INTERMEDIARY ORGANIZATION CAPACITY ASSESSMENT

for the Triple P System of Interventions (IOCA-TP)

Facilitator's Guide

THE **IMPACT** CENTER at FPG **Building Capacity for Stronger Systems and Communities**

UNC | **FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE**

ICTP Implementation Capacity for Triple P

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The Implementation Capacity for Triple P (ICTP) project team has developed a measure of the capacity of intermediary organizations to support community coalitions, funders, and other partners across a state or region to scale-up the Triple P – Positive Parenting Program system of interventions (Triple P). An *intermediary organization* is defined as is defined as a statewide center or partnership that supports state and local child- and family-serving agencies in designing, implementing, and sustaining evidence-based programs like Triple P (Mettrick et al., 2015). Their *capacity* to support partners to scale Triple P includes organizational resources and abilities to carry out five intermediary functions recognized in the literature (i.e., Mettrick et al., 2016).

The IOCA-TP includes 76 assessment questions divided into six separate indices, five of which cover intermediary functions, and a sixth around organizational leadership and alignment across the five functions. These indices measure and describe core components of intermediary capacity, information from which can be used for action planning.

The IOCA-TP Facilitator's Guide is intended to assist facilitators in planning for and carrying-out a successful assessment. It includes several resources that may be useful for assessment facilitation, including an example script to describe the IOCA-TP to participants, a copy of the assessment annotated with facilitation notes, as well as a checklist of actions to take before, during, and after the assessment. Facilitators should review the guide and become familiar with all content prior to moving forward with administration of an assessment.

Delivery

Though it is possible to have a single facilitator, *it is strongly recommended, when possible*, to have one person facilitate and score the assessment and a second person take more detailed process and content notes that may be useful for recalling specific intermediary resources, abilities, and/or areas of concern or confusion among respondents. It is important that whoever facilitates the assessment possess the following qualities:

- Proficiency with the IOCA-TP instrument and specific indices
- Proficiency with implementation science
- Experience with Triple P implementation and scale-up
- Strong facilitation and communication skills

This guide contains a facilitator's version of the IOCA-TP that has been annotated with important notes to keep in mind throughout the assessment process, including common issues encountered and scoring nuances. It is strongly encouraged that the facilitator use this guide during all assessments so that these essential points are not overlooked.

Who should attend?

The IOCA-TP is designed for organizational leaders and managers responsible for intermediary resources and abilities to support the scale-up of Triple P. Such staff may already be formally identified or might be more informal in nature. For example, there may be leaders or managers within an organization who are responsible for key resources and abilities related to recognized areas of intermediary support for Triple P, but these individuals may not inherently recognize themselves, or identify by, the intermediary support labels in the literature or this assessment. Furthermore, some staff may be contracted by the intermediary organization (i.e. for one area of intermediary support or another), in which case the organization should be able to answer for their contractor's resources and abilities either directly or by inviting such contracted staff to the assessment administration. Regardless of formal job titles or division labels, IOCA-TP respondents should include:

1. Organization leaders with decision-making power related to the provision of intermediary supports for the scale-up of Triple P across communities or states;
2. Key organization members (or their direct contractors) responsible for or managing the day-to-day delivery of defined intermediary supports for the scale-up of Triple P; and
3. if applicable, organization (or directly contracted) staff who participate in decisions about, coordinate or facilitate access to, or are involved in collecting or managing data relative to the five areas of intermediary support:
   - proactive and responsive implementation support;
   - research, evaluation, and data-linking;
   - partnership engagement and communications;
   - workforce development (including training and coaching); and
   - policy and finance support.

Preparing for the Assessment:

Successful facilitation of the IOCA-TP requires detailed planning. It is recommended that facilitators reach out to organizational leadership at least <u>six weeks prior</u> to the targeted assessment date in order to—

1. Provide a brief orientation to the purpose and objectives of the IOCA-TP.
2. Discuss organizational leadership and staff who would be most relevant to participate in the assessment.
3. Coordinate a date, time, and location for the assessment that works with all attendees' schedules, as well as a plan for future communication and coordination leading up to the assessment date.

At least <u>two weeks prior</u> to the assessment date : send a copy of the IOCA-TP to the organizational point-of-contact, along with a letter introducing the items and assessment process. Ask that the IOCA-TP be shared with and reviewed individually by all individuals who will be in attendance.

<u>One week prior</u> to the assessment date –

1. Send a reminder email to organizational leadership, confirming logistics of the upcoming assessment, and address to any remaining questions or concerns they may have.
2. Pull together materials (see Materials Checklist, Appendix C)

Facilitator Instructions:

Read each question aloud and ask all participants to vote whether the item should be scored as "No or Not in Place" (0), "Sometimes or Partially in Place" (1), or "Yes or Fully in Place" (2). Use the first IOCA-TP item as a trial to see if participants understand the administration and scoring process. Answer any additional questions or confusion that may persist, and then proceed more formally with the remaining items.

For each item, give participants a moment to jot down their individual vote, then ask the participants to hold up their vote using their fingers (i.e., 0 fingers, 1 finger, 2 fingers); a process known as *simultaneous public polling*. This voting process is intended to equalize all voices in the room on the initial vote and prevent participants from influencing each other's' initial vote. It's often helpful to prompt simultaneous public polling by stating, "*ready, set, vote.*"

No or Not in Place (0)	**Some or Partially In Place (1)**	**Yes or Fully In Place (2)**
No resources or abilities within this item are in place and/or their development have not yet been initiated.	Some resources or abilities within this item are in place and/or initiated.	All resources and abilities within this item are in place and there is clear evidence to support this.

Record each participant's vote. If voting is unanimous, circle the consensus decision and move on to the next question. If voting is not unanimous, facilitate a brief discussion to see if modified consensus can be reached.

If modified consensus is not reached in a reasonable fashion or if there are strong concerns raised by any participant, facilitators might skip that question for the time being and return to it at a later time during the same administration. If, at that later time, modified consensus still cannot be reached in a reasonable fashion, the majority vote will prevail for assessment purposes.

Make sure to record individual votes **each time a poll is taken** publically and, then circle the final score once a consensus or final decision is made.

What is "Modified Consensus"?

"Modified consensus" is reached when all individuals in the group agree to move forward with a single group vote (0, 1, or 2), and can support that vote outside the context of the original group, even if individual members retain or initially had a dissenting vote. Facilitators might build modified consensus by exploring the different initial votes within the group, asking the group to vote again, and, if voting is still not unanimous, asking the minority vote members if they can agree to move forward with the majority vote.

Following each index in this guide, there are suggested transition statements to help orient the participants to the next index. Given the large amount of information covered in this assessment, it is important to take time to explain the purpose of each set of questions so that participants can more easily make the mental "shift" to a new topic. It may also be helpful to direct them to the list of indices included in their copy of the assessment to give them a sense of progress made.
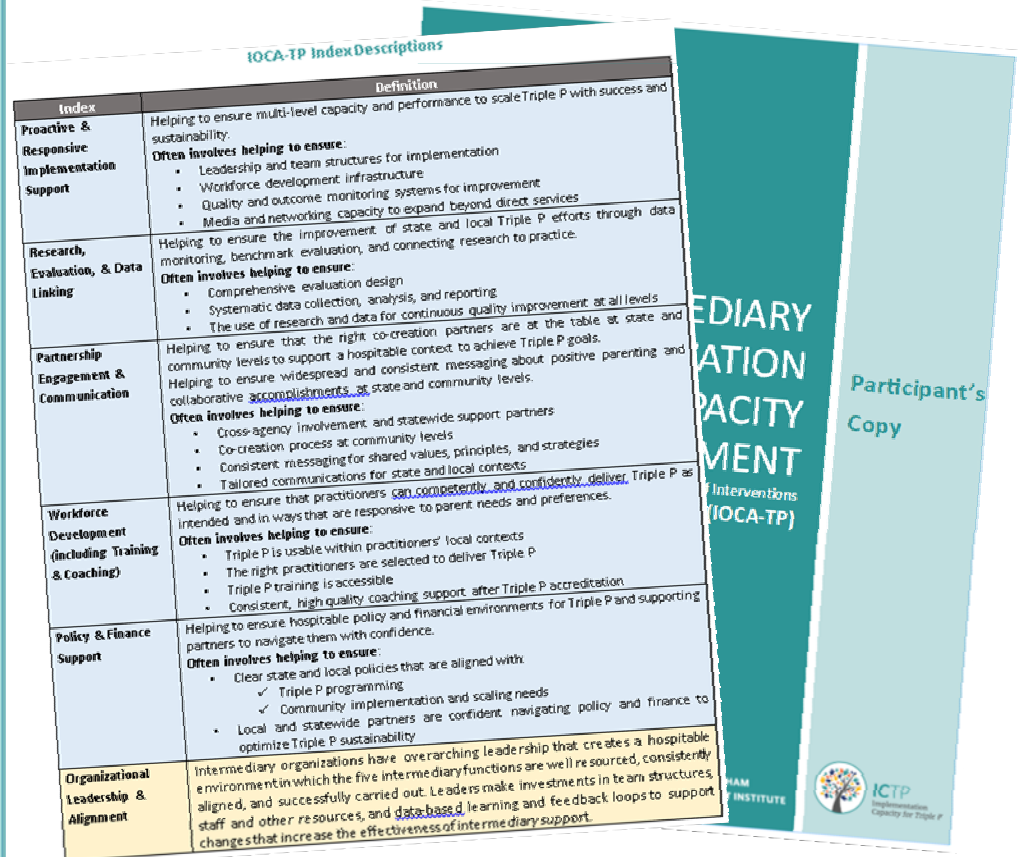
Once you have reached the end of the assessment , take a few minutes to thank everyone for their participation, explain next steps for the data collected, and remind them how this information may be used to bene-fit support for the scale-up of Triple P across their communities or state. A suggested conclusion statement is included after the last index (see page 24).

The following page contains a suggested introductory script which may be beneficial as you begin learn how to best orient your participants to the assessment. It is not recommended that you read directly from this script at the assessment, however, but try to make it more your own while still covering the key points.

Introduction to Participants:

Good morning/afternoon! [Facilitator introduces the assessment facilitation team members.] *Thank you for being here and taking the time to meet with us.*

Today, we will be using the IOCA-TP to assess the capacity of your organization to coordinate and provide various intermediary supports for the Triple P – Positive Parenting Program system of interventions across your state. We'll cover a number of resources and abilities related not only to intermediary support for Triple P, but to any innovative practice or program being scaled across a community. Of course, this particular assessment version has been tailored for use with Triple P.

We'll just be taking a snapshot of your capacity as of today, and it is important to know that results today may look different than in the past and may change in future repeated assessments.

*It's important to know that there are **no right or wrong answers – all intermediary organizations tend to look somewhat different.** No organization will naturally have – or may even need to have – all resources and abilities for each of the five intermediary functions fully in place to support effective implementation. In fact, some organizations may emphasize some areas of intermediary support rather than others. We'd simply like to learn how your organization is organizing its Triple P intermediary efforts as of today.*

Do you have any questions or concerns about this? [Facilitator takes time to answer questions and address concerns.]

OK. Let me also make you aware about how we will be using the data from today's assessment. [Facilitator explains how the data from this assessment will be reported back to and used with the organization and/or other partners. Facilitator takes time to answer questions and address concerns.]

Tip:
In addition to letting the participants know the purpose of the assessment, it is also important to share how often the assessment will be given, what the data may be used for, and who the results may be shared with.

No or Not in Place (0)	Some or Partially In Place (1)	Yes or Fully In Place (2)
No resources or abilities within this item are in place and/or their development have not yet been	Some resources or abilities within this item are in place and/or initiated.	All resources and abilities within this item are in place and there is clear evidence to support this.

OK. Thanks for that discussion. Here's [a reminder about] how administration of the IOCA-TP will go. I will read each item and give you a second to consider your individual responses. Once I have everyone's eyes back on me, I will say "ready…set…vote." At that time, if everyone will please hold up the number of fingers that correspond with your answer: "0," "1," or "2." [Facilitator uses the chart above and references version in participant's copies to explain rating definitions.]

If everyone voting is in agreement, then the we'll move on to the next item. If there are different scores within the group, then I'll ask you all to talk about it and try to come to some form of modified consensus, with all participants able to support a single group score, even if there remains some individual disagreements.

As we go along, please consider your capacity against all Triple P coalitions in your state to which you are currently or soon to be asked to provide support [if not already known, Facilitator should ask participants to list the Triple P coalitions in their state to which they are currently or soon to be asked to provide support]. *Also, feel free to ask clarifying questions as we go along if any particular item is confusing or not clear.*

OK, let's try out the first IOCA-TP item to see how it goes or if I need to answer any additional questions, and then we'll get started more formally.

This first set of questions focuses on resources and abilities related to the provision of direct implementation support to Triple P communities and state leaders. Implementation support helps ensure Triple P capacity and performance in areas such as leadership and implementation teams, workforce development infrastructure, quality and outcome monitoring systems for improvement, and media and networking capacity to extend beyond direct services.

10

Intermediary Organization Capacity Assessment for the Triple P System of Interventions (IOCA-TP)

Organization: _____   State: _____

Facilitator: _____   Date: _____

Note Taker: _____

Participant Name	Role/Position Related to Triple P Intermediary Support

What is the definition of a "Triple P community" or other unit of focus for intermediary support within the state?

_____

_____

_____

_____

_____

Number of Triple P communities or other units being supported across the state: _____

Tip:
You can either write down this information for the participants, or simply pass this sheet around the room for them to fill out.

Don't forget to document!

Proactive & Responsive Implementation Support Index (PRISI)			

Proactive & Responsive Implementation Support

Helping to ensure multi-level capacity and performance to scale Triple P with success and sustainability.

Often involves helping to ensure:
- Leadership and team structures for implementation
- Workforce development systems
- Quality and outcome monitoring systems for improvement
- Media and networking systems to expand beyond direct services

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The organization has clearly identified <u>implementation support staff</u> (whether internal, partnered, or contracted) to work with community Triple P coalitions.			
Please identify who (position/name) is/are responsible for providing implementation support to community Triple P coalitions: **Don't forget to document!**			
2. Each implementation support staff member has <u>formally allocated time and effort</u> to work with community Triple P coalitions (as written into project documents or job descriptions).			
What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each implementation support staff member? **Don't forget to document!**			
3. Each implementation support staff member has <u>sufficient time and effort</u> to work with community Triple P coalitions.			
What amount of job time (i.e., FTE) <u>would be ideal</u> for each implementation support staff member based on the work that needs to be done? **Don't forget to document!**			

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
4. There are job, position, or role descriptions for implementation support staff that provide clear expectations about their community Triple P coalition support activities, responsibilities, and accountability.			
5. Each implementation support staff member is fluent in active implementation support/technical assistance practices.			
6. Each implementation support staff member is proficient with the use of implementation science and best practices.			
7. Each implementation support staff member is proficient in the Triple P Implementation Framework.			
8. Each implementation support staff member is proficient in the development of community prevention coalitions to scale evidence-based prevention strategies for population-level impact.			

Scoring Note:
Undocumented or incomplete descriptions should be scored as a "1".

Tip:
The use of the phrase "Each staff member" in is meant to imply that the competency must be true for each team member that was identified in item #1 for this index.

"Competency" Guidelines:

Fluency – top end of competency development, with advanced knowledge and the ability to flexibly and broadly apply that knowledge across varied professional contexts. Reflects mastery and abilities to use competencies to generate insightful ideas and strategies in novel situations.

Proficiency – conversational end of competency development, advanced knowledge and the ability to reasonably apply that knowledge in varied professional contexts.

See Appendix E, page 36, for more information.

For Example:
- Usable interventions,
- implementation teams,
- implementation infrastructure and best practices,
- implementation phases or stages, and
- plan-do-study-act improvement strategies

For Example:
- relationship building;
- organizational and community assessment processes;
- facilitation of local implementation planning;
- adult learning practices;
- community coalition capacity development practices;
- supportive behavioral coaching;
- collaborative learning and adaptive problem-solving;
- development of local regulation practices for implementation

To what extent are the following resources and abilities in place?	*No or Not In Place (0)*	*Sometimes or Partially In Place (1)*	*Yes or Fully In Place (2)*
9. The organization has developed or adopted a written implementation support plan, detailing how implementation staff will systematically provide active implementation support across community Triple P coalitions.			
10. The organization has learning and application resources to support the development and/or refinement of effective implementation structures, resources, and practices across community Triple P coalitions.			
11. The organization has a system for collecting multiple sources of data about the implementation support they are providing to community Triple P coalitions.			
12. The organization has developed or adopted a written plan for the coaching of their implementation support staff.			
13. The organization has formally allocated non-human resources to support performance on the Triple P implementation support plan.			
14. The organization has documented a sustainability plan for the provision of implementation support to community Triple P coalitions beyond the current funding grant or contract.			

Suggested Transition:
We've just completed the Proactive and Responsive Implementation Support index, and now are moving on to the Research, Evaluation, and Data Linking index. If you recall, the Research, Evaluation, and Data Linking index focuses on resources and abilities to ensure the improvement of state and local Triple P efforts through data monitoring, benchmark evaluation, and connecting research to practice.

Research, Evaluation & Data Linking Index (REDLI)

Research, Evaluation, & Data Linking

Helping to ensure the improvement of state and local Triple P efforts through data monitoring, benchmark evaluation, and connecting research to practice.

Often involves helping to ensure:
- Comprehensive evaluation design
- Systematic data collection, analysis, and reporting
- The use of research and data for continuous quality improvement at all levels

To what extent are the following resources and abilities in place?	*No or Not In Place (0)*	*Sometimes or Partially In Place (1)*	*Yes or Fully In Place (2)*
1. The organization has clearly identified <u>research, evaluation, and/or data linking (REDL) staff</u> (whether internal, partnered, or contracted) to support community Triple P coalitions and statewide Triple P stakeholders.			
Please identify who (position/name) is/are responsible for research, evaluation, and/or data linking in support of community Triple P coalitions and statewide Triple P stakeholders: **Don't forget to document!**			
2. Each REDL staff member has <u>formally allocated time and effort</u> to engage in statewide Triple P research, evaluation, and/or data linking activities (as written into project documents or job descriptions).			
What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each REDL staff member? **Don't forget to document!**			
3. Each REDL staff member has <u>sufficient time and effort</u> to engage in statewide Triple P research, evaluation, and/or data linking activities.			
What amount of job time (i.e., FTE) <u>would be ideal</u> for each REDL staff member based on the work that needs to be done? **Don't forget to document!**			

Scoring Note:
If this item is scored with an understanding that the staff members are <u>not internal staff, but rather "partnered staff"</u> from a separate organization, then none of the subsequent items in this index can be rated as a "2" or "fully in place." See Appendix D, page 35, for more information.

Scoring Note:
When an organization has a staff position formally created, but has <u>not yet filled that staff position</u>, this item is generally scored as a "1" or "partially in place." This does <u>not</u> affect item #2, below, or "staff competency" items #5-#9 on the next page. See Appendix D, page 34, for more information.

Scoring Note:
Undocumented or incomplete documentation should be scored as a "1".

Scoring Note:
When an organization has a staff position formally created, but has <u>not yet filled that staff position</u>, this item is generally scored as a "1" or "partially in place." See Appendix D, page 34, for more information.

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
4. There are job, position, or role descriptions for REDL staff that provide clear expectations about their statewide Triple P research, evaluation, and/or data linking activities, responsibilities, and accountability.			
5. Among REDL staff, there is fluency in relevant methodologies for designing cross-sector community research, evaluation, and needs assessments.			
6. Among REDL staff, there is fluency in statistical procedures for analyzing cross-sector community data.			
7. Among REDL staff, there is proficiency in data reporting and translation to make data useful and meaningful to agencies and partners.			
8. Among REDL staff, there is proficiency in continuous quality improvement techniques.			
9. Among REDL staff, there is proficiency in the synthesis of prevention science literature for the development of prevention models and strategies that can be used in community Triple P coalitions.			
10. The organization has developed or adopted a written research, evaluation, and/or data-linking plan, detailing how data will be gathered and collected, analyzed, and reported within community Triple P coalitions and across statewide Triple P stakeholders for continuous quality improvement.			
11. The organization has access to sufficient prevention science literature and other scientific resources to support the development and ongoing performance of statewide Triple P research, evaluation, data-linking, and community prevention models.			

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
12. The organization has access to <u>data collection, data management, statistical analysis, and reporting/presentation software</u> to support ongoing Triple P research, evaluation, and continuous quality improvement activities.			
13. The organization has <u>written data sharing agreements with each community Triple P coalition and Triple P stakeholder</u> they are supporting to carry-out ongoing Triple P research, evaluation, and continuous quality improvement activities.			
14. The organization has <u>documented a sustainability plan</u> for statewide Triple P research, evaluation, and/or data-linking activities beyond the current funding grant or contract.			

Scoring Note:
Undocumented or incomplete agreements should be scored as a "1".

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

Suggested Transition:
We've just completed the Research, Evaluation, and Data Linking index, and now are moving on to the Partnership Engagement and Communication index. If you recall, the Partnership Engagement and Communication index focuses on resources and abilities to ensure that the right co-creation partners are at the table at state and community levels to support a hospitable context to achieve Triple P goals. Likewise, this index will ask about resources and abilities to ensure widespread and consistent messaging about positive parenting and collaborative accomplishments at state and community levels.

Partnership Engagement & Communication Index (PECI)

<u>Partnership Engagement & Communication</u>

Helping to ensure that the right co-creation partners are at the table at state and community levels to support a hospitable context to achieve Triple P goals.

Helping to ensure widespread and consistent messaging about positive parenting and collaborative accomplishments at state and community levels.

Often involves helping to ensure:
- Cross-agency involvement and statewide support partners
- Co-creation process at community levels
- Consistent messaging for shared values, principles, and strategies
- Tailored communications for state and local contexts

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The organization has clearly identified <u>partnership engagement and communications (PEC) staff</u> (whether internal, partnered, or contracted) to support community Triple P coalitions and statewide Triple P stakeholders.			
Please identify who (position/name) is/are responsible for partnership engagement and communications activities in support of community Triple P coalitions and statewide Triple P stakeholders: **Don't forget to document!**			
2. Each PEC staff member has <u>formally allocated time and effort</u> to engage in statewide Triple P partnership and communications activities (as written into project documents or job descriptions).			
What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each PEC staff member? **Don't forget to document!**			
3. Each PEC staff member has <u>sufficient time and effort</u> to engage in statewide Triple P partnership and communications activities.			
What amount of job time (i.e., FTE) <u>would be ideal</u> for each PEC staff member based on the work that needs to be done? **Don't forget to document!**			

Scoring Note:
If this item is scored with an understanding that the staff members are <u>not internal staff, but rather "partnered staff"</u> from a separate organization, then none of the subsequent items in this index can be rated as a "2" or "fully in place." See Appendix D, page 35, for more information.

Scoring Note:
When an organization has a staff position formally created, but has <u>not yet filled that staff position</u>, this item is generally scored as a "1" or "partially in place." This does <u>not</u> affect item #2, below, or "staff competency" items #5-#8 on the next page. See Appendix D, page 34, for more information.

Scoring Note:
Undocumented or incomplete documentation should be scored as a "1".

Scoring Note:
When an organization has a staff position formally created, but has <u>not yet filled that staff position</u>, this item is generally scored as a "1" or "partially in place." See Appendix D, page 34, for more information.

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
4. There are job, position, or role descriptions for PEC staff that provide clear expectations about their statewide Triple P partnership engagement and communications activities, responsibilities, and accountability.			
5. Among PEC staff, there is experience working within cross-sector child and family service systems at state and/or local levels.			
6. Among PEC staff, there is proficiency in cross-sector child and family services and service system environments.			
7. Among PEC staff, there is fluency in family partnership, engagement, and inclusion strategies for initiative scale-up.			
8. Among PEC staff, there is fluency in effective communications and media strategies to promote normative information about child development, model positive parenting strategies, normalize the need for parenting support, and expand statewide awareness of and accessibility to evidence-based parenting interventions.			
9. The organization has developed or adopted a written partnership engagement plan, detailing the statewide partnerships and partner activities needed and how they will be aligned to support community Triple P coalitions and statewide Triple P stakeholders.			

Scoring Note:
Undocumented or incomplete descriptions should be scored as a "1".

For Example:
- public health,
- education,
- child welfare,
- juvenile justice,
- pediatric medical,
- child mental and behavioral health, and
- faith-based

Tip:
The use of the phrase "Among staff" is meant to imply that the competency may come from ANY team member that was identified in item #1 for this index.

"Competency" Guidelines:

Fluency – top end of competency development, with advanced knowledge and the ability to flexibly and broadly apply that knowledge across varied professional contexts. Reflects mastery and abilities to use competencies to generate insightful ideas and strategies in novel situations.

Proficiency – conversational end of competency development, advanced knowledge and the ability to reasonably apply that knowledge in varied professional contexts.

See Appendix E, page 36, for more information.

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

To what extent are the following resources and abilities in place?	*No or Not In Place (0)*	*Sometimes or Partially In Place (1)*	*Yes or Fully In Place (2)*
10. The organization has developed or adopted a written communications plan, detailing the communications activities needed and how they will be aligned to support community Triple P coalitions and statewide Triple P stakeholders.			
11. The organization has informational and communications products to support Triple P partnership engagement and communications activities at state and community levels.			
12. The organization has a system for collecting multiple sources of data about their statewide Triple P partnership and communications activities.			
13. The organization has formally allocated non-human resources to support performance on the Triple P partnership engagement and communications plans.			
14. The organization has documented a sustainability plan for statewide Triple P partnership engagement and communications activities beyond the current funding grant or contract.			

Suggested Transition:
We've just completed the Partnership Engagement and Communications index, and now are moving on to the Workforce Development index. If you recall, the Workforce Development index focuses on resources and abilities to ensure that practitioners can competently and confidently deliver Triple P as intended and in ways that are responsive to parent needs and preferences. Often, this involves resources and abilities to support Triple P practitioner recruitment and selection, Triple P America's training efforts, and practitioners' ongoing coaching following Triple P accreditation.

Workforce Development (including Training & Coaching) Index (WDI)

Helping to ensure that practitioners can competently and confidently deliver Triple P as intended and in ways that are responsive to parent needs and preferences.

Often involves helping to ensure:
- Triple P is usable within practitioners' local contexts
- The right practitioners are selected to deliver Triple P
- Triple P training is accessible and of high quality
- Consistent, high quality coaching support after Triple P accreditation

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The organization has clearly identified <u>Triple P workforce development staff</u> (whether internal, partnered, or contracted) to work with community Triple P coalitions and their local Triple P practitioners.			
Please identify who (position/name) is/are responsible for the provision of Triple P workforce development to community Triple P coalitions and their local Triple P practitioners: **Don't forget to document!**			
2. Each Triple P workforce development staff member has <u>formally allocated time and effort</u> to work with community Triple P coalitions and their local Triple P practitioners (as written into project documents or job descriptions).			
What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each Triple P workforce development staff member? **Don't forget to document!**			
3. Each Triple P workforce development staff member has <u>sufficient allocated time and effort</u> to work with community Triple P coalitions and their local Triple P practitioners.			
What amount of job time (i.e., FTE) <u>would be ideal</u> for each Triple P workforce development staff member based on the work that needs to be done? **Don't forget to document!**			

Scoring Note: If this item is scored with an understanding that the staff members are <u>not internal staff, but rather "partnered staff"</u> from a separate organization, then none of the subsequent items in this index can be rated as a "2" or "fully in place." See Appendix D, page 35, for more information.

Scoring Note: When an organization has a staff position formally created, but has <u>not yet filled that staff position</u>, this item is generally scored as a "1" or "partially in place." This does <u>not</u> affect item #2, below, or "staff competency" items #5-#9 on the next page. See Appendix D, page 34, for more information.

Scoring Note: Undocumented or incomplete documentation should be scored as a "1".

Scoring Note: When an organization has a staff position formally created, but has <u>not yet filled that staff position</u>, this item is generally scored as a "1" or "partially in place." See Appendix D, page 34, for more information.

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
4. There are job, position, or role descriptions for Triple P workforce development staff that provide clear expectations about their community Triple P coalition and local Triple P practitioner support activities, responsibilities, and accountability.			
5. Each Triple P workforce development staff member is fluent in effective adult learning methods for practitioner training and coaching.			
6. Each Triple P workforce development staff member is fluent in evidence-based prevention and wellbeing program models.			
7. Each Triple P workforce development staff member is fluent in the Triple P interventions being delivered by the community Triple P coalitions they are supporting.			
8. Each Triple P workforce development staff member is fluent in the Triple P Peer Assisted Supervision and Support (PASS) model of coaching support.			
9. Each Triple P workforce development staff member is proficient in the various service sector environments in which local Triple P practitioners are delivering Triple P.			

For Example:
- public health,
- education,
- child welfare,
- juvenile justice,
- pediatric medical,
- child mental and behavioral health, and
- faith-based

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
10. The organization has developed or adopted a written Triple P workforce development plan, detailing how the organization's Triple P workforce development staff will provide systematic support to community Triple P coalitions and their local Triple P practitioners.			
11. The organization has learning and application resources to support the usability of Triple P and practitioner recruitment/selection, training, and coaching across community Triple P coalitions.			
12. The organization has a system for collecting multiple sources of data about the Triple P workforce development support they are providing to community Triple P coalitions and their local Triple P practitioners.			
13. The organization has developed or adopted a written plan for the coaching of their Triple P workforce development staff.			
14. The organization has formally allocated non-human resources to support performance on the Triple P workforce development service plan.			
15. The organization has documented a sustainability plan for the provision of Triple P workforce development activities to community Triple P coalitions and their local Triple P practitioners beyond the current funding grant or contract.			

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

For Example, Including:
- objectives and intended outcomes,
- mechanisms of engagement,
- roles and responsibilities,
- core activities, frequencies,
- supporting resources,
- accountability,
- policies, etc.

For Example:
- manuals,
- job aids,
- recruitment/selection checklists,
- training and coaching materials, etc.

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

For Example, Including:
- where,
- when,
- with whom,
- why,
- data that will be used for coaching

For Example:
- Triple P training for staff,
- Triple P materials and supplies,
- travel,
- virtual conferencing technology, etc.

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

Suggested Transition:
We've just completed the Workforce Development index, and now are moving on to the Policy and Finance Support index. If you recall, the Policy and Finance Support index focuses on resources and abilities to ensure hospitable policy and financial environments for Triple P and supporting partners to navigate them with confidence.

Policy & Finance Support Index (PFSI)

Policy & Finance Support

Helping to ensure hospitable policy and financial environments for Triple P and supporting partners to navigate them with confidence.

Often involves helping to ensure:
- Clear state and local policies that are aligned with:
  - ✓ Triple P programming
  - ✓ Community implementation and scaling needs
- Local and statewide partners are confident navigating policy and finance to optimize Triple P sustainability

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The organization has clearly identified <u>policy and finance support (PFS) staff</u> (whether internal, partnered, or contracted) to ensure hospitable policy and financial environments for Triple P and support statewide partners to navigate such environments with confidence.			
Please identify who (position/name) is/are responsible for policy and finance support for community Triple P coalitions and statewide Triple P stakeholders: **Don't forget to document!**			
2. Each PFS staff member has <u>formally allocated time and effort</u> to ensure hospitable policy and financial environments for Triple P and support statewide partners to navigate such environments with confidence (as written into project documents or job descriptions).			
What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each PFS staff member? **Don't forget to document!**			
3. Each PFS staff member has <u>sufficient time and effort</u> to ensure hospitable policy and financial environments for Triple P and support statewide partners to navigate such environments with confidence.			

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
What amount of job time (i.e., FTE) would be ideal for each PFS staff member based on the work that needs to be done? **Don't forget to document!**			
4. There are job, position, or role descriptions for PFS staff that provide clear expectations about their activities, responsibilities, and accountability as related to ensuring hospitable policy and financial environments for Triple P and supporting statewide partners to navigate such environments with confidence.			
5. Among PFS staff, there is proficiency in policy development within legislative, administrative, and program environments.			
6. Among PFS staff, there is proficiency in policy translation to move legislative, administrative, and program policies into practice environments.			
7. Among PFS staff, there is proficiency in financing systems and their requirements to fund and reimburse EBP delivery, implementation, and scale-up.			
8. Among PFS staff, there is proficiency in funding and resource development to support EBP delivery, implementation, and scale-up at various system levels (i.e., local agency, community coalition, state).			
9. The organization has developed or adopted a written advocacy plan, detailing the legislative, administrative, and program policies needed to ensure a hospitable policy environment for Triple P and how such policies will be championed with appropriate policymakers.			

Scoring Note:
Undocumented or incomplete descriptions should be scored as a "1".

Tip:
The use of the phrase "Among staff" is meant to imply that the competency may come from ANY team member that was identified in item #1 for this index.

"Competency" Guidelines:

Proficiency – conversational end of competency development, advanced knowledge and the ability to reasonably apply that knowledge in varied professional contexts.

See Appendix E, page 36, for more information.

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
10. The organization has developed or adopted a written plan to provide support to community Triple P coalitions around funding development and sustainability, including timely funding mechanisms, financial development strategies, and local budgeting strategies.			
11. The organization has information and navigation resources to support Triple P partners at state and local levels to navigate policy and financing environments.			
12. The organization has a system for collecting multiple sources of data about their activities related to ensuring hospitable policy and financial environments for Triple P and supporting statewide partners to navigate such environments with confidence.			
13. The organization has formally allocated non-human resources to support performance on their Triple P-related advocacy and finance support plans.			
14. The organization has documented a sustainability plan for their statewide activities related to ensuring hospitable policy and financial environments for Triple P and supporting statewide partners to navigate such environments with confidence beyond the current funding grant or contract.			

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

For Example:
- presentations, information sheets to convey information;
- facilitated activities, worksheets, checklists to navigate policy and financing environments, etc..

For Example:
- grantee or partner travel, activities, and events;
- partner incentive funds;
- funding and policy databases;
- funding and policy news sources; etc.

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

Suggested Transition:
We've just completed the Policy and Finance Support index, and now are moving on to the Organizational Leadership and Alignment index. If you recall, the Organizational Leadership and Alignment index focuses on organizational leadership resources and abilities to create a hospitable environment in which the five intermediary functions are well resourced, consistently aligned, and successfully carried out.

Organization Leadership and Alignment Index (OLAI)

Intermediary organizations have overarching leadership that creates a hospitable environment in which the five intermediary functions are well resourced, consistently aligned, and successfully carried out. Leaders make investments in team structures, staff and other resources, and data-based learning and feedback loops to support changes that increase the effectiveness of intermediary support.

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The organization has clearly identified a leadership team, consisting of three or more people, that is responsible for ensuring and advancing the Triple P intermediary role within the organization.			
2. The organization has clearly identified an executive leader (or two) who is responsible for leading the leadership team, and/or is responsible for advancing the Triple P intermediary role within the organization.			
Please identify the organization's leadership team members and indicate the executive leader(s) with an "":* **Don't forget to document!**			
3. Within the identified leadership team, there are individuals with authority to create organizational changes in support of the five intermediary functions.			
4. To avoid silos and optimize intermediary support for Triple P, the organization has documented a plan to ensure coordination and alignment amongst the five intermediary functions.			
5. The organization has documented a plan to use data about the five intermediary functions for decision-making to improve Triple P intermediary support.			
6. The organization has documented a plan to solicit feedback from staff about challenges and successes of the Triple P intermediary role.			

To what extent are the following resources and abilities in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
7. The organization has <u>documented a plan to solicit feedback from community Triple P coalitions and statewide Triple P stakeholders</u> about challenges and successes from their performance as the statewide Triple P intermediary.			
8. The organization has <u>formally allocated administrative/operational resources</u> to support performance as the statewide Triple P intermediary.			
9. The organization has <u>documented a sustainability plan</u> for the necessary financial and other resources to carry out the Triple P intermediary role beyond the current funding grant or contract.			

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

Suggested Conclusion:
That was the last section! Congratulations, and thank you for your cooperation and input to complete this process. We will calculate and summarize scores, and send them back to you.

Please know that the goal from this assessment is not to work toward achieving "In Place" for each and every area of intermediary support. No organization has all resources and abilities completely in place and variations and shifts may naturally occur over time.

This information can be used by your organization to identify priorities and action plan to strengthen your capacities to support community and state partners to scale-up Triple P. Further discussion with staff, leadership, and system partners can help to clarify issues, identify priorities, and define next right steps for addressing them.

Related Resources

Aldridge, W. A., II, Boothroyd, R. I., Veazey, C. A., Powell, B. J., Murray, D. W., & Prinz, R. J., (2016, December). *The Community Capacity Assessment for Triple P: Facilitator's Guide.* Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Aldridge, W. A., II, Boothroyd, R. I., Veazey, C. A., Powell, B. J., Murray, D. W., & Prinz, R. J., (2016, December). *The Implementation Drivers Assessment for Triple P: Facilitator's Guide.* Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Blase, K., Van Dyke, M., & Fixsen, D. (2013). *Implementation drivers: assessing best practices*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Duda, M.A, Ingram-West, K., Tadesco, M., Putnam, D., Buenerostro, M., Chaparro, E. & Horner, R. (2012). *District Capacity Assessment*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill .

Fixsen, D. L., Blase, K. A., Naoom, S. F., & Wallace, F. (2009). *Core implementation components*. Research on Social Work Practice, 19(5), 531-540.

Fixsen, D.L., Duda, M.A., Blase, K.A. & Horner, R. (2011). *Assessment of State Capacity for Scaling-up Effective Practices/State Capacity Assessment (SCA)*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

Mettrick, J., Harburger, D. S., Kanary, P. J., Lieman, R. B., & Zabel, M. (2015). *Building Cross-System Implementation Centers: A Roadmap for State and Local Child Serving Agencies in developing Centers of Excellence (COE).* Baltimore, MD, The Institute for Innovation & Implementation, University of Maryland.

Van Dyke, M.K., Fleming, O., Duda, M.A., Ingram-West, K., Tadesco, M., Putnam, D., Buenerostro, M., Chaparro, E. & Horner, R. (2012). *Community County Capacity Assessment*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill University of North Carolina Chapel Hill.

Appendix A.
IOCA-TP Index Descriptions

IOCA-TP Index Descriptions	
Index	**Definition**

Proactive & Responsive Implementation Support	Helping to ensure multi-level capacity and performance to scale Triple P with success and sustainability.
	Often involves helping to ensure:
	    Leadership and team structures for implementation
	    Workforce development systems
	    Quality and outcome monitoring systems for improvement
	    Media and networking systems to expand beyond direct services

Research, Evaluation, & Data Linking	Helping to ensure the improvement of state and local Triple P efforts through data monitoring, benchmark evaluation, and connecting research to practice.
	Often involves helping to ensure:
	    Comprehensive evaluation design
	    Systematic data collection, analysis, and reporting
	    The use of research and data for continuous quality improvement at all levels

Partnership Engagement & Communication	Helping to ensure that the right co-creation partners are at the table at state and community levels to support a hospitable context to achieve Triple P goals. Helping to ensure widespread and consistent messaging about positive parenting and collaborative accomplishments at state and community levels.
	Often involves helping to ensure:
	    Cross-agency involvement and statewide support partners
	    Co-creation process at community levels
	    Consistent messaging for shared values, principles, and strategies
	    Tailored communications for state and local contexts

Workforce Development (including Training & Coaching)	Helping to ensure that practitioners can competently and confidently deliver Triple P as intended and in ways that are responsive to parent needs and preferences.
	Often involves helping to ensure:
	    Triple P is usable within practitioners' local contexts
	    The right practitioners are selected to deliver Triple P
	    Triple P training is accessible and of high quality
	    Consistent, high quality coaching support after Triple P accreditation

IOCA-TP Index Descriptions	
Index	**Definition**

Policy & Finance Support	Helping to ensure hospitable policy and financial environments for Triple P and supporting partners to navigate them with confidence.
	Often involves helping to ensure:
	    Clear state and local policies that are aligned with:
	        Triple P programming
	        Community implementation and scaling needs
	    Local and statewide partners are confident navigating policy and finance to optimize Triple P sustainability

Organizational Leadership & Alignment	Intermediary organizations have overarching leadership that creates a hospitable environment in which the five intermediary functions are well resourced, consistently aligned, and successfully carried out. Leaders make investments in team structures, staff and other resources, and data-based learning and feedback loops to support changes that increase the effectiveness of intermediary support.

The IOCA-TP generates two types of scores:

The **Individual Index Scores** are the percentage of total actual points out of total possible points accumulated across all items within the following individual indices: PRISI, REDLI, PECI, WDI, PFSI, & OLAI.

The **Functional Capacity Summary Index Score** is the percentage of total actual points out of total possible points accumulated across all IOCA-TP items in the following individual indices: PRISI, REDLI, PECI, WDI, & PFSI.

The table below is used to build index and summary scores when the IOCA-TP is completed by hand instead of completed online.

Individual Indices

Index	# of Items (110 total items)	Actual Points / Points Possible	Percentage of Points Possible:
PRISI	13	___ / 26	___ %
REDLI	14	___ / 28	___ %
PECI	13	___ / 26	___ %
WDI	14	___ / 28	___ %
PFSI	13	___ / 26	___ %
OLAI	9	___ / 18	___ %
Functional Capacity Summary Index (FCSI)	67	___ / 134	___ %

Appendix C.

Materials & Preparation Checklist

Materials Checklist

Materials to Prep	Complete?
Printed copies of the IOCA-TP: enough for the facilitator, note-taker, and each expected participant.	
List of expected participants, and their role within the community.	

Preparation Checklist

6 Weeks Prior to Assessment	Complete?
Reach out to organizational leadership to provide brief introduction to the IOCA-TP	
Determine and document which leadership & staff should participate	
Coordinate a date/time/location for the assessment	
Create a plan for future coordination and communication leading up to the assessment	
2 Weeks Prior to Assessment	**Complete?**
Email participant version of IOCA-TP to organizational leadership with a letter or email explaining items and assessment process. Ask that all participants individually review the items prior to the assessment date.	
1 Week Prior to Assessment	**Complete?**
Send a reminder email to organizational leadership, confirming logistics of the upcoming assessment, and to address to any remaining questions or concerns they may have.	
Pull together materials (see Materials Checklist above)	
During Assessment	**Complete?**
Record the names and roles of all participants present	
Hand out a copy of the IOCA-TP to each participant	
Provide an overview of the voting process, as well as how to reach modified consensus if there are discrepancies	
After Assessment	**Complete?**
Thank the participants for their time	
Unless participants are interested in keeping them, collect the IOCA-TP copies	
Calculate the assessment scores using the scoring protocol	
Follow-through with any data or report sharing previously agreed upon with participants or other stakeholders.	

1. If an organization is <u>exploring</u> the development of an intermediary resource or ability to support Triple P scale-up, but no elements are yet formal or in place, it should still be scored as a "0" or "not in place." You may remind them that we'll be revisiting these items at later assessment points and there will be an opportunity for different scores.

2. When organizations report that there is a <u>general intermediary resource or ability</u> in place, but it has not yet been adapted or repurposed to support Triple P scale-up, <u>no credit</u> should be given (i.e., "0" or "not in place"). For example, there may be a data system present within the organization to track or monitor intermediary support processes, but it hasn't been adapted to include Triple P support data. *The IOCA-TP specifically assesses the presence of implementation supports for Triple P scale-up – not other interventions or general organizational operations.*

The <u>one exception to this general rule is that "Policy Support" capacity</u> within an intermediary organization would rarely, if ever, be program (e.g., Triple P) specific. Rather, such intermediary capacity and related activities is often organized to support evidence-based strategies generally. Therefore, as long as organizational capacity for policy support is generally being used to support Triple P, whether directly or indirectly, appropriate credit should be given.

3. If an organization brings up a <u>prior or historical</u> Triple P intermediary support resource or ability that has changed or no longer exists, the item should be scored as according to the degree that the resource/ability currently exists. This may mean that items that were once "fully in place" may now be "partially in place" or "not in place."

4. When an organization has a staff position formally created, but has <u>not yet filled that staff position</u>, then they don't yet have some elements of that resource fully in place.

Specifically, for item #1 ("clearly identified staff") on all indices and item #3 ("sufficient FTE") for each of the PRIS, REDL, PEC, WD, and PFS indices, this situation is generally scored as a "1" or "partially in place." This is because staff members in unfilled positions are, by definition, not yet clearly identified. Likewise, even if otherwise sufficient as documented in a job description, their FTE is not yet operational to support Triple P scale-up.

Item #2 ("formally allocated FTE") for each of the PRIS, REDL, PEC, WD, and PFS indices may still be rated a "2" or "fully in place", even if the positions are not completely filled, because the item is specifically and only asking about formally allocated FTE (i.e., all current staff members and related unfilled positions may have formally allocated FTE to support Triple P scale-up).

Similarly, the staff "competency" items (i.e., items referring to staff "proficiency" or "fluency") for each of the PRIS, REDL, PEC, WD, and PFS indices may still be rated a "2" or "fully in place", even if the positions are not completely filled. These items can be understood as related either to current staff members or the <u>documented</u> competencies related to as-yet unfilled positions.

5. If item #1 ("clearly identified staff") in any of PRIS, REDL, PEC, WD, or PFS is scored with an understanding that the staff members are not internal staff, but rather "partnered staff" from a separate organization, then none of the subsequent items in that index can be rated as a "2" or "fully in place." This is because, in such a partnership situation, the organization that is completing the IOCA-TP neither has direct responsibility for that area of intermediary support nor does it have its own "support staff members" in that area of intermediary support; therefore, all elements of the remaining items cannot be rated as fully in place. In fact, it is likely that most of the remaining items would be rated a "0" or "not in place."

However, it is possible that "some" elements of "some" items might still be present in the organization, which could create an item score of "1" or "partially in place." This is particularly true for the "competency" items, (i.e., items referring to staff "proficiency" or "fluency"). That is, even though the organization itself might not have their own "identified support staff for Triple P" related to this area of intermediary support, there may still be staff competency within the organization around some of these competencies.

Because "contracted staff" are still the direct responsibility of the organization, participants must still complete the remaining items as usual. If contracted staff are not in attendance for the assessment administration and participants, en masse, express gaps in their knowledge about whether or not the contracted organization has such resources and abilities as described in a particular item, for the meantime they do not have sufficient evidence to rate the item as a "2" or "fully in place." Therefore, they must decide between a "0" or "not in place" and a "1" or "partially in place." Furthermore, the administrator should encourage the participants to investigate for available evidence before the next IOCA-TP administration.

6. The use of the phrase "Among staff" in the staff "competency" items (i.e., items referring to staff "proficiency" or "fluency") for each of the REDL, PEC, and PFS indices is meant to imply that the staff competency may come from ANY team member that was identified in item #1 for those indices.

Contrarily, the use of the phrase "Each staff member" in the staff "competency" items for the PRIS and WD indices is meant to imply that the staff competency must be true for each team member that was identified in item #1 for those indices.

7. When participants report that there is no Leadership Team in existence for OLAI #1, OLAI #3 should still be administered, without modification. In this scenario, the Executive Leader(s) identified in OLAI #2 may have the needed authority to make organizational changes and this should be acknowledged and given up-to-full credit in OLAI #3, despite the lack of a "team" to drive this function.

Fluency – top end of competency development, with advanced knowledge and the ability to flexibly and broadly apply that knowledge across varied professional contexts. Reflects mastery and abilities to use competencies to generate insightful ideas and strategies in novel situations.

Proficiency – conversational end of competency development, advanced knowledge and the ability to reasonably apply that knowledge in varied professional contexts.

Limited Proficiency – midpoint of competency development, working knowledge and the ability to navigate limited professional requirements.

Elementary – developmental end of competency development, elementary knowledge and the ability only to navigate basic professional requirements (single concepts in isolation, etc).

Appendix E.
Staff Competency
Guidelines

The following definitions may be helpful when guiding participants' scoring of "staff competency" items in the PRIS, REDL, PEC, WD, and PFS indices..