

Fidelity tool

| | Completely in Place-High Fidelity | Mostly in place-Medium Fidelity | Somewhat in place-Low Fidelity | Not in place |
|--|-----------------------------------|---------------------------------|--------------------------------|--------------------------|
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - County materials frequently reference county-level goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Internal meetings reference county-level goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Frontline staff are aware of the county's services and resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - County maintains a list of services and resources in the county | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Frontline staff appropriately use these techniques and language when meeting with clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - During internal meetings staff discuss these concepts and their application in your program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff expectations and program outcomes align with county-level goals and account for focus on goal-achievement at the client level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - County has a logic model that shows how the program inputs, activities, and outputs relate to client outcomes in the context of goal achievement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Program gives staff specific recommendations for incorporating the needs of TANF youth and children into service delivery | | | | |

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| 3. 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff use a standardized process to identify client strengths | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff assess client strengths on a regular basis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff refer clients to services that are appropriate for the client’s current skills and will build on their strengths | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff are expected to use positive language and an encouraging approach when working with clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Program provides services and supports that benefit the family unit, including children | | | | |
| - Staff regularly discuss children’s needs with clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff provide services or referrals to services for children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Client and staff collaboratively consider appropriate services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Client plans vary from one client to the next, depending on individual client needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Program leaders support a culture and practice of equal input from both clients and staff in planning | | | | |
| - County leaders consult with staff when planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - County leaders consult with clients when planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff and clients have a way to submit comments/feedback at any time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| II. Program Environment | | | | |
| 1. Clear, positive, action-oriented program messaging | | | | |
| • Program materials, including letters and notices, are clear, simple, encouraging, and action-oriented | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Information is relevant and accessible in multiple formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The front desk is visible and easily identifiable from the entrance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Professional customer service approach | | | | |
| • Front desk staff are visible, face clients and welcome all clients immediately upon entry with a friendly and approachable tone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Wait times in the lobby and on the telephone are short | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • 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.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Clients understand and are able to easily self-navigate the application process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Clients understand what resources are available to them and who can help them access those resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Client needs are resolved by one worker when possible (hand-offs are minimized); otherwise hand-offs between workers are efficient and friendly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff can see a client’s potential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| • Staff are collaborative rather than directive | | | | |
| - Staff facilitate, rather than direct, the work with clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff ask clients open-ended, reflective questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff are able to work with clients to determine the services that would be useful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff have knowledge of internal and community resources and strategize with clients about how to access them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff are encouraging and supportive of goal achievement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff are skilled at identifying and troubleshooting potential challenges that interfere with goal achievement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff hold clients accountable for making progress | | | | |
| - Staff follow up with clients to see if they are making progress on their goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff take appropriate action based on client's progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff have positive regard for the client, as shown through positive language in private and public settings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Inclusive, culturally sensitive staff | | | | |
| • Staff work effectively with diverse populations | | | | |
| - Staff use culturally inclusive language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff are attuned to strengths and needs of different communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Staff proactively work to ensure everyone is treated with respect | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Staff training and development | | | | |
| • Staff have access to clear job descriptions and expectations for their role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff are provided training and tools to support desired job performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff performance measures are tied to overall program and client outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Supervisors coach frontline staff on working with clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <ul style="list-style-type: none"> Management and supervisors create and support a healthy peer-to-peer coaching environment among staff | | | | |
| <ul style="list-style-type: none"> Staff have formal opportunities to discuss challenges and possible solutions with staff at their same level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Staff have informal opportunities to discuss challenges and possible solutions with staff at their same level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Internal communication about policies, state initiatives, and community resources | | | | |
| <ul style="list-style-type: none"> Program managers and supervisors clearly communicate how staff should implement and utilize the policies, specialized services, and supports offered through CalWORKs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Program managers and supervisors clearly communicate how staff can help clients achieve federally defined work activities within a goal achievement framework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Staff are provided regular training and tools to simplify the process of helping clients access all available services and supports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Staff are regularly provided up-to-date information about community resources available to CalWORKs families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Staff are provided a clear process and tools for timely, accurate tracking of the 24- and 48-month time clocks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Approach of contracted service providers and community partners | | | | |
| <ul style="list-style-type: none"> Contracted service providers and community partners who work with CalWORKs families have received training and support on client goal-setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Performance-based contracts reward clients' progress toward achievement of goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV. Service Delivery Process (case flow) | | | | |
| 1. Clear, simple, and engaging orientation | | | | |
| <ul style="list-style-type: none"> Orientation introduces goal achievement and family focus of CalWORKs 2.0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Orientation uses positive language designed to encourage and excite participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Orientation includes relevant, accessible, and useful information, but does not flood the client with too much information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <ul style="list-style-type: none"> 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Initial and ongoing assessment of skills, abilities, and service needs | | | | |
| <ul style="list-style-type: none"> Initial assessment is used to identify client strengths and needs, and create an individualized service plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Initial assessment process is used to inform initial client goal setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Ongoing assessment process includes reviewing and revising client goals and updating client strengths and needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Through the goal-setting process, staff informally assess client self-regulation and executive function skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Clear, user-friendly, adaptable goal achievement process | | | | |
| <ul style="list-style-type: none"> 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Goals are meaningful to the clients and reflect their interests and abilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Goals are broken down into practical, specific, concrete, and sequential steps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Staff use short-term and intermediate steps to monitor and track client goal progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Staff meet regularly and frequently with clients to review and revise their goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Frontline staff troubleshoot with clients who are not making progress toward their goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V. Performance Management and Measures | | | | |
| <ul style="list-style-type: none"> Relevant and appropriate short-, intermediate-, and long-term measures for tracking county goal progress and achievement are in place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Outcome targets are clearly defined and map to the expectations for the agency and contracted service providers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Staff have access to performance management data, and are given direction about how to use the data to improve their work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Accountability measures for staff and clients are clearly defined and tied to a client's progress toward goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |