

**MULTI-SITE IMPLEMENTATION EVALUATION OF TRIBAL HOME VISITING (MUSE)
PROGRAM DIRECTOR SURVEY**

This collection of information is voluntary. Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are OMB #: 0970-0521, Exp: 12/31/2021. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Kate Lyon, James Bell Associates; 3033 Wilson Blvd. Suite 650, Arlington, VA 22201; MUSE.info@jbassoc.com.

MUSE Program Director Survey

Thank you for taking part in the Multi-Site Implementation Evaluation of Tribal Home Visiting (MUSE). The purpose of this study is to learn about tribal home visiting program implementation and the experiences of families receiving home visiting services.

We are asking you to complete this survey because your role includes oversight of one of the home visiting programs participating in MUSE. Your answers will help us understand your role in the home visiting program and your perspective on the program. Because program directors' jobs are complex and involve many different tasks, this survey is also complex and a bit lengthy.

Your participation in this survey is voluntary. If you choose to participate, it will take about 45 minutes to complete this survey. If you are unsure how to answer a question, please give the best answer you can instead of leaving it blank.

Your answers will be kept private. Only the MUSE study team will have access to this information. Your answers will not be shared with anyone at your program or any other agencies. We will not report information collected in this study in a way that could identify you or your program.

We would appreciate your response by MM/DD/YYYY. If you have questions about the survey or at any time during the study, please call Tess Abrahamson at James Bell Associates at ### or email ____.

A. BACKGROUND AND WORK EXPERIENCE

1. What was the highest level/degree you completed in school?
 - Some high school, no diploma
 - High school/GED
 - Some college/no degree
 - Technical training or certification
 - Associate's degree (e.g. AA, AS, ADN)
 - Bachelor's degree (e.g. BA, BS, BSN)
 - Master's degree or higher (e.g. MA, MS, MSW, MSN, PhD)

2. What were your main field(s) of study? CHECK ALL THAT APPLY. (Responses not limited to highest degree completed.)
 - Child development
 - Early childhood education
 - Education
 - Psychology
 - Social work/Social welfare
 - Public health
 - Nursing
 - Other (specify) _____

3. Prior to your current position, did you have experience in home visiting? This could include managing another home visiting program, working as a home visitor, or working in another position related to home visiting.
 - No [→ SKIP to #4]
 - Yes [→ GO TO #3a & 3b]
 - 3a. [If Question 3=Yes] How many total years of experience do you have in home visiting, including your current home visiting program and any other home visiting programs?
 - Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years

 - 3b. [If Question 3=Yes] Before taking your current job that includes oversight of the tribal home visiting program, had you worked as a home visitor for this program or any other home visiting program?
 - No [→ SKIP to #4]
 - Yes [→ GO TO #3c]

 - 3c. [If Question 3b=Yes] How many total years of experience did you work as a home visitor?
 - Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years

4. Do you have experience working with families in any of the following settings? CHECK ALL THAT APPLY.
- In-home day care
 - Center-based daycare
 - Preschool
 - School, grades K-12 (non-nurse)
 - School nurse
 - After school program
 - Special education program
 - Nursing
 - Home health care
 - Other health care
 - Social services
 - Mentoring programs
 - Mental health agencies
 - No prior experience
 - Other (specify): _____
5. How many total years of professional experience do you have working with families and young children, including home visiting jobs and other jobs doing related work (e.g., years of nursing experience plus years as a parent educator in different settings)?
- Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years
6. Before taking the job that includes oversight of the tribal home visiting program, had you worked as a manager or director for another program?
- No [→ SKIP to #7]
 - Yes [→ GO TO #6a]
- 6a. [If Question 6=Yes] How many total years of experience do you have managing programs and staff?
- Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years
7. Aside from your professional experience, how many years of experience do you have raising children? Please include experience you have as a primary caregiver for any child(ren) including your own and other's children. Please count experience providing regular, consistent care for a child as a primary caregiver. Do not include babysitting or infrequent assistance with children.
 Years of experience: _____

B. CURRENT POSITION

1. How many years have you worked for your home visiting program? Include years worked for your home visiting program in positions other than your current one.
 - Less than 1 year
 - 1-2 years
 - 3-5 years
 - 6-10 years
 - More than 10 years

2. In what month and year did you begin your present job that includes oversight of the tribal home visiting program? Month (Enter two digits for the month. For example, if you started in January, enter "01". If you cannot recall which month you began, leave this blank) _____
Year (Enter four digits for the year. For example, if you started in 2012, enter "2012") _____

3. Some home visiting program directors manage multiple programs or have other responsibilities within the agency they work for. How many hours do you spend in your role as the home visiting program director in a typical week? (For example, enter "1.5" if you spend an hour and a half.)
Hours: _____

4. In your role as a home visiting program director, how often do you interact directly with families?
 - Daily
 - Weekly
 - Monthly
 - Less than monthly
 - Never

5. How likely is it that you will continue in your current position 6 months from now?
 - Very likely [→ SKIP to #5]
 - Somewhat likely [→ GO TO #4a]
 - Somewhat unlikely [→ GO TO #4a]
 - Very unlikely [→ GO TO #4a]
 - 5a. [If Question 4= somewhat likely, somewhat unlikely, or very unlikely] What factors affect whether you will stay in your position? [CHECK ALL THAT APPLY]
 - Salary
 - Opportunities for advancement within the organization
 - Funding for my position is uncertain
 - Caring for children or other family members
 - Pursue additional education or training
 - Retire or stop working
 - Moving out of the area
 - Challenging work environment
 - Other (specify) _____

C. PERCEPTIONS OF PROGRAM

Instructions: In this section, we would like to learn how *staff members* perceive their program’s intended outcomes. In general, a *program outcome* is a benefit to a child, parent, or family. For example, some programs might see the improvement of prenatal health as an important outcome.

Below is a list of possible outcomes for home visiting programs. We know your program may care about all of these benefits, but we would like to know which is most important. We would like to get a sense of which outcomes you think **your program** believes may be more important than others. Select the response that best represents what you think your program believes about the outcome.

To help you decide on an outcome’s rank, think about whether it is discussed routinely in training and supervision. Think about what staff in your agency is told about its importance. Select the response that best describes your program’s ranking of this outcome.

- How much of a priority is each of the following outcomes for your program, on a scale of 0 to 10?
 0 = Not a Priority
 5 = Moderate priority
 10 = Highest priority

	0	1	2	3	4	5	6	7	8	9	10	Not sure
1 Supporting prenatal health and obtaining prenatal care (including dental health/dental care)	<input type="checkbox"/>											
2 Supporting postpartum health and obtaining postpartum care (including dental health/dental care)	<input type="checkbox"/>											
3 Supporting breastfeeding	<input type="checkbox"/>											
4 Supporting physical health outside of pregnancy and postpartum health (including dental health/dental care)	<input type="checkbox"/>											
5 Supporting family planning	<input type="checkbox"/>											
6 Preventing and reducing alcohol, commercial tobacco, and other drug use	<input type="checkbox"/>											
7 Promoting caregiver emotional well-being and preventing and reducing mental health problems or stress	<input type="checkbox"/>											
8 Preventing and reducing domestic violence	<input type="checkbox"/>											
9 Supporting healthy adult relationships (with boyfriends/girlfriends, husbands/wives, partners, co-parents)	<input type="checkbox"/>											

		0	1	2	3	4	5	6	7	8	9	10	Not sure
10	Increasing social support (support from family, friends, and community)	<input type="checkbox"/>											
11	Furthering a caregiver’s education and job training	<input type="checkbox"/>											
12	Supporting getting a job, or getting a better job	<input type="checkbox"/>											
13	Supporting child health (including dental health/dental care)	<input type="checkbox"/>											
14	Ensuring appropriate child care arrangements	<input type="checkbox"/>											
15	Supporting parenting to promote child development	<input type="checkbox"/>											
16	Basic needs like food, utilities, housing, transportation, and identification	<input type="checkbox"/>											
17	Legal system and services	<input type="checkbox"/>											
18	Supporting good nutrition and physical activity	<input type="checkbox"/>											
19	Supporting caregivers in budgeting and making ends meet	<input type="checkbox"/>											
20	Addressing unresolved issues from past caregiver trauma	<input type="checkbox"/>											
21	Connecting to community and culture (attending community and/or cultural activities, learning cultural teachings, making new relationships with others in your community)	<input type="checkbox"/>											
22	Supporting parent-child interaction	<input type="checkbox"/>											
23	Supporting positive discipline and behavior management	<input type="checkbox"/>											
24	Supporting caregivers in feeding children (including formula and solids, and not including breastfeeding)	<input type="checkbox"/>											
25	Helping caregivers to establish and maintain developmentally appropriate care/routines (daily routines like bedtime, mealtime, bath time)	<input type="checkbox"/>											
26	Supporting effective co-parenting	<input type="checkbox"/>											
27	Supporting child and home safety	<input type="checkbox"/>											

In your role as a home visiting program director, you likely have a good sense of how well your program prepares and supports home visitors to do their jobs well. The next two sets of questions ask about your program’s overall ability to assure that home visitors do the following parts of their jobs well. When answering these questions, please think about all aspects of your program including the curriculum, training, materials and support home visitors receive from the home visiting model. Please also think about any supplemental curriculum, material or resources developed or selected by your program. Please also consider any training home visitors receive from your program or other agencies, one-on-one and group supervision, and support they may receive from other staff (including other home visitors), evaluators and consultants.

2. Rate your program's overall ability to assure that home visitors do the following parts of their job well.

		Could be greatly improved	Could be somewhat improved	Could be slightly improved	Already top notch
Your program's overall ability to assure that home visitors do this part of their job well					
1	Balance family preferences with program priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Communicate warmth, respect, and appreciation to the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develop and use family goal plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Conduct required screenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Tailor activities in response to family interests, concerns, and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Build relationships and trust with caregivers and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Deliver home visiting curriculum the way the program and model intends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Model and coach parenting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Identify and communicate strengths to caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Helping families access needed services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Collect data and information from caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Enter data and document what happens during home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Plan home visits for families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Retain families and keep caseload slots filled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Deliver the expected number of home visits for each family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Support families in managing crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Manage their time so that they can get everything done that they need to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Engage an uninterested or distracted caregiver during a home visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Engage an uninterested or fussy child during a home visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Ensure their safety when making home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Rate your program's overall ability to assure that home visitors can address the following topics with caregivers.

		Could be greatly improved	Could be somewhat improved	Could be slightly improved	Already top notch	Program doesn't focus on this
Your program's overall ability to assure that home visitors can address the following topics with families						
1	Prenatal health/prenatal care (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Postpartum health/postpartum care (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Physical health outside of pregnancy and postpartum health (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Family planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Alcohol, commercial tobacco, and other drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Caregiver emotional well-being, mental health or stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Healthy adult relationships (with boyfriends/girlfriends, husbands/wives, partners, co-parents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Social support (support from family, friends, and community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Furthering a caregiver's education and job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Getting a job, or getting a better job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Child health (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Making child care arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Basic needs like food, utilities, housing, transportation, and identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Legal system and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Nutrition and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Budgeting/making ends meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Trauma (things that happened in the past that affect caregiver today)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Could be greatly improved	Could be somewhat improved	Could be slightly improved	Already top notch	Program doesn't focus on this
Your program's overall ability to assure that home visitors can address the following topics with families						
21	Connecting to community and culture (attending community and/or cultural activities, learning cultural teachings, making new relationships with others in your community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Parent-child interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Discipline/behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Feeding children (including formula and solids, and not including breastfeeding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Developmentally appropriate care/routines (daily routines like bedtime, mealtime, bath time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Co-parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Child/home safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How much should home visitors focus on improving outcomes for...

		Not at all	Very little	Somewhat	A lot
1	Index child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Primary caregiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Other children in the family or household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Other adults in the family or household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What does your program expect home visitors to do DURING THE VISIT if something comes up that they haven't been prepared/trained to address?

- My program expects home visitors just to explain that they can only work on things covered in the program.
- My program expects home visitors to direct the mother to a resource that CAN address this issue.
- My program expects home visitors to try to work on this issue even though they are not trained to address it.
- My program has no stated expectation for what home visitors do.
- Not sure

6. What does your program expect home visitors to do DURING THE VISIT if a caregiver wants to do things differently than in the program curricula or protocols?

- My program expects home visitors to explain that I must follow the program curricula and protocols.
- My program expects home visitors to modify visit activities to align with the caregiver’s preferences while still being true to the 'spirit' of the curriculum or protocol.
- My program expects home visitors to do things the way the caregiver prefers, even if this is very different from program curricula and protocols.
- My program has no stated expectation for what home visitors do in this situation.
- Not sure

7. How effective is your program overall at MAKING A DIFFERENCE for families in the following areas?

		Not at all effective	Somewhat effective	Mostly effective	Very effective
1	Prenatal health/prenatal care (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Postpartum health/postpartum care (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Physical health outside of pregnancy and postpartum health (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Family planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Alcohol, commercial tobacco, and other drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Caregiver emotional well-being, mental health or stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Healthy adult relationships (with boyfriends/girlfriends, husbands/wives, partners, co-parents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Social support (support from family, friends, and community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Furthering a caregiver’s education and job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Getting a job, or getting a better job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Child health (including dental health/dental care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Making child care arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Basic needs like food, utilities, housing, transportation, and identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Legal system and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Nutrition and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Budgeting/making ends meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Trauma (things that happened in the past that affect caregiver today)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Connecting to community and culture (attending community and/or cultural activities, learning cultural teachings, making new relationships with others in your community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Parent-child interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Discipline/behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Not at all effective	Somewhat effective	Mostly effective	Very effective
24	Feeding children (including formula and solids, and not including breastfeeding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Developmentally appropriate care/routines (daily routines like bedtime, mealtime, bath time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Co-parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Child/home safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. SELF-EFFICACY

1. Program directors take on many tasks in order to administer and monitor the program, support and manage home visiting staff, and successfully meet the Tribal MIECHV grant requirements. The next set of questions asks you to consider your own knowledge, skills and abilities needed to accomplish tasks related to providing oversight of a home visiting program. If you are not responsible for some of the tasks below, please mark “Not part of my job.” Please do not consider external barriers like lack of funding or staff time, agency policies, or geography. How confident are you that you can do the following tasks related to managing your home visiting program?

		Not at all confident	Not very confident	Somewhat confident	Mostly confident	Completely confident	Not part of my job
1	Develop and maintain program policies and procedures	<input type="checkbox"/>					
2	Monitor program performance	<input type="checkbox"/>					
3	Support staff to enroll enough families to keep caseload slots filled	<input type="checkbox"/>					
4	Recruit job candidates that have the right skills and experience to be effective home visiting program staff	<input type="checkbox"/>					
5	Successfully hire home visitors and other program staff	<input type="checkbox"/>					
6	Provide adequate training for program staff	<input type="checkbox"/>					
7	Retain home visiting staff	<input type="checkbox"/>					
8	Adequately compensate staff	<input type="checkbox"/>					
9	Support staff through the challenging aspects of their work	<input type="checkbox"/>					
10	Build and maintain relationships with other service providers in the community	<input type="checkbox"/>					

	Not at all confident	Not very confident	Somewhat confident	Mostly confident	Completely confident	Not part of my job
11 Implement our program the way we intend to, as described in our implementation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Balance model requirements with local priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Ensure high quality data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Use data to make decisions guiding program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Sustain program funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Provide a supportive work environment for program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Convene a local advisory board for your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Help program staff work together as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Appropriately monitor fidelity of program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Tailor our program to be relevant to our local community and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Cultivate community support for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Monitor fiscal planning and oversight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Cultivate tribal/agency leadership support for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Manage subcontractors (e.g., contracted evaluators, clinical supervisors, data consultants, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Effectively disseminate information about our program to professional audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Effectively disseminate information about our program to tribal/organizational leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all confident	Not very confident	Somewhat confident	Mostly confident	Completely confident	Not part of my job
27 Effectively disseminate information about our program to community audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Monitor employee performance and communicate with them about improvement plans, if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Balance multiple requirements across different funders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Utilize technical assistance to achieve program goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Submit required reports in a timely manner (to funders, tribe, agency, model, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Communicate effectively with funders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Meet Tribal MIECHV grant requirements without putting in unreasonable time and effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The following questions ask about your approach to being the home visiting program’s team leader. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
1 I initiate meetings to discuss the team's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I am available for consultation on problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I am engaged in our team’s day-to-day work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I manage crises in a calm and dependable way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I help the team get through challenges they face in their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I handle personnel issues thoughtfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I would go to bat for the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I have enough training and experience to be an effective leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I treat all team members fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I don’t really know what the team needs to do its job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. JOB SATISFACTION

1. The following questions ask how you feel about your job overall. How often do you feel this way?

		None of the time	A little of the time	Some of the time	Most of the time	All of the time
1	The work I do is satisfying.	<input type="checkbox"/>				
2	My job is boring.	<input type="checkbox"/>				
3	My job allows me to be creative.	<input type="checkbox"/>				
4	I feel respected at work.	<input type="checkbox"/>				
5	My job is frustrating.	<input type="checkbox"/>				
6	My work gives me a sense of accomplishment.	<input type="checkbox"/>				
7	My job is interesting.	<input type="checkbox"/>				
8	The work I do is important.	<input type="checkbox"/>				
9	My job is overwhelming.	<input type="checkbox"/>				

2. Think about your pay from this job. How much do you agree or disagree with the following about your pay?

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
1	I can depend on my paycheck to be regular and on time.	<input type="checkbox"/>				
2	The pay I get from this job is less than I deserve for the work that I do.	<input type="checkbox"/>				
3	The pay I get from this job is fair for my qualifications.	<input type="checkbox"/>				

3. As you think about the pay you get from this job, which statement best describes your thoughts? The pay I get from this job is...

- Barely enough to live on
- Enough to cover my normal expenses
- Enough to live comfortably

4. For each job characteristic listed below, how satisfied or dissatisfied are you with your current job at the home visiting program in this regard?

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
1	My job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The amount of vacation time I receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The amount of on-the-job stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My chances for promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
5	The number of people I supervise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The amount of time required of me to get the job done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The amount of time I spend travelling for my day-to-day job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The flexibility of my schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The health insurance benefits my employer offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The retirement plan my employer offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The amount of leave or schedule flexibility available for family and community obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The control I have over my daily work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	The physical workspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Balancing the different tasks that are required of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Being able to get my work done with the amount of interruptions I experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The recognition I receive at work for my accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The amount of money I earn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	My relationship with my immediate supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	My physical safety while doing my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	My relationships with coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	The training and professional development opportunities available to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	How interesting the work is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	My work-life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	The mentoring and support I receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	My ability to contribute to others in a meaningful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	My job overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. We are interested in learning about how your job relates to the community that your home visiting program serves. How much do you agree or disagree with the following statements?

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure
1	The local community is very involved in shaping the home visiting services your home visiting program provides.	<input type="checkbox"/>				
2	My job makes me feel more connected to my community.	<input type="checkbox"/>				
3	I worry that my job has negatively impacted how I'm perceived in the local community.	<input type="checkbox"/>				
4	My job is meaningful to the local community.	<input type="checkbox"/>				
5	My job makes a positive difference in the local community.	<input type="checkbox"/>				
6	My job is contributing to a brighter future for the local community.	<input type="checkbox"/>				

F. PROFESSIONAL QUALITY OF LIFE

1. When you work in home visiting you have direct contact with people's lives. As you may have found, your compassion for those you serve can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a home visiting program director. Consider each of the following questions about you and your current work situation. How often did you experience these things in the last 30 days?

		Never	Rarely	Sometimes	Often	Always
1	I am happy.	<input type="checkbox"/>				
2	I am preoccupied with more than one person our program serves.	<input type="checkbox"/>				
3	I get satisfaction from being able to make home visiting services available to people.	<input type="checkbox"/>				
4	I feel connected to others.	<input type="checkbox"/>				
5	I jump or am startled by unexpected sounds.	<input type="checkbox"/>				
6	I feel invigorated after working with those our program serves.	<input type="checkbox"/>				
7	I find it difficult to separate my personal life from my life as a home visiting program director.	<input type="checkbox"/>				
8	I am not as productive at work because I am losing sleep over the traumatic experiences of a person our program serves.	<input type="checkbox"/>				
9	I think that I might have been affected by the traumatic stress of those our program serves.	<input type="checkbox"/>				
10	I feel trapped by my job as a home visiting program director.	<input type="checkbox"/>				

		Never	Rarely	Sometimes	Often	Always
11	Because of my role with the home visiting program, I have felt "on edge" about various things.	<input type="checkbox"/>				
12	I like my work as a home visiting program director.	<input type="checkbox"/>				
13	I feel depressed because of the traumatic experiences of the people our program serves.	<input type="checkbox"/>				
14	I feel as though I am experiencing the trauma of someone our program has served.	<input type="checkbox"/>				
15	I have beliefs that sustain me.	<input type="checkbox"/>				
16	I am pleased with how I am able to keep up with home visiting techniques and protocols.	<input type="checkbox"/>				
17	I am the person I always wanted to be.	<input type="checkbox"/>				
18	My work makes me feel satisfied.	<input type="checkbox"/>				
19	I feel worn out because of my work as a home visiting program director.	<input type="checkbox"/>				
20	I have happy thoughts and feelings about those our program serves and how I could help them.	<input type="checkbox"/>				
21	I feel overwhelmed because my work seems endless.	<input type="checkbox"/>				
22	I believe I can make a difference through my work.	<input type="checkbox"/>				
23	I avoid certain activities or situations because they remind me of frightening experiences of the people our program serves.	<input type="checkbox"/>				
24	I am proud of what I can do as a home visiting program director.	<input type="checkbox"/>				
25	As a result of home visiting, I have intrusive, frightening thoughts.	<input type="checkbox"/>				
26	I feel "bogged down" by the system.	<input type="checkbox"/>				
27	I have thoughts that I am a "success" as a home visiting program director.	<input type="checkbox"/>				
28	I can't recall important parts of my work with trauma victims.	<input type="checkbox"/>				
29	I am a very caring person.	<input type="checkbox"/>				
30	I am happy that I chose to do this work.	<input type="checkbox"/>				
31	The chronic stresses in the lives of people our program serves make me depressed.	<input type="checkbox"/>				
32	I take the stress of people our program serves home with me.	<input type="checkbox"/>				
33	I get overwhelmed by the ongoing challenges faced by the people our program serves.	<input type="checkbox"/>				

G. TRAINING

We would like to know whether home visiting program directors receive the training and supervisory support they need to do their jobs well. Please tell us whether you would like additional training and support in order to successfully accomplish the tasks related to being the home visiting program director.

1. How much additional training and supervisory support do you need to do the following parts of your job well:

		None	A little bit	A good amount	A lot	Not part of my job
1	Develop and maintain program policies and procedures	<input type="checkbox"/>				
2	Monitor program performance	<input type="checkbox"/>				
3	Support staff to enroll enough families to keep caseload slots filled	<input type="checkbox"/>				
4	Recruit job candidates that have the right skills and experience to be effective home visiting program staff	<input type="checkbox"/>				
5	Successfully hire home visitors and other program staff	<input type="checkbox"/>				
6	Provide adequate training for program staff	<input type="checkbox"/>				
7	Retain home visiting staff	<input type="checkbox"/>				
8	Adequately compensate staff	<input type="checkbox"/>				
9	Support staff through the challenging aspects of their work	<input type="checkbox"/>				
10	Build and maintain relationships with other service providers in the community	<input type="checkbox"/>				
11	Implement our program the way we intend to, as described in our implementation plan	<input type="checkbox"/>				
12	Balance model requirements with local priorities	<input type="checkbox"/>				
13	Ensure high quality data collection	<input type="checkbox"/>				
14	Use data to make decisions guiding program implementation	<input type="checkbox"/>				
15	Sustain program funding	<input type="checkbox"/>				
16	Provide a supportive work environment for program staff	<input type="checkbox"/>				
17	Convene a local advisory board for your program	<input type="checkbox"/>				
18	Help program staff work together as a team	<input type="checkbox"/>				
19	Appropriately monitor fidelity of program implementation	<input type="checkbox"/>				
20	Tailor our program to be relevant to our local community and culture	<input type="checkbox"/>				
21	Cultivate community support for the program	<input type="checkbox"/>				

		None	A little bit	A good amount	A lot	Not part of my job
22	Monitor fiscal planning and oversight	<input type="checkbox"/>				
23	Cultivate tribal/agency leadership support for the program	<input type="checkbox"/>				
24	Manage subcontractors (e.g., contracted evaluators, clinical supervisors, data consultants, etc.)	<input type="checkbox"/>				
25	Effectively disseminate information about our program to professional audiences	<input type="checkbox"/>				
26	Effectively disseminate information about our program to tribal/ organizational leadership	<input type="checkbox"/>				
27	Effectively disseminate information about our program to community audiences	<input type="checkbox"/>				
28	Monitor employee performance and communicate with them about improvement plans, if needed	<input type="checkbox"/>				
29	Balance multiple requirements across different funders	<input type="checkbox"/>				
30	Utilize technical assistance to achieve program goals	<input type="checkbox"/>				
31	Submit required reports in a timely manner (to funders, tribe, agency, model, etc.)	<input type="checkbox"/>				
32	Communicate effectively with funders	<input type="checkbox"/>				
33	Meet Tribal MIECHV grant requirements without putting in unreasonable time and effort	<input type="checkbox"/>				

2. How much do you agree or disagree with the following statement: Overall, the training I receive provides me with everything I need to direct the home visiting program.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3. How important is each of the following in preparing and supporting home visitors?

		Not at all important	Minimally important	Somewhat important	Very important
1	Shadowing another home visitor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	One-on-one time with his/her direct supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	[Model] training sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Receiving reflective supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Talking with other home visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Case conferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Watching videos of other home visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Debriefing with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Coursework/education in early childhood development or a related field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Continuing education opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. ORGANIZATIONAL CULTURE AND CLIMATE

1. The following questions ask you to think about how your home visiting team does its work. We want to know how your team works together, takes in information, and makes decisions about the team’s approach to home visiting. When answering questions about your team, please think about the staff that make up your home visiting program. This would include home visitors, program coordinators/managers, supervisors, evaluators, data managers and anyone else that might work closely with your program. How much do you agree or disagree with the following statements?

		Strongly agree	Agree	Disagree	Strongly disagree
1	Our team gets all the information it needs to do our work and plan our schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	It is easy for our team to obtain expert assistance when something comes up that we don't know how to handle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Our team is kept in the dark about decisions that impact day-to-day work and what may happen with the program and its staff in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Our team lacks access to useful training on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Excellent work pays off in this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	It is clear what our team is supposed to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Our team spends time making sure every team member understands their role and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	Disagree	Strongly disagree
8	Our team has invested plenty of time to clarify our goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	If you make a mistake on our team, it is often held against you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Members of our team are able to bring up problems and tough issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	People on our team are expected to conform to the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	It is safe to try something new on our team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	It is difficult to ask other members of our team for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	No one on our team would deliberately act in a way that undermines my efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Working with members of our team, my unique skills and talents are valued and utilized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Achieving our team's goals is well within our reach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Our team can complete work as assigned without being required to put in unreasonable time or effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	With focus and effort, our team can do anything we set out to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Most people in our team have the ability to solve the problems that come up in our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	All members of our team have more than enough training and experience for the kind of work they have to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Certain individuals in our team lack the special skills needed for good team work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	We regularly take time to figure out ways to improve our team's work processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Our team tends to handle differences of opinion privately, rather than addressing them directly as a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Team members go out and get all the information they possibly can from others-such as families, community members, and other program partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Our team frequently uses information and data that leads us to make important changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	In our team, someone always makes sure that we stop to reflect on the team's work process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	People on our team often speak up to test assumptions we might have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	People on our team are encouraged to think outside the box.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	Disagree	Strongly disagree
29	We invite people from outside our team to present information or have discussions with us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Our team uses data to see if our processes are leading to the results we want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Members of our team are encouraged to try new strategies to see if they will work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Members of our team support each other as we work to master new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	The quality of work provided by our team is improving over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. CONNECTION TO COMMUNITY SERVED

1. Do you live in the same community or neighborhoods your program provides services to?

- Yes [→ GO TO #1a]
- No [→ GO TO #1b]

1a. [If Question 1 = Yes] In total, how many years have you lived in the same community or neighborhoods you provide services to?

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years

1b. [If Question 1 = No] If you ever previously lived in the same community or neighborhoods you provide services to, how long did you live there?

- I never lived there
- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years

2. Do you consider yourself a member of the same tribal or urban Indian community your program provides services to?

- Yes
- No
- Somewhat

3. In general, do you feel as though you and the families your program serves share a similar cultural background?
- Yes, with most families
 - Yes, with some families
 - Yes, with a few families
 - No

J. DEMOGRAPHICS

1. What is your Ethnicity?
- Hispanic or Latino
 - Not Hispanic or Latino
2. What is your Race? (Select one or more)
- American Indian or Alaska Native [→ GO TO #2a]
 - Asian [→ SKIP to #3]
 - Black or African American [→ SKIP to #3]
 - Native Hawaiian or Other Pacific Islander [→ SKIP to #3]
 - White [→ SKIP to #3]

2a. [If Question 2 = American Indian or Alaska Native] What is your tribal affiliation and/or identity?

3. What is your age?
- 25 and under
 - 26-29
 - 30-39
 - 40-49
 - 50-59
 - 60 or older

[NEXT SCREEN]

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY.

Please click NEXT to exit the survey.
