Fidelity tool

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