

MULTI-SITE IMPLEMENTATION EVALUATION OF HOME VISITING (MUSE)

LOCAL PROGRAM EVALUATOR SURVEY

This collection of information is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are OMB #: 0970-0521, Exp: 12/31/2021. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Kate Lyon, James Bell Associates; 3033 Wilson Blvd. Suite 650, Arlington, VA 22201; MUSE.info@jbassoc.com.

MUSE Local Program Evaluator 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 an evaluator working with one of the home visiting programs participating in MUSE. Your answers will help us understand your role in your home visiting program and your perspective on the program.

Your participation in this survey is voluntary. If you choose to participate, it will take about 30 minutes 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. What were your main field(s) of study? CHECK ALL THAT APPLY. (Responses not limited to highest degree completed.)
 - Education
 - Psychology
 - Social work/Social welfare
 - Public health
 - Sociology
 - Other, specify: _____

3. How many total years of experience do you have working as a program evaluator?
 - Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years

4. Other than as an evaluator, do you have experience working with children and families? (e.g. in home visiting, social work, etc.)?
 - No
 - Yes. Please describe _____

B. CURRENT POSITION

1. When did you begin your present role as an evaluator for the tribal home visiting program? Please enter the month and year in numeric format. If you cannot recall which month you began, please leave it blank.
Month _____ Year _____

2. Have you worked with the organization that administers the tribal home visiting program on other projects?
 No [→ SKIP TO Question 3]
 Yes [→ GO TO Questions 2a & 2b]

2a. [If Question 2= yes] If so, in what capacity? _____

2b. [If Question 2= yes] How many years did you work with the agency or tribe in that capacity?
 Less than 1 year
 1-2 years
 3-5 years
 6-10 years
 More than 10 years

3. Are you employed by the organization that administers the tribal home visiting program?
 No [→ GO TO Questions 3a & 3b]
 Yes [→ SKIP TO Question 4]

3a. [If Question 3 = No] Which of the following best describes your employer?
 University
 Private company
 Self-employed
 Other (specify) _____

3b. [If Question 3 = No] My employer is very supportive of my work with the tribal home visiting program.
 Strongly agree
 Agree
 Disagree
 Strongly disagree

4. On average, how many hours per month do you work as an evaluator for the tribal home visiting program? (For example, enter "1.5" if you spend an hour and a half.)
Hours: _____

5. Is the time you have allocated to work with the tribal home visiting program adequate to fulfill your assigned duties?
 Yes
 No

- 6. On average, how often are you in contact with the tribal home visiting program staff?
 - Daily
 - Weekly
 - Monthly
 - Less than monthly
 - Never

 - 7. Which option best describes your relationship with the tribal home visiting program?
 - Just getting to know the staff and program
 - Know the program and staff pretty well
 - Fully involved in the staff team and program

 - 8. The amount of time you spend working as an evaluator on the tribal home visiting program is...
 - More time than similar projects
 - About the same time as similar projects
 - Less time than similar projects
 - Not applicable (I don't have any similar projects)

 - 9. How likely is it that you will continue in your current evaluator role 6 months from now?
 - Very likely [→ SKIP TO Section C]
 - Somewhat likely [→ GO TO Question #9a]
 - Somewhat unlikely [→ GO TO Question #9a]
 - Very unlikely [→GO TO Question #9a]
- 9a. [If somewhat likely, somewhat unlikely, very unlikely] What factors affect whether you will stay in this role?
[CHECK ALL THAT APPLY]
- The pay I receive for this project
 - The funding for my role on this project is uncertain
 - Another project requires more of my time
 - Opportunities for advancement within my organization
 - Personal reasons (e.g., health, family obligations, change in career)
 - Retire or stop working
 - Moving out of the area
 - Challenging work environment with the home visiting program
 - Other (specify(_____

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 are more important than others. Select the response 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 are told about its importance. Select the response that best describes your program's ranking of this outcome.

1. How much of a priority is each of the following outcomes for the tribal home visiting 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 (including dental health/dental 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 (including dental health/dental 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 (including dental health/dental 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"/>
5 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"/>
6 Preventing and reducing alcohol, commercial 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"/>
7 Promoting caregiver emotional well-being and 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"/>
8 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"/>
9 Supporting healthy adult relationships (with boyfriends/girlfriends, husbands/wives, partners, co-parents)	<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 Increasing social support (support from family, friends, and community)	<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 Furthering a caregiver’s education and job training	<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
12	Supporting getting a job, or getting a better job	<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	Supporting child health (including dental health/dental 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"/>
14	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"/>
15	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"/>
16	Basic needs like food, utilities, housing, transportation, and identification	<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	Legal system and services	<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	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"/>
19	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"/>
20	Addressing unresolved issues from past caregiver 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"/>
21	Connecting to community and culture (attending community and/or cultural activities, learning cultural teachings, making new relationships with others in your community)	<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 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"/>
23	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"/>
24	Supporting caregivers in feeding children (including formula and solids, and not including 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"/>
25	Helping caregivers to establish and maintain developmentally appropriate care/routines (daily routines like bedtime, mealtime, bath time)	<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"/>
26	Supporting effective co-parenting	<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"/>
27	Supporting child and home safety	<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. Overall, how effective do you believe the tribal home visiting program is in MAKING A DIFFERENCE for families in the following areas?

		Not at all effective	Somewhat effective	Mostly effective	Very effective
1	Prenatal health/prenatal care (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Not at all effective	Somewhat effective	Mostly effective	Very effective
2	Postpartum health/postpartum care (including dental health/dental 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 (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Family planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Alcohol, commercial tobacco, and other drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Caregiver emotional well-being, mental health or stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Healthy adult relationships (with boyfriends/girlfriends, husbands/wives, partners, co-parents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Social support (support from family, friends, and community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Furthering a caregiver's education and job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Getting a job, or getting a better job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Child health (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Making child care arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Basic needs like food, utilities, housing, transportation, and identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Legal system and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Nutrition and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Budgeting/making ends meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Trauma (things that happened in the past that affect caregiver today)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Connecting to community and culture (attending community and/or cultural activities, learning cultural teachings, making new relationships with others in your community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Parent-child interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Discipline/behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Feeding children (including formula and solids, and not including breastfeeding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Developmentally appropriate care/routines (daily routines like bedtime, mealtime, bath time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Co-parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Child/home safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. EVALUATOR ROLE

1. Below is a list of skills and knowledge that evaluators working on Tribal MIECHV-funded grants may need. Based on your experience working with the tribal home visiting program, how important are each of these areas from not at all important to very important?

		Not at all important	Minimally important	Somewhat important	Very important
1	Study design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Developing a data collection protocol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Conducting data analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Developing data collection forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Training staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Managing program data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Database engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Conducting data quality checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Building relationships with program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Project management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Meeting facilitation/presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Translating evaluation terminology into lay terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Negotiating multiple perspectives in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Advocating on behalf of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Influencing program decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Federal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Home visiting services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Evaluation methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Data quality and cleaning procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Community protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Developing an IRB application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How often are you involved in overall program decision making for the tribal home visiting program?
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
3. Have you previously worked with the organization that administers tribal home visiting on any other programs or projects?
- Yes
 - No

4. How often do you participate in the tribal home visiting program’s team meetings? Please include in-person and telephone meetings.
- Once a week or more
 - Every other week
 - Once a month
 - Less than once a month
 - Never

5. How often do you come on site to meet with the program?
- I am located in the same building as the program staff
 - Once a week or more
 - Every other week
 - Once a month
 - Once every few months
 - Twice a year
 - Once a year
 - Never

6. How often do you interact with the following home visiting program team members? Please include in-person meetings, telephone and email communication?

	Daily	Weekly	Monthly	Less than monthly	Never
1 Program Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Program Coordinator/Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Home Visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Other Program Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Have you ever observed a home visit?
- Yes [→ GO TO Question 7a]
 - No [→ SKIP to Question 8]

7a. [If Question 7 = Yes] How many home visits have you observed? ____

8. Have you ever attended a family group event? A family group event is an event provided by the program that is intended for more than one family.
- Yes
 - No

9. Please tell us about your involvement with your tribal home visiting program. How involved are you involved in the following activities:

	I am not involved	I consult as needed	I am substantially involved	I lead this effort
1 Data quality checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Developing data collection protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Data analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		I am not involved	I consult as needed	I am substantially involved	I lead this effort
4	Developing data collection forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Training home visitors to collect data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Data management and cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Database changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Running reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Interpreting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Sharing data with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Sharing findings/presenting data to stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. DATA SYSTEMS

1. How much experience did you have with data systems prior to working with your tribal home visiting program?
 - None [→ GO TO Question 1a]
 - Very little [→ GO TO Question 1a]
 - Some [→ GO TO Question 1a]
 - A lot [→ SKIP to Question 2]
 - 1a. [If Question 1 = A lot, some, or a little] How adequate was your prior experience with data systems in preparing you for the demands of this project?
 - More than adequate
 - Adequate
 - Not quite adequate
 - Not at all adequate

2. Which of the following reflect your involvement with the tribal home visiting program’s data system? CHECK ALL THAT APPLY
 - I oversee all aspects of the data system
 - I provide training on the data system to incoming staff
 - I develop policies or procedures relevant to the data system
 - I supervise staff who do data entry
 - I do data entry
 - I work with IT or vendor to make changes to the data system
 - I access the data system for running reports
 - Other (specify)_____

3. Based on all sources of support, the level of support the tribal home visiting program receives related to their data system...
 - Fully meets our needs
 - Meets most of our needs
 - Meets some of our needs
 - Meets very few of our needs
 - Does not meet our needs
 - Unsure

4. How helpful have these kinds of data systems support been to the home visiting program team?

		Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Did not receive data system support from this entity
1	Support from the data system developers (including trainings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Support from your TEI capacity building specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Support from the home visiting organization's internal IT department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Overall, does the primary data system meet the tribal home visiting program's needs?

- Yes
- No
- Not sure

6. How useful is the tribal home visiting program's data system?

- The system is extremely useful for meeting all of our reporting requirements
- The system is useful but does not meet all of our data reporting needs
- The system has some useful features but requires us to do a lot of extra work to accomplish our data reporting requirements
- The system makes it harder to meet our data reporting requirements than counting cases by hand
- Not sure

7. How easy or difficult to use is the tribal home visiting program's data system?

- Very easy
- Somewhat easy
- Somewhat difficult
- Very difficult
- Not sure

8. If possible, would you prefer an alternative data system to the one currently being used?

- Yes
- No
- Not sure

9. Has your role in managing the data system changed over time?

- Yes, I have more responsibility
- Yes, I have less responsibility
- Yes, I have the same amount of responsibility, but my tasks have changed
- No

F. PERFORMANCE MEASUREMENT

1. We are interested in learning how performance measurement has impacted your program. How much do you agree or disagree with the following statements?

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1	Planning for performance measurement has helped program leadership ensure high quality implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Discussions about performance measurement have helped program staff develop common priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Program staff see performance measurement as more of a chore than a help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Performance measurement requirements have taken away from important program work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Performance measurement data have helped home visitors see how they are making a difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Looking at performance measurement data has shown us where we can make improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Collecting so much performance measurement data makes it hard to spend enough time providing services to families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	This grant's data reporting requirements are too burdensome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Other programs in this agency have improved their data collection systems or the way they use data as a result of the home visiting program's work on performance measurement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Technical assistance providers play a key role in helping the home visiting program carry out high quality performance measurement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Performance measures are not aligned with our program priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Technical assistance adds additional burden to our planning efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. CONTINUOUS QUALITY IMPROVEMENT

1. To what degree are you involved in the tribal home visiting program's continuous quality improvement (CQI) activities? CQI is using data and information to improve performance and practice.

- The tribal home visiting program does not do CQI activities [→ SKIP to next Section]
- I am not involved
- I consult on these activities as needed
- I am substantially involved
- I lead the tribal home visiting program's CQI activities

2. The number of hours I have allocated to work with the tribal home visiting program allows time for me to support CQI initiatives.

- Yes
- No

3. How have you supported the tribal home visiting program's CQI activities? CHECK ALL THAT APPLY.

- Leading CQI efforts
- Consulting with program staff
- Training staff on CQI
- Providing or analyzing data for CQI
- Creating/running trend charts
- Monitoring data collection
- Analyzing CQI data
- Presenting CQI info to stakeholders

4. Does the tribal home visiting program hold meetings dedicated to reviewing data and CQI?

- Program holds regular meetings focused solely on data and CQI
- Program holds regular meetings where data and CQI are on the agenda for part of the meeting
- Program holds regular meetings but data and CQI are only occasionally discussed
- Data and CQI are not discussed at meetings

5. How many CQI projects has the tribal home visiting program worked on since receiving a Tribal MIECHV grant?

- 0
- 1-3
- 4 or more

6. How have CQI efforts changed the tribal home visiting program's service delivery?

- CQI has made service delivery a lot better
- CQI has made service delivery a little better
- CQI has not made any difference
- CQI has made service delivery a little worse
- CQI has made service delivery a lot worse

H. ROLE SATISFACTION

1. The following questions ask how you feel about your role with the tribal home visiting program. How often do 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 with the home visiting program is satisfying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My work with the home visiting program is boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My work with the home visiting program allows me to be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel respected in my work with the home visiting program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	My work with the home visiting program is frustrating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My work with the home visiting program gives me a sense of accomplishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My work with the home visiting program is interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The work I do with the home visiting program is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	My work with the home visiting program is overwhelming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. We are interested in learning about how your job relates to the community served by the tribal home visiting program. How much do you agree or disagree with the following statements?

		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	Being connected to the local community is critical to my success as an evaluator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I worry that what I have to do to help with data requirements negatively impacts how I am perceived in the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	General distrust and/or unfamiliarity with data makes my job harder on this project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	What I do as an evaluator is meaningful to people in the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	What I do as an evaluator makes a positive difference in the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	What I do as an evaluator 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"/>

I. ORGANIZATIONAL CULTURE AND CLIMATE

The following questions ask 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 the tribal home visiting program. This would include home visitors, program coordinators/managers, supervisors, evaluators, data managers and anyone else that might work closely with the tribal home visiting program.

1. How much do you agree or disagree with the following statements?

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1	Our 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 our 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	Our 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	Our 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 our team is supposed to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Our 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	Our 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 our 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 our 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 our 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 our 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 our team for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	No one on our 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 our 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 our team's goals is well within our reach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Our 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, our 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 our 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 our 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"/>

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
21	Certain individuals in our 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	Our 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	Our 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 our 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 our 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 our 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 our 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	Our 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 our 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 our 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"/>
33	The quality of work provided by our team is improving over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Tribal home visiting programs have a lot of different leadership structures. For the next few questions, think about the person in the tribal home visiting program who serves as the team leader. How much do you agree or disagree with the following statements?

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
1	Our team leader initiates meetings to discuss our team's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Our team leader is available for consultation on problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Our team leader is 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	Our team leader manages crises in a calm and dependable way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Our team leader helps us get through challenges we face in our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
6	Our team leader handles personnel issues thoughtfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Our team leader would go to bat for us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Our team leader has 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	Our team leader treats all team members fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Our team leader doesn't really understand what our team needs to do its job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. CONNECTION TO COMMUNITY SERVED

1. Do you live in the same community or neighborhoods the tribal home visiting 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 same community or neighborhoods the tribal home visiting program provides services to?
 - Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years
 - 1b. [If Question 1 = No] If you ever previously lived in the same community or neighborhoods the tribal home visiting program provides services to, how long did you live there?
 - I never lived there
 - Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years
2. Do you consider yourself a member of the same tribal or urban Indian community the tribal home visiting program provides services to?
 - Yes
 - No
 - Somewhat
3. In general, do you feel as though you and the families the tribal home visiting program serves share a similar cultural background?
 - Yes, with most families
 - Yes, with some families
 - Yes, with a few families
 - No

K. 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?

3. 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.
