

INTERMEDIARY ORGANIZATION CAPACITY ASSESSMENT

for the Triple P System of Interventions

(IOCA-TP)



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ICTP
Implementation
Capacity for Triple P

Participant's
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The Implementation Capacity for Triple P (ICTP) project team has developed a measure of how well intermediary organizations 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). It is designed to measure and describe the status of organizational resources and abilities to carry out five intermediary functions recognized in the literature (i.e., Mettrick et al., 2015). Information resulting from this assessment can be used for action planning.

The 76 assessment questions are divided into six separate indices, five of which cover intermediary functions, and a sixth around organizational leadership and alignment across the five functions. On the following page there is a table that provides an overview of each section, which may be helpful to refer to throughout the assessment. The facilitator will walk you through the purpose of each index at the start of the assessment, as well as through the scoring process for each item. However, if you need more clarification on an item or index at any point, please do not hesitate to ask.

It's important to know that there are **no right or wrong answers** – **all organizations tend to look somewhat different**. No organization will naturally have – *or may even need to have* – all resources and abilities fully in place to effectively perform the intermediary role. The strengths of some areas of intermediary functioning may be considered against challenges other areas, and some intermediary organizations may simply emphasize some functions rather than others. This assessment is simply designed to gather information on how *your* intermediary organization is organizing its capacity to support statewide Triple P partners **as of the date of assessment**. Changes in intermediary resources and abilities may happen naturally over time and will be captured in future assessments.



IOCA-TP Index Descriptions

Index	Definition
Proactive & Responsive Implementation Support	<p>Helping to ensure multi-level capacity and performance to scale Triple P with success and sustainability.</p> <p>Often involves helping to ensure:</p> <ul style="list-style-type: none"> • 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	<p>Helping to ensure the improvement of state and local Triple P efforts through data monitoring, benchmark evaluation, and connecting research to practice.</p> <p>Often involves helping to ensure:</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>Helping to ensure widespread and consistent messaging about positive parenting and collaborative accomplishments at state and community levels.</p> <p>Often involves helping to ensure:</p> <ul style="list-style-type: none"> • 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)	<p>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.</p> <p>Often involves helping to ensure:</p> <ul style="list-style-type: none"> • 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
Policy & Finance Support	<p>Helping to ensure hospitable policy and financial environments for Triple P and supporting partners to navigate them with confidence.</p> <p>Often involves helping to ensure:</p> <ul style="list-style-type: none"> • Clear state and local policies that are aligned with: <ul style="list-style-type: none"> ✓ 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	<p>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.</p>

Proactive & Responsive Implementation Support Index (PRISI)			
<p>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:</p> <ul style="list-style-type: none"> • 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.			
<i>Please identify who (position/name) is/are responsible for providing implementation support to community Triple P coalitions:</i>			
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).			*
<i>What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each implementation support staff member?</i>			
3. Each implementation support staff member has <u>sufficient time and effort</u> to work with community Triple P coalitions.			
<i>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?</i>			
4. There are <u>job, position, or role descriptions</u> 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 <u>fluent in active implementation support/technical assistance practices</u> (e.g. 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)
6. Each implementation support staff member is <u>proficient</u> with the use of <u>implementation science and best practices</u> (e.g. usable interventions, implementation teams, implementation infrastructure and best practices, implementation phases or stages, and plan-do-study-act improvement strategies).			
7. Each implementation support staff member is <u>proficient</u> in the <u>Triple P Implementation Framework</u> .			
8. Each implementation support staff member is <u>proficient</u> in the development of <u>community prevention coalitions</u> to scale evidence-based prevention strategies for population-level impact.			
9. The organization has developed or adopted a <u>written implementation support plan</u> , detailing how implementation staff will systematically provide active implementation support across community Triple P coalitions (e.g., objectives and intended outcomes, mechanisms of engagement, roles and responsibilities, core activities, frequencies, supporting resources, accountability, policies, etc.).			*
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 (e.g., learning modules, videos, presentations, information sheets to convey or reinforce information; facilitated activities, worksheets, checklists to apply and refine knowledge and skills within local context, etc.).			
11. The organization has a <u>system for collecting multiple sources of data</u> about the implementation support they are providing to community Triple P coalitions.			
12. The organization has developed or adopted a <u>written plan for the coaching</u> of their implementation support staff (e.g., where, when, with whom, why, data that will be used for coaching).			*
13. The organization has <u>formally allocated non-human resources</u> (e.g., travel, general materials and supplies, virtual conferencing technology, etc.) to support performance on the Triple P implementation support plan.			
14. The organization has <u>documented a sustainability plan</u> for the provision of implementation support to community Triple P coalitions beyond the current funding grant or contract.			*

**Must be documented to receive a “2.” Undocumented or incomplete plans should be scored as a “1”.*

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.			
<i>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:</i>			
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).			*
<i>What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each REDL staff member?</i>			
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.			
<i>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?</i>			
4. There are <u>job, position, or role descriptions</u> 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 <u>fluency</u> in relevant <u>methodologies</u> for designing cross-sector community research, evaluation, and needs assessments.			

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)
6. Among REDL staff, there is <u>fluency in statistical procedures</u> for analyzing cross-sector community data.			
7. Among REDL staff, there is <u>proficiency in data reporting and translation</u> to make data useful and meaningful to agencies and partners.			
8. Among REDL staff, there is <u>proficiency in continuous quality improvement techniques</u> (e.g., Plan-Do-Study-Act cycles, Decision Support Data Systems).			
9. Among REDL staff, there is <u>proficiency in the synthesis of prevention science literature</u> 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 <u>written research, evaluation, and/or data-linking plan</u> , 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 <u>sufficient prevention science literature and other scientific resources</u> to support the development and ongoing performance of statewide Triple P research, evaluation, data-linking, and community prevention models.			
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.			*

**Must be documented to receive a “2.” Undocumented or incomplete plans should be scored as a “1”.*

Partnership Engagement & Communication Index (PECI)

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

To what extent are the following resources and abilities in place?	<i>No or Not In Place (0)</i>	<i>Sometimes or Partially In Place (1)</i>	<i>Yes or Fully In Place (2)</i>
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.			
<i>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:</i>			
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).			*
<i>What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each PEC staff member?</i>			
3. Each PEC staff member has <u>sufficient time and effort</u> to engage in statewide Triple P partnership and communications activities.			
<i>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?</i>			
4. There are <u>job, position, or role descriptions</u> for PEC staff that provide clear expectations about their statewide Triple P partnership engagement and communications activities; responsibilities; and accountability.			*

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)
5. Among PEC staff, there is <u>experience working within cross-sector child and family service systems</u> (e.g., public health, education, child welfare, juvenile justice, pediatric medical, child mental and behavioral health, and faith-based) at state and/or local levels.			
6. Among PEC staff, there is <u>proficiency in cross-sector child and family services and service system environments</u> (e.g., public health, education, child welfare, juvenile justice, pediatric medical, child mental and behavioral health, and faith-based).			
7. Among PEC staff, there is <u>fluency in family partnership, engagement, and inclusion strategies</u> for initiative scale-up.			
8. Among PEC staff, there is <u>fluency in effective communications and media strategies</u> 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 <u>written partnership engagement plan</u> , 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.			*
10. The organization has developed or adopted a <u>written communications plan</u> , 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 (e.g., 1-pagers and briefs, presentations, testimonials, newsletters, social media messages, videos, websites, webinars/events, Stay Positive materials, etc.).			
12. The organization has a <u>system for collecting multiple sources of data</u> about their statewide Triple P partnership and communications activities.			
13. The organization has <u>formally allocated non-human resources</u> (e.g., travel, general media and communications resources/software, event funds, incentive funds, etc.) to support performance on the Triple P partnership engagement and communications plans.			
14. The organization has <u>documented a sustainability plan</u> for statewide Triple P partnership engagement and communications activities beyond the current funding grant or contract.			*

**Must be documented to receive a “2.” Undocumented or incomplete plans should be scored as a “1”.*

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.			
<i>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:</i>			
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).			
<i>What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each Triple P workforce development staff member?</i>			
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.			*
<i>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?</i>			
4. There are <u>job, position, or role descriptions</u> 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 <u>fluent in effective adult learning methods for practitioner training and coaching</u> .			

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)
6. Each Triple P workforce development staff member is <u>fluent</u> in <u>evidence-based prevention and wellbeing program models</u> (e.g., assessment processes, fidelity expectations, appropriate flexibility/adaptation in delivery, etc.).			
7. Each Triple P workforce development staff member is <u>fluent</u> in the <u>Triple P interventions</u> being delivered by the community Triple P coalitions they are supporting.			
8. Each Triple P workforce development staff member is <u>fluent</u> in the <u>Triple P Peer Assisted Supervision and Support (PASS) model</u> of coaching support.			
9. Each Triple P workforce development staff member is <u>proficient</u> in the <u>various service sector environments</u> (e.g., public health, education, child welfare, juvenile justice, pediatric medical, child mental and behavioral health, and faith-based) in which local Triple P practitioners are delivering Triple P.			
10. The organization has developed or adopted a <u>written Triple P workforce development plan</u> , 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 (e.g., objectives and intended outcomes, mechanisms of engagement, roles and responsibilities, core activities, frequencies, supporting resources, accountability, policies, etc.).			*
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 (e.g., manuals, job aids, recruitment/selection checklists, training and coaching materials, etc.).			
12. The organization has a <u>system for collecting multiple sources of data</u> 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 <u>written plan for the coaching</u> of their Triple P workforce development staff (e.g., where, when, with whom, why, data that will be used for coaching).			*
14. The organization has <u>formally allocated non-human resources</u> (e.g., Triple P training for staff, travel, virtual conferencing technology, etc.) to support performance on the Triple P workforce development service plan.			
15. The organization has <u>documented a sustainability plan</u> 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.			*

**Must be documented to receive a “2.” Undocumented or incomplete plans should be scored as a “1”.*

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.			
<i>Please identify who (position/name) is/are responsible for policy and finance support for community Triple P coalitions and statewide Triple P stakeholders:</i>			
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).			*
<i>What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each PFS staff member?</i>			
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.			
<i>What amount of job time (i.e., FTE) <u>would be ideal</u> for each PFS staff member based on the work that needs to be done?</i>			
4. There are <u>job, position, or role descriptions</u> 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.			*

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)
5. Among PFS staff, there is <u>proficiency in policy development</u> within legislative, administrative, and program environments.			
6. Among PFS staff, there is <u>proficiency in policy translation</u> to move legislative, administrative, and program policies into practice environments.			
7. Among PFS staff, there is <u>proficiency in financing systems and their requirements</u> to fund and reimburse EBP delivery, implementation, and scale-up.			
8. Among PFS staff, there is <u>proficiency in funding and resource development</u> 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 <u>written advocacy plan</u> , 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.			*
10. The organization has developed or adopted a <u>written plan to provide support to community Triple P coalitions around funding development and sustainability</u> , 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 (e.g., presentations, information sheets to convey information; facilitated activities, worksheets, checklists to navigate policy and financing environments, etc.).			
12. The organization has a <u>system for collecting multiple sources of data</u> 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 <u>formally allocated non-human resources</u> (e.g., grantee or partner travel, activities, and events; partner incentive funds; funding and policy databases; funding and policy news sources; etc.) to support performance on their Triple P-related advocacy and finance support plans.			
14. The organization has <u>documented a sustainability plan</u> 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.			*

**Must be documented to receive a “2.” Undocumented or incomplete plans should be scored as a “1”.*

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 <u>leadership team, consisting of three or more people</u> , that is responsible for ensuring and advancing the Triple P intermediary role within the organization.			
2. The organization has clearly identified <u>an executive leader (or two)</u> who is responsible for leading the leadership team, and/or is responsible for advancing the Triple P intermediary role within the organization.			
<i>Please identify the organization's leadership team members and indicate the executive leader(s) with an "*":</i>			
3. Within the identified leadership team, there are individuals with <u>authority to create organizational changes</u> in support of the five intermediary functions.			
4. To avoid silos and optimize intermediary support for Triple P, the organization has <u>documented a plan to ensure coordination and alignment</u> amongst the five intermediary functions.			*
5. The organization has <u>documented a plan to use data about the five intermediary functions</u> for decision-making to improve Triple P intermediary support.			*
6. The organization has <u>documented a plan to solicit feedback from staff</u> about challenges and successes of the Triple P intermediary role.			*
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.			*

**Must be documented to receive a "2." Undocumented or incomplete plans should be scored as a "1".*

Appendix A. Voting & Modified Consensus

Simultaneous Public Polling is a voting process intended to equalize all voices in the room on the initial vote, and prevent participants from influencing each other's initial vote. The facilitator will ask your team about several items related to your resources and abilities to support the scale-up of Triple P in your state or region. There are 66 items across 6 separate indices.

Your role is to individually decide if the item mentioned should be scored a "0," "not in place", "1," "partially in place", or "2", "fully in place" within your intermediary organization. When the facilitator says "ready...set...vote", hold up the number of fingers that correspond with your answer:



**No or Not in Place
(0)**

No resources or abilities within this item are in place and/or their development have not yet been initiated.



**Some or Partially In Place
(1)**

Some resources or abilities within this item are in place and/or initiated.



**Yes or Fully In Place
(2)**

All resources and abilities within this item are in place and there is clear evidence to support this.

If everyone voting is in agreement, then the facilitator will move on to the next item. If there are different scores within the group, then the facilitator will ask that your team 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.

Appendix B. 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.

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).