

ICTP RECRUITMENT & SELECTION PRACTICES RESOURCE

What is this tool for?

This tool is intended to serve as a resource for Triple P regions to use when exploring and implementing recruitment and selection strategies. The tool includes both recruitment and selection practice recommendations and resources to support application. Regions are encouraged to consider community context and team capacity to ensure a selected practice and resource matches need and is feasible to implement.

When should we use this tool?

This tool should be used when regions are exploring opportunities to either develop or strengthen service delivery agency (SDA) and practitioner recruitment and selection processes. Recruitment and selection are contained within a [larger community-driven process for implementing and supporting the use of Triple P](#) in a way that meets the needs of the families you intend to serve. While the graphic below represents a linear process, local implementation rarely occurs this way. As such, this tool can be used at various stages of implementation.

Where should we start?

Regions should consider what area they want to improve and then select one of the three “What” areas of focus to explore:

- **Service Delivery Agency Recruitment:** Strategies to consider when recruiting SDAs to match needs of families and increase reach of Triple P.
- **Service Area Selection:** Strategies to help create a Lead Implementing Agency (LIA) and SDA mutual selection process, that allows both agencies adequate time and resources to determine if Triple P will be a good fit for the region, agency, and population to be served.
- **Post-Selection Ongoing Service Delivery Agency Support:** Strategies to increase the likelihood SDAs will use Triple P as intended.

Your Impact Center Site Support team can help guide you towards practices and resources that could be adapted for use in your region.

Citation: DiSalvo, C., Lawrence, S., Minch, D., & McDonald, C. (2022, March). ICTP Recruitment and Selection Practices Resource. [Learning Resource for the ICTP projects]. Chapel Hill, NC: The Impact Center at Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

What: Service Delivery Agency Recruitment

Why	To implement Triple p across a whole community or area in a way that aligns with family wants and needs and existing community services.
Participants	LIA, CLT, Coalition, Broader Community
Assessment Component	Program evidence & usability and its match to community need.

Best Practice	Enhanced Best Practice	Recommended Frequency
Utilize existing community data such as community health assessment , community surveys, etc. to inform what populations in the community need and want Triple P target and what program variants or Triple P levels (e.g. seminar, teen, etc.) are needed most within your community .	Invite the community to help assess existing community data such as community health assessments , community surveys, etc., and discuss potential root causes, and share their perspectives on community and individual needs. While “community” should be locally defined, families who represent the diversity of your community (i.e. race/ethnicity, language, age, sex/gender.etc.), should be prioritized, invited, and supported to engage in these discussions.	<ul style="list-style-type: none"> • If possible, prior to initial community implementation • As part of a strategic planning process.
Map families served or # of Triple P practitioners to your region’s zip codes or neighborhoods to identify reach/access gaps.	If accessible, utilize disaggregated household data by race and ethnicity and other data such as sex/gender, language, income, education level, and age of children to determine disparities in your program’s reach and how this data may influence Triple P variant selection and scale-up strategies.	<ul style="list-style-type: none"> • Annually after initial community implementation • As part of a strategic planning process.

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What: Service Delivery Agency Selection

Why	<p>To work with a potential SDA Triple P to:</p> <ul style="list-style-type: none"> • Understand program delivery expectations. • Evaluate if Triple P would be a good fit for a potential SDA and the population they intend to serve. • Discuss skills and resources needed to support successful and sustainable implementation. <p>When SDAs and their staff understand the program expectations the agency and practitioner is more likely to complete training and accreditation and use Triple P with families.</p>
Participants	<p>LIA Staff</p> <p>SDA Staff: Leadership, Supervisors, Front line staff</p>
Assessment Component	<p>Service Agency Capacity, Fit, & Need</p> <p>Program Evidence, Useability, Supports</p>

Best Practice	Enhanced Best Practice	Recommended Frequency
<p>Develop a new provider process to guide SDA selection.</p> <p>Provide a Triple P introductory information packet and initial discussion time to answer common SDA questions and mutually assess agency fit, capacity, and need:</p> <ul style="list-style-type: none"> • What population of parents are they targeting? • What is the Triple P suite of programs or levels offered to families? 	<p>Give a presentation to a potential SDA to engage others (e.g. leadership, frontline staff, etc.) in the agency about Triple P.</p> <p>Develop a New Provider Application process.</p> <p>Offer potential SDAs fit and feasibility assessment or readiness assessment tools to begin conversations internally or guide agencies through an assessment during the new provider process.</p>	<p>During initial engagement(s) with an interested potential SDA, but prior to practitioner training registration.</p>

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Best Practice	Enhanced Best Practice	Recommended Frequency
<ul style="list-style-type: none"> • What are the program components and service delivery expectations (pg. 10-11 of the <i>NC Model Scale-Up Plan</i>)? • What are the initial and ongoing costs for program training and delivery? • How is the program typically integrated into existing service delivery structures? • What is recommended practitioner selection criteria and practitioner competencies needed to implement Triple P effectively? • What practitioner supports are available after training? • What are the agency’s delivery goals? (when do they want to start delivering, how many practitioners, and how many families served within the first year of delivery) • Materials that define service & practitioner delivery expectations. (e.g. job descriptions or MOAs.) 	<p>Enhanced service delivery expectations (pg. 10-11 of the <i>NC Model Scale-Up Plan</i>) such as:</p> <ul style="list-style-type: none"> • Supervisors willing and able to audit the course to support those delivering. • Signature of agency executive leadership. <p>Connect agencies and potential practitioners with existing SDAs to let them learn from those already implementing Triple P.</p> <p>Encourage potential practitioners to explore TPOL.</p>	

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What: Post-Selection Service Delivery Agency Support

Why	Assessing if organizational capacities are in place to successfully implement Triple P helps agencies better understand strengths and needs that impact ongoing readiness .
Participants	LIA Staff SDA Staff: Leadership, Supervisors, Front line staff
Assessment Component	Service Agency/ Practitioner Capacity Program Supports

Best Practice	Enhanced Best Practice	Recommended Frequency
<p>Complete an agency visit to review program expectations and assess overall readiness prior to program delivery.</p> <p>Connect practitioners to ongoing coaching.</p>	<p>Designate an implementation team at the agency accountable for supporting and assessing Triple P implementation.</p> <p>Utilize an Implementation Drivers Assessment (IDA) or adapted version to assess agency capacity.</p> <p>Assess agency context for supporting practitioners following accreditation.</p> <p>Support the SDA in development of an agency implementation plan.</p> <p>Develop a “getting started” orientation process for newly accredited practitioners and their supervisors. Additional resources: Orientation flyer and orientation survey.</p>	<p>Following initial engagement and accreditation, but prior to delivery to families.</p>

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