the number of families on their caseloads, enrolling new families into home visiting, scheduling home visits, and making the number of expected home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Building home visitor skills to provide information and support to families. This includes planning home visits, delivering the curriculum, learning how to model positive parenting and facilitate parent-child interaction, and accessing training and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Home visitors' thoughts, feelings, actions and reactions when working with families, including any past trauma home visiting might bring up for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Home visitor emotional wellbeing, including managing stress and exhaustion, things happening in their personal life, and community events influencing morale.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Home visitor's professional development, including discussing their professional development goals and actions that can be taken to achieve those goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Working effectively with other team members, including collaborating on activities, and roles and responsibilities of team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Data collection and entry, including tracking what data to collect and when, questions about forms or assessments, data entry, explaining data collection to families, completing forms in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		More	About the same	Less	Unsure
10	Policies and procedures and other administrative topics. This includes following agency or program policies and procedures, changes to policies and procedures, completing administrative trainings and forms, time and leave reporting, and performance reviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Monitoring home visitor performance and providing feedback. This includes conducting both formal and informal performance reviews and supporting home visitors where they need to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. In the past year, has there been a time when you did not have a supervisor or someone in a leadership position that you could go to for support in your job?
 - Yes
 - No
 - Unsure

5. In the past year, has there been a time when you were unable to go to your supervisor or other provider to explore your thoughts, feelings, actions and reactions when working with home visitors and families?
 - Yes
 - No
 - Unsure

6. In the past year, has there been a time when you were unable to go to anyone in your program that you had a trusting relationship with to explore your thoughts, feelings, actions and reactions when working with home visitors and families?
 - Yes
 - No
 - Unsure

7. Since you began your position as a supervisor at your agency, how many direct supervisors have you had?
 Enter Number: _____

J. OBSERVATION OF HOME VISITS

1. Do you ever observe home visitors during actual visits or by reviewing video-recordings of their visits as part of supervision?
 - No → SKIP TO Section K
 - View video recordings only → GO TO question 2

- Observe in person only → GO TO question 2
- View video recordings and observe in person → GO TO question 2

2. Do you observe all home visitors or only under certain conditions? CHECK ALL THAT APPLY.

- Observe all home visitors
- Observe home visitors who are newly hired
- Observe home visitors who request to be observed
- Observe home visitors who need extra help
- Observe home visitors under other conditions (specify): _____

3. About how many times per year do you observe each home visitor?

- Less than 1 time per year
- 1 time per year
- 2 times per year
- 3-10 times per year
- Eleven or more times per year

4. Do you use any specific tool(s) or form(s) for observing home visits?

- Yes, what is the name of the tool(s) or form(s)? _____ → GO TO Question 4a
- No → SKIP TO question 5

4a. [If Question 4 = Yes] Did you receive training on using this tool(s) from the tool developers?

- Yes, in-person training → GO TO Question 4b
- Yes, virtual training → GO TO Question 4b
- No → SKIP TO Question 4c

4b. [If Question 4a = Yes] How long ago did you receive this training?

- Within the last 12 months
- Within the last 2 years
- Within the last 3 years
- More than 3 year ago

4c. [If Question 4 = Yes] Please rate your agreement with the following statement: I feel I could use additional training in using this tool(s).

- Strongly agree
- Agree
- Disagree
- Strongly disagree

4d. [If Question 4 = Yes] How satisfied are you with the rating areas this tool(s) includes?

- Extremely satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied

- Somewhat dissatisfied
- Extremely dissatisfied

4e. [If Question 4 = Yes] How useful do you find this tool(s) for guiding your home visit observations?

- Extremely useful
- Somewhat useful
- Not at all useful

5. How important is observation in your overall supervision and evaluation of home visitors?

- Observation is the most important tool for evaluating home visitors
- Observation is one of several essential tools for evaluating home visitors
- Observation can be useful for evaluating home visitors, but it is not essential
- Observation is not a very useful way to evaluate home visitors
- Observation is not at all useful for evaluating home visitors

6. When you observe a home visit, what types of feedback do you give to the home visitor? CHECK ALL THAT APPLY

- Written feedback on a standard form
- Written feedback not on a standard form
- Verbal feedback with explicit areas for improvement
- Verbal feedback with little specific instruction
- I do not give feedback

7. Please rate your agreement with each of the following statements:

		Strongly agree	Agree	Disagree	Strongly disagree	Unsure
1	Home visitors behave differently when they are being observed than when they are doing a visit on their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The way families act in a home visit is pretty much the same whether the visit is being observed or they are just with their home visitor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Most families don't seem to mind when I go along on home visits to observe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Being videotaped is more uncomfortable for families than having someone there in person observing a home visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I do not have the time I need to conduct home visit observations and provide feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Home visitors find it helpful to receive feedback from observations of their visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K. ORGANIZATIONAL CULTURE AND CLIMATE

The following set of questions asks you to think about how your home visiting team does its work. We want to know how your team works together, takes in information, and makes decisions about the team's approach to home visiting. When answering questions about your team, please think about the staff that make up your home visiting program. This would include other home visitors, program managers, supervisors, evaluators, data managers and anyone else that might work closely with your program.

1. Please state whether you agree or disagree with the following statements.

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	This team gets all the information it needs to do our work and plan our schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	It is easy for this team to obtain expert assistance when something comes up that we don't know how to handle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	This team is kept in the dark about decisions that impact day-to-day work and what may happen with the program and its staff in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	This team lacks access to useful training on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Excellent work pays off in this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	It is clear what this team is supposed to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	This team spends time making sure every team member understands their role and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The team has invested plenty of time to clarify our goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	If you make a mistake on this team, it is often held against you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Members of this team are able to bring up problems and tough issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	People on this team are expected to conform to the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	It is safe to try something new on this team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	It is difficult to ask other members of this team for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
14	No one on this team would deliberately act in a way that undermines my efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Working with members of this team, my unique skills and talents are valued and utilized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Achieving this team's goals is well within our reach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	This team can complete work as assigned without being required to put in unreasonable time or effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	With focus and effort, this team can do anything we set out to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Most people in this team have the ability to solve the problems that come up in our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	All members of this team have more than enough training and experience for the kind of work they have to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Certain individuals in this team lack the special skills needed for good team work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	We regularly take time to figure out ways to improve our team's work processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	This team tends to handle differences of opinion privately, rather than addressing them directly as a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Team members go out and get all the information they possibly can from others-such as families, community members, and other program partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	This team frequently uses information and data that leads us to make important changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	In this team, someone always makes sure that we stop to reflect on the team's work process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	People on this team often speak up to test assumptions we might have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	People on this team are encouraged to think outside the box.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	We invite people from outside the team to present information or have discussions with us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	This team uses data to see if our processes are leading to the results we want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Members of this team are encouraged to try new strategies to see if they will work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Members of this team support each other as we work to master new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
33	The quality of work provided by this team is improving over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. CONNECTION TO COMMUNITY SERVED

1. Do you live in the community or neighborhoods your program provides services to?

- Yes → GO TO Question 1a
- No → SKIP TO Question 1b

1a. [If Question 1 = Yes] In total, how many years have you lived in the community or neighborhoods your program provides services to?

- Less than 1 year
- 1-2 years
- 3-5 years
- 5-10 years
- More than 10 years

1b. [If Question 1 = No] If you ever previously lived in the community or neighborhoods your program provides services to, how long did you live there?

- I never lived there
- Less than 1 year
- 1-2 years
- 3-5 years
- 5-10 years
- More than 10 years

2. Do you consider yourself a member of the tribal or urban Indian community your program provides services to?

- Yes
- No
- Somewhat

3. In general, do you feel as though you and the families your program serves share a similar cultural background?

- Yes, with most families
- Yes, with some families
- Yes, with a few families
- No

M. DEMOGRAPHICS

1. What is your Ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

2. What is your Race? (Select one or more)

- American Indian or Alaska Native → GO TO Question 2a
- Asian → SKIP TO Question 3
- Black or African American → SKIP TO Question 3
- Native Hawaiian or Other Pacific Islander → SKIP TO Question 3
- White → SKIP TO Question 3

2a. [If Question 2 = American Indian or Alaska Native] What is your tribal affiliation and/or identity?

1. What is your age?

- 25 and under
- 26-29
- 30-39
- 40-49
- 50-59
- 60 or older

[NEXT SCREEN]

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY.

Please click NEXT to exit the survey.
