Fidelity tool

|  | **Completely in Place-**  **High Fidelity** | **Mostly in place- Medium Fidelity** | **Somewhat in place- Low Fidelity** | **Not in place** |
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|
| I. Program Approach | | | | |
| 1. Evidence-informed, goal- achievement focused program framework |  |  |  |  |
| * Program design and actions are aligned and framed around explicit achievable program goals | | | | |
| * County has set specific, attainable goals | 🞏 | 🞏 | 🞏 | 🞏 |
| * County materials frequently reference county-level goals | 🞏 | 🞏 | 🞏 | 🞏 |
| * Internal meetings reference county-level goals | 🞏 | 🞏 | 🞏 | 🞏 |
| * Well-defined services are aligned with the characteristics, needs and aspirations of the population served | | | | |
| * County services and resources are tailored to the needs and aspirations of the population served | 🞏 | 🞏 | 🞏 | 🞏 |
| * Frontline staff are aware of the county’s services and resources | 🞏 | 🞏 | 🞏 | 🞏 |
| * County maintains a list of services and resources in the county | 🞏 | 🞏 | 🞏 | 🞏 |
| * Program mission, core values, and program framework encourage and support client’s setting and achieving goals | 🞏 | 🞏 | 🞏 | 🞏 |
| * Program draws upon the self-regulation, executive functioning and behavioral nudges research | | | | |
| * County materials appropriately apply these concepts (for example, reference executive functioning skills that clients need or mailings use nudge principles to increase effectiveness) | 🞏 | 🞏 | 🞏 | 🞏 |
| * Frontline staff appropriately use these techniques and language when meeting with clients | 🞏 | 🞏 | 🞏 | 🞏 |
| * During internal meetings staff discuss these concepts and their application in your program | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Institutionalization of program framework |  |  |  |  |
| * Clarity and consistency between the program vision, guiding principles, staff expectations, and program outcomes with regard to goal achievement | | | | |
| * Program vision and guiding principles describe the same goal achievement principles and expectations | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff expectations and program outcomes align with county-level goals and account for focus on goal-achievement at the client level | 🞏 | 🞏 | 🞏 | 🞏 |
| * County has a logic model that shows how the program inputs, activities, and outputs relate to client outcomes in the context of goal achievement | 🞏 | 🞏 | 🞏 | 🞏 |
| * Program gives staff specific recommendations for incorporating the needs of TANF youth and children into service delivery | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Strength based, family-focused approach |  |  |  |  |
| * Staff members recognize and build on client strengths | | | | |
| * Services are framed by staff as “skill-building” (positive) and are not framed as “barrier removal” (negative) | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff use a standardized process to identify client strengths | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff assess client strengths on a regular basis | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff refer clients to services that are appropriate for the client’s current skills and will build on their strengths | 🞏 | 🞏 | 🞏 | 🞏 |
| * Administrators and staff believe in clients’ ability to develop and use skills to help them succeed | | | | |
| * Senior staff communicate in trainings and meetings a belief in clients ability to succeed | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are expected to use positive language and an encouraging approach when working with clients | 🞏 | 🞏 | 🞏 | 🞏 |
| * Program provides services and supports that benefit the family unit, including children | | | | |
| * Staff regularly discuss children’s needs with clients | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff provide services or referrals to services for children | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Well-defined, customized service approach |  |  |  |  |
| * Client and staff collaborate to customize services for each client and family | | | | |
| * Client and staff regularly discuss client service needs | 🞏 | 🞏 | 🞏 | 🞏 |
| * Client and staff collaboratively consider appropriate services | 🞏 | 🞏 | 🞏 | 🞏 |
| * Client plans vary from one client to the next, depending on individual client needs | 🞏 | 🞏 | 🞏 | 🞏 |
| * Program leaders support a culture and practice of equal input from both clients and staff in planning | | | | |
| * County leaders consult with staff when planning | 🞏 | 🞏 | 🞏 | 🞏 |
| * County leaders consult with clients when planning | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff and clients have a way to submit comments/feedback at any time | 🞏 | 🞏 | 🞏 | 🞏 |
| II. Program Environment | | | | |
| 1. Clear, positive, action-oriented program messaging |  |  |  |  |
| * Program materials, including letters and notices, are clear, simple, encouraging, and action-oriented | 🞏 | 🞏 | 🞏 | 🞏 |
| * Information is relevant and accessible in multiple formats | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Accessible, inviting, and family-friendly physical space |  |  |  |  |
| * Waiting rooms include positive messaging about clients and the program, and are clean, well-decorated and child friendly | 🞏 | 🞏 | 🞏 | 🞏 |
| * The front desk is visible and easily identifiable from the entrance | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Professional customer service approach |  |  |  |  |
| * Front desk staff are visible, face clients and welcome all clients immediately upon entry with a friendly and approachable tone | 🞏 | 🞏 | 🞏 | 🞏 |
| * Wait times in the lobby and on the telephone are short | 🞏 | 🞏 | 🞏 | 🞏 |
| * Security and other personnel are held to the same expectations as agency staff (positive regard for clients, inclusive and culturally sensitive, respectful, adhering to program mission and core values, etc.) | 🞏 | 🞏 | 🞏 | 🞏 |
| * Clients understand and are able to easily self-navigate the application process | 🞏 | 🞏 | 🞏 | 🞏 |
| * Clients understand what resources are available to them and who can help them access those resources | 🞏 | 🞏 | 🞏 | 🞏 |
| Client needs are resolved by one worker when possible (hand-offs are minimized); otherwise hand-offs between workers are efficient and friendly | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff share information about clients and reference information already collected in order to minimize the need for clients to repeat their life circumstances or other information to multiple workers | 🞏 | 🞏 | 🞏 | 🞏 |
| III. Administrative Infrastructure and Program Staffing | | | | |
| 1. Well-defined list of staff core competencies to guide hiring and staff development |  |  |  |  |
| * Staff believe in the parent’s ability and potential to accomplish his or her goals | | | | |
| * Staff believe that clients can develop skills for success | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff can see a client’s potential | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are collaborative rather than directive | | | | |
| * Staff facilitate, rather than direct, the work with clients | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff ask clients open-ended, reflective questions | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are able to work with clients to determine the services that would be useful | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff have knowledge of internal and community resources and strategize with clients about how to access them | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are encouraging and supportive of goal achievement | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are skilled at identifying and troubleshooting potential challenges that interfere with goal achievement | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff hold clients accountable for making progress | | | | |
| * Staff follow up with clients to see if they are making progress on their goals | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff take appropriate action based on client’s progress | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff have positive regard for the client, as shown through positive language in private and public settings | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Inclusive, culturally sensitive staff |  |  |  |  |
| * Staff work effectively with diverse populations | | | | |
| * Staff use culturally inclusive language | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are attuned to strengths and needs of different communities | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff proactively work to ensure everyone is treated with respect | 🞏 | 🞏 | 🞏 | 🞏 |
| * Through training and materials, staff are made aware of and are able to manage any cultural biases and judgements toward low-income parents they may have | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Staff training and development |  |  |  |  |
| * Staff have access to clear job descriptions and expectations for their role | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are provided training and tools to support desired job performance | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff performance measures are tied to overall program and client outcomes | 🞏 | 🞏 | 🞏 | 🞏 |
| * Supervisors coach frontline staff on working with clients | 🞏 | 🞏 | 🞏 | 🞏 |
| * Management and supervisors create and support a healthy peer-to-peer coaching environment among staff | | | | |
| * Staff have formal opportunities to discuss challenges and possible solutions with staff at their same level | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff have informal opportunities to discuss challenges and possible solutions with staff at their same level | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Internal communication about policies, state initiatives, and community resources |  |  |  |  |
| * Program managers and supervisors clearly communicate how staff should implement and utilize the policies, specialized services, and supports offered through CalWORKs | 🞏 | 🞏 | 🞏 | 🞏 |
| * Program managers and supervisors clearly communicate how staff can help clients achieve federally defined work activities within a goal achievement framework | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are provided regular training and tools to simplify the process of helping clients access all available services and supports | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are regularly provided up-to-date information about community resources available to CalWORKs families | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff are provided a clear process and tools for timely, accurate tracking of the 24- and 48-month time clocks | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Approach of contracted service providers and community partners |  |  |  |  |
| * Contracted service providers and community partners who work with CalWORKs families have received training and support on client goal-setting | 🞏 | 🞏 | 🞏 | 🞏 |
| * The expectations and performance measures for contracted service providers and community partners who work with CalWORKs families are clearly defined and support client goal achievement | 🞏 | 🞏 | 🞏 | 🞏 |
| * Performance-based contracts reward clients’ progress toward achievement of goals | 🞏 | 🞏 | 🞏 | 🞏 |
| IV. Service Delivery Process (case flow) | | | | |
| 1. Clear, simple, and engaging orientation |  |  |  |  |
| * Orientation introduces goal achievement and family focus of CalWORKs 2.0 | 🞏 | 🞏 | 🞏 | 🞏 |
| * Orientation uses positive language designed to encourage and excite participants | 🞏 | 🞏 | 🞏 | 🞏 |
| * Orientation includes relevant, accessible, and useful information, but does not flood the client with too much information | 🞏 | 🞏 | 🞏 | 🞏 |
| * When participants leave the orientation, they understand the options available to them under CalWORKs and the initial steps they need to take to exercise those options | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Initial and ongoing assessment of skills, abilities, and service needs |  |  |  |  |
| * Initial assessment is used to identify client strengths and needs, and create an individualized service plan | 🞏 | 🞏 | 🞏 | 🞏 |
| * Initial assessment process is used to inform initial client goal setting | 🞏 | 🞏 | 🞏 | 🞏 |
| * Ongoing assessment process includes reviewing and revising client goals and updating client strengths and needs | 🞏 | 🞏 | 🞏 | 🞏 |
| * Through the goal-setting process, staff informally assess client self-regulation and executive function skills | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Clear, user-friendly, adaptable goal achievement process |  |  |  |  |
| * Goal-setting and achievement are embedded into all aspects of the program, including individual sessions with clients, group job search, and early engagement initiatives including Family Stabilization and Enhanced Subsidized Employment | 🞏 | 🞏 | 🞏 | 🞏 |
| * Goals are meaningful to the clients and reflect their interests and abilities | 🞏 | 🞏 | 🞏 | 🞏 |
| * Goals are broken down into practical, specific, concrete, and sequential steps | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff use short-term and intermediate steps to monitor and track client goal progress | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff meet regularly and frequently with clients to review and revise their goals | 🞏 | 🞏 | 🞏 | 🞏 |
| * Frontline staff troubleshoot with clients who are not making progress toward their goals | 🞏 | 🞏 | 🞏 | 🞏 |
| V. Performance Management and Measures | | | | |
| * Relevant and appropriate short-, intermediate-, and long-term measures for tracking county goal progress and achievement are in place | 🞏 | 🞏 | 🞏 | 🞏 |
| * Outcome targets are clearly defined and map to the expectations for the agency and contracted service providers | 🞏 | 🞏 | 🞏 | 🞏 |
| * Staff have access to performance management data, and are given direction about how to use the data to improve their work | 🞏 | 🞏 | 🞏 | 🞏 |
| * Accountability measures for staff and clients are clearly defined and tied to a client’s progress toward goals | 🞏 | 🞏 | 🞏 | 🞏 |