

Instrument 1: Self-Reflection Data Collection Tool

OMB Control No.: 0970-0531

Expiration Date: 07/31/2022

PATH Technical Assistance Needs Assessment

(administered annually via Survey Monkey)

Dear Grantee,

Thank you for completing the Tribal Home Visiting (THV) Technical Assistance (TA) Needs Assessment tool.

This form should take approximately 1 hour to complete if one person completes it. However, we encourage you to complete the tool as a team, which can take up to 60 minutes. Please submit only one Needs Assessment for your program.

As you complete the Need Assessment tool, please keep the following things in mind:

- 1) As you go through the tool, it might help to have your program's Implementation Plan on hand.
- 2) Depending on the device (e.g., desktop, phone, or tablet) you are using to complete the tool, please scroll, tab, or slide to the right of your screen to ensure you answer all the questions.
- 3) As you complete the tool, please anticipate your TA needs over the next 12 months.

We analyze and review the results with rigor and continuously incorporate your suggestions to improve our TA to address grantee needs. Your feedback provides valuable information to PATH and ACF to help inform:

- a shared understanding of TMIECHV TA needs,
- the quality delivery of future TA best practices,
- the development of new tools and resources, and
- future TA development and management.

The Needs Assessment data will be incorporated into internal PATH documents and processes for planning purposes with ACF and other TMIECHV TA providers. Your participation is voluntary, and your information will be kept private to the extent permitted by law.

Thank you for taking the time to improve our support we provide to your team and other THV grantees!

Please contact Tara Chico-Jarillo at tchico-jarillo@zerotothree.org if you have questions or concerns.

The PATH Team

Implementation Topic Definitions:

Program Development (PD) and Program Workforce and Management: Refers to efforts to provide support and professional development to staff such as staff recruitment and hiring, professional development, staff retention, training to ensure well-trained, competent staff beyond model developer provided activities and high quality reflective, clinical, and administrative supervision.

Policies and Procedures: Refers to your program's policies and procedures that are existing or need to be revised, refined, or developed, strategies for engaging program staff and other stakeholders in the development of your programs policies and procedures manual and activities to ensure regular utilization and review of your program's policies and procedures manual.

Tribal/Organizational Leadership Support, Governance, and Administration: Refers to the administrative management and structure your program operates within and the responsibility for ensuring successful implementation and oversight of your program. This includes providing fiscal planning and oversight of your program and leading collaborative partners, including subcontractors, advisory committees, and legal oversight.

Organizational Fiscal Management Practices: Refers to the organizational fiscal planning, management, and structure your program operates within and the responsibility for ensuring successful implementation and oversight of your program.

Sustainability: Refers to how your program builds and ensures sustainability after the grant has ended, including how your program engages with other tribal or organizational leaders, assesses the current infrastructure and resources for retaining and extending home visiting services beyond the federal funding period, and how your program identifies resources that potentially may be leveraged to sustain home visiting (e.g., collaboration with service partners, various funding streams both private and public).

Fidelity Monitoring/Model Fidelity (High-Quality Program): Refers to your programs use or access to the curriculum and other materials to implement the home visiting model and whether the materials were useful, any training and professional development support obtained from the home visiting model(s) and whether the training helped when implementing the program. This also includes activities providing high-quality home visiting program services such as ensuring the selected home visiting model(s) are being implemented with fidelity, making sure all staff delivers home visits the way the model was intended, and developing and documenting program operations, policies and procedures to support implementation fidelity and program quality.

Dissemination: Refers your program's dissemination plan and efforts such as your dissemination purpose and goals, target audiences for dissemination and information sharing, products and materials developed, and methods used to share these products and materials (e.g., newsletter, pamphlets, social media).

Community and Partner Engagement: Refers to how your program engages with the broader community(ies) (e.g., partner agencies, stakeholders within your community, tribal leadership, leadership within your organization, partner agencies, the families you serve) around your home visiting program.

Recruitment, Enrollment, and Engagement of Families: Refers to your program's efforts to recruit, engage, and retain program participants, including progress on meeting objectives related to recruitment of families, engaging families, retaining families, and completion of the program.

Early Childhood Systems Building: Refers to developing a coordinated early childhood system, including coordination and collaboration between your home visiting program and other programs and resources for pregnant women, expectant fathers, young children, and families in the community(ies). This

includes improving referrals and services between your program and others in the community and the partnerships your program has developed.

Adaptations, Enhancements and Supplements: Refers to programs that have 1) an acceptable adaptation of an evidence-based model or promising approach includes changes to the model that have not been tested with rigorous impact research and are determined by the model developer to alter core components related to program impacts ; 2) an acceptable enhancement of an evidence-based model or promising approach includes changes or additions to the model that have not been tested with rigorous impact research but are determined by the model developer not to alter the core components related to program impacts; and 3) an acceptable supplement to an evidence-based model or promising approach is the addition of a supportive or complementary curriculum to an evidence-based home visiting model. The supplement may or may not have been tested with rigorous impact research but must be determined by the model developer not to alter the core components related to program impacts.

Implementation Stage Rating Scale Definitions:

Not Implementing: Refers to programs that are not implementing the specific process.

Planning the Process: Refers to programs that are actively developing the process.

Initial Implementation: Refers to programs that have just started implementing the process.

Maintenance: Refers to programs that are confident with implementation.

Need for Modification: Refers to programs adapting to staffing changes, growth, or installing additional program elements.

Tribal Home Visiting Implementation Self- Reflection
 (The Self-reflection Tool applies the implementation drivers through the IPG lens)

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| Program Name: | | | |
| COMPETENCY DRIVERS | | | |
| Program Development (PD) and Quality Workforce Management | Which of these terms best describes your implementation stage? | Do you have TA needs? | |
| Please answer the following questions about your implementation stage, and TA needs related to the sample topics. | | | |
| Home visiting specific job descriptions for all program positions. | | | |
| Recruitment and selection of qualified staff who are a good fit for home visiting and the families served | | | |
| Strategies that support staff retention (e.g., supportive team culture, flexible work schedule, addressing secondary trauma, well-being, and self-care) | | | |
| Ongoing staff transition planning when turnover occurs | | | |
| Orienting new staff (e.g., regularly updated materials, and opportunities to connect with team members, stakeholders, and observation or shadowing) | | | |
| Annually assessing PD needs for each staff and the program | | | |
| PD opportunities to meet ongoing training requirements and individual professional goals and interests | | | |
| Application of a formal home visiting competency framework (provides a shared language and set of experiences for the home visiting workforce) | | | |
| Regular reflective supervision for home visitors through a trained and equipped supervisor or consultant | | | |
| Ongoing support, including administrative and clinical supervision, home visit observation, feedback, teaching, etc. | | | |
| IECMHC strategies (e.g., access to consultants, a mental health consultant for reflective supervision, or ongoing training through the State Infant Mental Health Association) | | | |
| Promotion of a culture of camaraderie, commitment to high-quality work, shared ownership that honors traditional values, strengths, and interests of individual team members | | | |
| If you noted TA needs in any PD or Quality Workforce Management sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving PD or Quality Workforce Management with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other PD and Quality Workforce Management sub-topics we did not include in the list above. | | | |
| Policies and Procedures (P&P) | Which of these terms best describes your implementation stage? | Do you have TA needs? | |
| Please answer the following questions about your implementation stage, and TA needs related to the sample topics. | | | |
| Fully developed THV program P&P manual | | | |

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| Update of the P&P manual, at least annually (if needed more frequently) | | | |
| Orienting new staff on the program policy and procedure manual | | | |
| Easy access to the P&P manual in a convenient location and format | | | |
| If you noted TA needs in the P&P sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving P&P with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other Policies and Procedures sub-topics we did not include in the list above. | | | |

LEADERSHIP DRIVERS

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| Program Leadership Support and Administration | Which of these terms best describes your implementation stage? | Do you have TA needs? |
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Please answer the following questions about your implementation stage, and TA needs related to the sample topics.

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| Training system for program leaders to build THV competency practice (e.g., problem-solving, change management, home visiting implementation, and budget management to meet requirements) | | | |
| Opportunities for home visiting team members to provide feedback about program implementation | | | |
| Initial and ongoing quality reflective supervision training for program leaders through a trained provider | | | |
| Quality program oversight (e.g., managing workload, supporting home visitors with administrative requirements, ensuring strong program operations) | | | |
| Quality and regular review of sub-recipient contract deliverables (as applicable) | | | |
| Trained program leaders who are well versed in programmatic data requirements, including performance measures, CQI, and model data elements | | | |
| Trained program leaders who are comfortable and equipped to support home visitors with data requirements, including performance measures, CQI, and model data elements | | | |
| Trained program leaders who understand tribal culture, the community, and other relevant tribal context, as needed | | | |
| If you noted TA needs in the Program Leadership Support and Administration sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving Program Leadership Support and Administration with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other Program Leadership Support and Administration sub-topics we did not include in the list above. | | | |

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| Tribal/Organizational Leadership, Governance, and Administration | Which of these terms best describes your implementation stage? | Do you have TA needs? |
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Please answer the following questions about your implementation stage, and TA needs related to the sample topics.

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| Leadership at all relevant levels of the organization understand how to champion and support THV implementation, improvement, and sustainability components | | | |
| Leadership builds relationships and linkages with external stakeholders to reduce barriers to THV service implementation and to meeting the needs of enrolled families | | | |
| Leadership routinely reviews program reports and data to assess THV practice, performance measures, CQI, data quality issues to help guide decision-making | | | |
| Leadership regularly provides feedback to help implement adjustments and changes in response to changing population and community needs | | | |

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| Program leaders receive regular supervision and communication from tribal/organizational leadership | | | |
| If you noted TA needs in the Tribal/Organizational Leadership, Governance, and Administration sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving Tribal/Organizational Leadership, Governance, and Administration with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other Tribal/Organizational Leadership, Governance, and Administration sub-topics we did not include in the list above. | | | |
| Organizational Fiscal Management Practices | Which of these terms best describes your implementation stage? | Do you have TA needs? | |
| Please answer the following questions about your implementation stage, and TA needs related to the sample topics. | | | |
| An annual budget development process that involves relevant program and administrative staff | | | |
| Consistent and regular review of spending allocations and line-item breakdowns that involves program leaders and other relevant program and fiscal staff | | | |
| If applicable, regular review of spending allocations and line-item breakdowns with sub-contracting home visiting sites | | | |
| If you noted TA needs in the Organizational Fiscal Management Practices sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving Organizational Fiscal Management Practices with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other Organizational Fiscal Management Practices sub-topics we did not include in the list above. | | | |
| ORGANIZATIONAL AND PROGRAM DRIVERS | | | |
| Sustainability | Which of these terms best describes your implementation stage? | Do you have TA needs? | |
| Please answer the following questions about your implementation stage, and TA needs related to the sample topics. | | | |
| Sustainability plan in place that is supported by tribal or organizational leadership | | | |
| The organization leverages funds and resources to support THV | | | |
| Tribal leadership and the community, including key stakeholders and possible funders, have buy-in and actively support THV | | | |
| If you noted TA needs in the Sustainability sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving Sustainability with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other Sustainability sub-topics we did not include in the list above. | | | |
| Model Fidelity | Which of these terms best describes your implementation stage? | Do you have TA needs? | |
| Please answer the following questions about your implementation stage, and TA needs related to the sample topics. | | | |
| Regular communication with and support from the model developer | | | |
| Process to collect model fidelity measures | | | |
| Regular review and reflection to monitor and address compliance with model fidelity measures | | | |

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| Availability of sufficient resources and capacity to implement the model with fidelity | | | |
| System of initial and ongoing model implementation training | | | |
| Application of adaptations, supplements, or enhancements to better meet participant and community needs | | | |
| If you noted TA needs in the Model Fidelity sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving Model Fidelity with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other Model Fidelity sub-topics we did not include in the list above. | | | |

COMMUNITY CONNECTION DRIVERS

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| Dissemination | Which of these terms best describes your implementation stage? | Do you have TA needs? |
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Please answer the following questions about your implementation stage, and TA needs related to the sample topics.

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| Dissemination plan with goals and objectives | | | |
| Collection and analysis of feedback data to assess the effectiveness of dissemination materials and strategies | | | |
| Tailored dissemination materials for specific audiences, for example, families, funders, and other stakeholders | | | |
| Community, community leaders, tribal leadership, stakeholders, and families fully understand THV services | | | |
| If you noted TA needs in the Dissemination sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving Dissemination with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other Dissemination sub-topics we did not include in the list above. | | | |

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| Community and Partner Engagement | Which of these terms best describes your implementation stage? | Do you have TA needs? |
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Please answer the following questions about your implementation stage, and TA needs related to the sample topics.

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| An active home visiting advisory committee that supports planning and oversight of the program | | | |
| A network of community resources and strong relationships with partners to facilitate warm hand-offs for families when referrals occur | | | |
| Regular feedback from families and community members to help adapt practice as needed | | | |
| Ongoing addition of new essential community resources and stakeholders that can support the implementation of THV | | | |
| If you noted TA needs in the Community and Partner Engagement sub-topics above, briefly describe your implementation barriers and/or TA needs. | | | |
| If you are willing to share any tools you have developed for improving Community and Partner Engagement with other programs, please list those here. | | | |
| Please describe barriers or TA needs in other Community and Partner Engagement sub-topics we did not include in the list above. | | | |

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| Recruitment, Enrollment, and Engagement of Families | Which of these terms best describes your implementation stage? | Do you have TA needs? |
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| Please answer the following questions about your implementation stage, and TA needs related to the sample topics. | | |
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| Partnerships with key referral agencies which result in enrollment, including an established communication pathway with the referral agency staff that is effective for both parties | | |
| An effective and timely connection with referred families to determine eligibility and whether the program is a good fit | | |
| Support and resources for home visitors to increase knowledge and application of family engagement core competencies | | |
| Training to strengthen core competencies that can influence family retention | | |
| Intentional family engagement strategies during the first three months to increase long-term engagement | | |
| Methodology to regularly recruit families to serve in leadership or advisory roles | | |
| Support and resources for home visitors to build and strengthen relationships with families | | |
| Recruitment, enrollment, and engagement data collection, analysis, and reflection to monitor outcomes and address concerns | | |
| Recruitment, enrollment, and engagement process map | | |
| Method for identifying families at risk of dropping out and implementation of targeted approaches to keep them enrolled | | |
| Plan to keep families engaged when a home visitor transition occurs | | |
| Plan for meeting the ACF enrollment capacity goal | | |
| If you noted TA needs in the Recruitment, Enrollment, and Engagement of Families sub-topics above, briefly describe your implementation barriers and/or TA needs. | | |
| If you are willing to share any tools you have developed to improve recruitment, Enrollment, and Engagement of Families with other programs, please list those here. | | |
| Please describe barriers or TA needs in other Recruitment, Enrollment, and Engagement sub-topics we did not include in the list above. | | |
| Early Childhood Systems Building | Which of these terms best describes your implementation stage? | Do you have TA needs? |
| Please answer the following questions about your implementation stage, and TA needs related to the sample topics. | | |
| An active community early childhood system that aims to improve services and supports for infants, toddlers, and families across systems | | |
| THV takes an active role in the community and is part of the local early childhood network | | |
| If you noted TA needs in the Early Childhood Systems Building sub-topics above, briefly describe your implementation barriers and/or TA needs. | | |
| If you are willing to share any tools you have developed for improving Early Childhood Systems Building with other programs, please list those here. | | |
| Please describe barriers or TA needs in other Early Childhood Systems Building sub-topics we did not include in the list above. | | |
| General Feedback | | |
| Please provide any additional feedback about how we can meet your TA needs in the next year. | | |