



Resource Toolbox for Tribal TANF–Child Welfare Coordination Projects

OPRE Report 2021-232

November 2021



Resource Toolbox for Tribal TANF–Child Welfare Coordination Projects

OPRE Report 2021-232

November 2021

Pirkko Ahonen, Kirsten Keene, and Connie Park, James Bell Associates

Submitted to:

Laura Nerenberg and Rebecca Hjelm, Project Officers
Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Contract Number: HHSP233201500133I

Project Director: Pirkko Ahonen
James Bell Associates
3033 Wilson Boulevard, Suite 650
Arlington, VA 22201

This report is in the public domain. Permission to reproduce is not necessary. Suggested citation: Ahonen, P., Keene, K., and Park, C. (2021). *Resource toolbox for Tribal TANF–Child Welfare Coordination projects* (OPRE Report No. 2021-232). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Disclaimer: The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

This report and other reports sponsored by the Office of Planning, Research, and Evaluation are available at <http://www.acf.hhs.gov/opre>.



[Sign-up for the OPRE Newsletter](#)



Follow OPRE
on Twitter
[@OPRE_ACF](#)



Like OPRE's page
on Facebook
[OPRE.ACF](#)



Follow OPRE
on Instagram
[@opre_acf](#)



Connect on
LinkedIn
[company/opreacf](#)



Contents

Introduction.....	1
Developing and Using Your TTCW Logic Model for Systems Change	2
Planning for Data Collection and Collecting Data	3
Collecting and Using Stories in Program Research and Dissemination	4
Collaborative Approaches to Screening and Assessment.....	5
Sharing Data and Protecting Sensitive Information	6
Performance Measurement.....	8
Data-Driven Decisionmaking and Continuous Quality Improvement.....	9
Measuring Collaboration	11
Measuring Program Outcomes	12
Dissemination of TTCW Program Information and Accomplishments.....	13
Sustainability	14
References	15

Appendix

Additional Resources for TTCW Grantees

Resource Toolbox for Tribal TANF–Child Welfare Coordination Projects

Introduction

This Toolbox presents information about resources and tools that are particularly relevant for current and future Tribal TANF–Child Welfare Coordination (TTCW) grantees and that may also be relevant for other human services programs.

Purpose of the Toolbox

The purpose of this Resource Toolbox is to provide a compendium of selected research, evaluation, and programmatic resources that may be relevant for supporting current and future TTCW grantees in meeting their goals and objectives in implementing their programs and measuring program performance.

Overview of the contents

This Toolbox presents selected resources that address the following topic areas: (1) developing and using your TTCW logic model for systems change, (2) planning for data collection and collecting data, (3) collecting and using stories in program research and dissemination, (4) collaborative approaches to screening and assessment, (5) data sharing and protecting sensitive information, (6) performance measurement, (7) data-driven decisionmaking and continuous quality improvement, (8) measuring collaboration, (9) measuring program outcomes, (10) dissemination of TTCW program information and accomplishments, and (11) sustainability.

Each of the topic areas begins with a brief summary of how the topic aligns with the purpose, goals, and implementation of the TTCW grant-funded programs and is followed by highlights of three or more recommended resources pertaining to the topic. The description of each resource includes the title and a summary of the content and how it can be useful in developing, revising, and conducting activities related to TTCW projects' program performance evaluation. Public access URL links and full citations are also provided for accessing each resource. Additional publicly available resources are listed by topic in the appendix.

This Toolbox presents curated resources and tools for current and future Tribal TANF–Child Welfare Coordination grantees. Resources included here may be of particular relevance but are not intended to be exhaustive. Information in the topic areas covered in this Toolbox is often updated and refined, and models, best practices, and resource availability may change. The views expressed in cited resources do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation; the Administration for Children and Families; or the U.S. Department of Health and Human Services.

Developing and Using Your TTCW Logic Model for Systems Change

What are logic models?

All TTCW projects have a vision, or program theory, of how their activities will help achieve desired systems changes in service coordination and collaboration across Tribal TANF and child welfare and why the proposed activities are expected to help bring about these changes. Your program’s theory serves as a roadmap of where you want to go and how you plan to get there. The logic model is a set of detailed directions that translates the program’s theory of change into the “language” of data collection and progress monitoring. The logic model shows the presumed causal pathways between resources (inputs), activities (what you do), outputs (direct results of activities), and outcomes (intended change). Your logic model is a program planning and communication tool. As a living document, the logic model also guides data collection, program monitoring, and continuous improvement efforts throughout the life of your TTCW project.

Resources and tips on their use

The resources in the table below are relevant for developing and using your TTCW logic model to identify key program components; articulate measurable outputs and outcomes; track progress; and make informed decisions about whether activities, services, and policies are being implemented as intended and resulting in your expected organizational and client outcomes.

Resource	What is in this resource? Where can you find it?
Tribal TANF–Child Welfare Coordination: Theory of Change and Logic Models	This tool provides step-by-step guidance for TTCW grantees and others on developing a theory of change and logic model. It includes strategies for defining measurable program outputs and outcomes. The tool concludes with a discussion on how and why to revisit a logic model. Examples, worksheets, and a list of additional resources are provided. You may consider using the content in this resource to develop and revisit your logic model with program administrators, staff, and organizational and community partners to collaborate and gain consensus and buy-in around key program components, goals, expectations, and how you will know if you are on track. This resource is available at https://www.acf.hhs.gov/opre/report/tribal-tanf-child-welfare-coordination-theory-change-and-logic-models
Applying Logic Models in Plans for Systemic Change and Evaluation	This archived workshop presentation provides a framework for logic models associated with systems change efforts. Examples of organizational resources, activities, outputs, and outcomes are provided that relate to the goal of impacting systems change to benefit children and families. You might consider drawing on these examples as you develop and revisit your TTCW project logic model. A copy of this presentation is available at http://hdl.handle.net/10713/3570
Using Logic Models–Child Welfare Information Gateway	This is a collection of resources to help human services providers become familiar with, develop, and use logic models. Resources also focus on avoiding common mistakes when developing logic models, what makes logic models effective, and applications for their use. These resources may be useful as you apply your logic model to describe (e.g., during program and partner staff orientations) and modify or enhance (e.g., make adjustments based on progress monitoring and continuous quality improvement) your TTCW project. The URL link to the website is https://www.childwelfare.gov/topics/management/effectiveness/models/

Planning for Data Collection and Collecting Data

Why is planning for data collection important?

Data are critical to evaluating TTCW program performance. Data are used to assess the theory of change in a systematic and measurable way. Data inform program decisionmaking by identifying areas of strength and need for improvement. Data collection is guided by the activities, outputs, and outcomes in your TTCW logic model. Having a well-thought-out data collection plan can help ensure you are using staff time well and collecting data that are focused on measuring your project's progress and results. Evaluating program performance of interorganizational collaborations often requires information sharing and coordinated data collection across partners. Your data collection and monitoring efforts may include developing and improving on shared data systems.

Resources and tips on their use

The resources in the table below are relevant for understanding the value of data collection, preparing for data collection, and collecting high-quality data.

Resource	What is in this resource? Where can you find it?
Data Collection in the Home: A TEI Toolkit	This three-module toolkit addresses the value of data collection, preparing for data collection, and collecting high-quality data. Each module includes activities and worksheets to help program and partner staff recognize data sources and data collection methods, train staff in data collection instruments, track data collection efforts, and more. The toolkit is available at http://www.tribaleval.org/performance-measurement/data-collection-toolkit/
Data System Improvement Toolkit	This toolkit consists of five modules that can be used individually or collectively and highlights key steps in strengthening data systems. Topics include choosing a system and working with a vendor or developer, documenting data system processes, data ownership and privacy, creating and refining data dashboards, and optimizing existing data systems. This toolkit is available at https://www.tribaleval.org/data-systems/improvement-toolkit/
Evaluation Resource Guide for Responsible Fatherhood Programs	The chapters of this resource guide address various aspects of program evaluation, including logic models and data collection. Chapters 6 through 9 focus on process and outcome evaluation and include information on identifying data sources and indicators for your logic model's outputs and outcomes and tips for selecting or developing instruments. Figure 8–2 illustrates basic components of a data collection plan. Other worksheets and activities are provided throughout. This resource is available at https://www.fatherhood.gov/research-and-resources/evaluation-resource-guide-responsible-fatherhood-programs
Evaluating Systems and Organizational Change in Child Welfare Settings	Focused on strategies for evaluating systems change, this brief highlights identification of data indicators and benchmarks, data collection methods, and collection of baseline and follow-up data. Exhibit 4 captures key activities of data collection planning, baseline data collection, and follow-up data collection within the phases of a systems change evaluation. A bibliography and list of additional resources focused on planning for and conducting systems change evaluation are provided. This brief is available at https://www.acf.hhs.gov/cb/training-technical-assistance/evaluation-brief-evaluating-systems-and-organizational-change

Collecting and Using Stories in Program Research and Dissemination

Why collect and use stories?

Tribal communities have long used storytelling to share language, traditions, and beliefs from one generation to another. TTCW programs, tribal social service programs, and other programs can build on this rich tradition by using stories in program performance evaluation and dissemination. Stories are powerful, accessible, and enlightening. They resonate with us and illuminate common and unusual experiences of program staff, partners, and participants. Stories are told in many forms, including oral, written, and visual. In research and dissemination, stories are qualitative data and can be collected and shared using methods such as interviews, focus groups, photovoice, and digital storytelling. Using stories can be a participatory process with program participants and organizational and community partners throughout all stages of your program.

Resources and tips on their use

The resources below provide systematic strategies and considerations for collecting stories, along with guidance and examples of how to use stories in program research and dissemination efforts, including types of products that can be generated (e.g., individual vignettes, digital stories, story formats guided by specific approaches or styles such as the Success Story approach referred to in the table below).

Resource	What is in this resource? Where can you find it?
The Power of Stories: Enriching Program Research & Reporting	The report explores opportunities, considerations, and methods for using storytelling to understand and communicate TTCW program information. Sections cover accounting for program and research goals, objectives, and audiences in determining what stories to collect (e.g., stories from staff, partners, participants) and how to collect those stories; story collection methods such as interviews, photovoice, and digital storytelling; and data analysis techniques for both text and visual data. Other sections are devoted to effective formats for using stories in reporting and continuous program improvement and how to honor the rights of storytellers. An appendix with links to additional resources is provided. A brief document summarizing key points of the report is also available. This report and summary brief are available at https://www.acf.hhs.gov/opre/report/power-stories-enriching-program-research-reporting
I Bloomed Here: A Guide for Conducting Photovoice With Youth Receiving Culturally and Community-Based Services	Authors of this guide share strategies and reflect on lessons learned while using photovoice with tribal youth. Sections focus on planning, resources and materials needed, basics of photo ethics, and engaging youth and the community in discussions and storytelling. The guide also provides additional links in the appendix, including a video based on a photovoice project. This resource, among others that cover participatory research methods, is available through the Child Welfare Information Gateway at https://www.childwelfare.gov/topics/systemwide/youth/outcomes/evaluating-youth-programs/
Impact and Value: Telling Your Program's Story	This workbook was designed to help public health and other program administrators understand why and how to tell program success stories, including organizational achievements. It offers methods, templates, and sample products that address collection and use of success stories across program phases. A "Success Stories Data Collection Tool" and "Success Story Criteria" checklist are also provided. This resource is available at https://www.cdc.gov/oralHealth/publications/library/pdf/success_story_workbook.pdf

Collaborative Approaches to Screening and Assessment

Collaborative screening and assessment can reduce service duplication and barriers

TTCW grantees have implemented standardized and home-grown screening and assessment tools measuring child safety, family self-sufficiency, and risk and protective factors to identify risks and make decisions regarding timely intervention and prevention. Collaborative approaches to screening and assessment reduce silos between TANF and child welfare. Fitting screening and assessment into the context of existing child welfare and TANF tools reduces duplication or conflicting efforts. Collaborative approaches might include cross-agency training on existing screening and assessment tools; data sharing; coordination around selection, implementation, and decisionmaking associated with screening; and assessment of shared clients. Screenings and assessments also provide TTCW programs with data to inform practice and track client outcomes. Few safety and risk assessment tools have been developed specifically for tribal communities. To meet the unique needs and contexts of their communities, tribal organizations have both modified existing screening and assessment tools and developed their own.

Resources and tips on their use

The resources in the table below include information on assessment tools and considerations for selecting, adapting, and conducting screening and assessment within and across program partners.

Resource	What is in this resource? Where can you find it?
Safety and Risk Assessment Tools in Tribal Child Welfare	This two-page brief is designed for tribal programs that are considering adapting existing tools or creating new tools to meet the unique needs of their respective communities. Links are provided for several resources on conducting safety and risk assessment in tribal communities and on selecting and adapting assessment tools. Cultural considerations and suggestions from tribes that have adapted existing tools are listed. A link is also provided to the Children’s Bureau’s Capacity Building Center for Tribe’s “Tools From Tribes” website, which features examples of risk assessment tools used by tribes. The brief is available at https://tribalinformationexchange.org/files/products/safetyandriskassessmentteesourcelist.pdf
Child Safety and Risk Assessments in American Indian and Alaska Native Communities	This brief provides background on safety and risk assessments in child welfare practice, reviews relevant literature on common types of assessments, explores the importance of cultural appropriateness in assessments, and provides examples of tribes’ adaptations of assessments to fit their communities. The appendix provides a quick-glance overview of three frequently used child safety and risk assessment models. The brief is available at https://www.acf.hhs.gov/opre/report/child-safety-and-risk-assessments-american-indian-and-alaska-native-communities
Screening and Assessment in TANF/Welfare-to-Work	This document presents 10 questions for TANF agencies and partners to consider in developing screening and assessment approaches that address potential barriers to employment such as substance use, mental health issues, and domestic violence. The questions prompt agencies to consider why, how, and when to screen and assess; staff training; privacy and confidentiality; and developing new partnerships or changing the nature of existing partnerships to best assess and refer for services. These questions may be helpful to consider in selecting or developing tools and in training staff around screening and assessment. The document’s table of contents shows the full list of questions and its appendix includes profiles of screening and assessment tools for identifying the potential employment barriers noted above. The document is available at https://www.acf.hhs.gov/opre/report/screening-and-assessment-tanf/welfare-work

Sharing Data and Protecting Sensitive Information

Why is data sharing important to my TTCW project?

It is widely recognized that child welfare-involved children and families have complex needs and are often engaged in multiple systems, within and outside of the human services field (e.g., education, health, courts). Sharing data across systems can better support families by reducing conflicting requirements for clients; improving their ability to access necessary services; and increasing the likelihood that children and families receive appropriate, coordinated services, and are supported in achieving positive outcomes. At the program level, data sharing helps TTCW partners gain a more comprehensive view of families served, broaden understanding of child and family needs, and implement well-informed interventions that are responsive to each family's or child's unique needs. Data sharing is also critical for program evaluation. It can help streamline processes for tracking program performance, improving program effectiveness, and monitoring child and family progress toward goals.

Do I need a data sharing agreement?

Multidisciplinary partnerships between child welfare, TANF, and a broader array of providers engaged with children and families increase the lines of communication between service providers. However, increasing collaboration in human services delivery also increases the need for effective data and information sharing. It may be beneficial to have a data sharing agreement in place when engaging in systems collaboration efforts. Interagency data sharing agreements help document agreement between two or more entities to transfer specific data to one another and/or provide direct access to a data system. Agencies may enter into a memorandum of understanding (MOU) with each other that includes data sharing provisions and fulfills the role of a data sharing agreement.

Why are data sharing agreements and MOUs important?

Data sharing agreements and MOUs are particularly important because privacy laws restrict sharing of certain information and limit the sharing of personally identifiable information (PII), which includes name, date of birth, social security number, phone number, and any other contact information. Thus, it is essential to determine how PII and other information considered sensitive will be collected, handled, safeguarded, and disposed of, consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.

Does my project need to obtain informed consent?

Before moving forward with a data sharing agreement, it is important to review tribal and organizational data security and privacy policies. An informed consent form provides service participants with straightforward information on how broadly their data will be shared and with whom and the purpose of data sharing. Not all uses of data require consent, and some families within your tribal social services system may have already signed a consent form that covers a particular use of data sharing. However, before engaging in any data sharing process with child or family data, it may be helpful to review existing data consent policies developed by tribal TANF, child welfare, and other partner agencies within your TTCW project.

Resources and tips on their use

The resources in the table below may assist you in planning and developing data sharing agreements with your TTCW partners to increase information sharing for the purpose of increasing service coordination.

Resource	What is in this resource? Where can you find it?
<p>Interagency Information Sharing: Lessons Learned From the 2006 TANF & Child Welfare Collaboration Grantees</p>	<p>This brief focuses on common barriers and facilitators to information sharing across agencies to support systems change efforts, as experienced by a cluster of TTCW grantees funded by the Administration for Children and Families in 2006. Five common barriers to information sharing are explored: organizational culture; knowledge and understanding across agencies/departments; communication between agencies/departments; confidentiality and privacy; and data collection, recordkeeping, and reporting. Grantee efforts to address these barriers are shared throughout. This resource is available at https://www.jbassoc.com/resource/inter-agency-information-sharing-lessons-learned-2006-tanf-child-welfare-collaboration-grantees/</p>
<p>Coordinating Data Sharing Across Agencies: Strategies to Address Common Challenges</p>	<p>This resource discusses common challenges that occur when sharing data across agencies. For each identified challenge, there are strategies agencies can use for identifying and communicating their data sharing goals, obtaining commitment from agency partners, developing a data sharing agreement, and establishing processes to ensure data security. You can use these strategies and resources to conduct ongoing outreach and facilitate conversations to coordinate data sharing across agencies. This resource is available at https://mchb.hrsa.gov/sites/default/files/mchb/MaternalChildHealthInitiatives/HomeVisiting/coordinating-across-agencies.pdf</p>
<p>Getting It Done: Partnering to Overcome Concerns About Data Sharing</p>	<p>This brief video follows a child welfare director as she discusses some common barriers to data sharing and identifies strategies to help overcome them. You might draw on these examples as you develop or revisit data sharing agreements and MOUs between agencies to share confidential client information for the purposes of service coordination. This video is available at https://www.acf.hhs.gov/cb/capacity/program-evaluation/virtual-summit/data-sharing-partnering</p>
<p>Guide to Data Privacy and Confidentiality</p>	<p>This section of a larger Data System Improvement Toolkit is a two-page introduction to data privacy and confidentiality pertaining to data systems. This tipsheet can help you in determining what data must be protected, what are the required regulations, and how to work with data system vendors to ensure data privacy. The tipsheet is available at http://www.tribaleval.org/wp-content/uploads/2015/12/3.3_Guide-to-Data-Privacy-and-Confidentiality_Final.pdf</p>
<p>How to Safeguard Personally Identifiable Information</p>	<p>This fact sheet, created by the Department of Homeland Security, provides useful tips for safeguarding PII in paper and electronic form. It includes general rules for safeguarding sensitive information and collecting, accessing, using, sharing, and disposing of sensitive information. The fact sheet is available at https://www.dhs.gov/xlibrary/assets/privacy/privacy-safeguarding-pii-factsheet.pdf</p>

Performance Measurement

Why measure your TTCW program's performance?

Performance measurement is a process that can help you track your program's progress and accomplishments according to its goals and objectives. It involves the regular collection and reporting of information about program processes and outcomes to improve the quality of the program. The data collected through performance measurement can help your TTCW project reflect on how your systems coordination processes are working (especially relevant to the program's theory of change and logic model). TTCW performance measurement data should be used by grantees to assess how well systems change efforts are meeting the needs of families within Tribal TANF and child welfare systems; track improvement over time; and communicate program successes and challenges to partner agencies, advisory groups, and tribal leadership. This information, collected as part of your program performance evaluation, should provide insights you can use to continuously improve TTCW systems change implementation and results.

Resources and tips on their use

The resources in the table below will assist you with engaging TTCW system partners in identifying and prioritizing performance measures to track, using your performance measurement data to inform quality improvement efforts, and communicating findings to program and community partners and leaders.

Resource	What is in this resource? Where can you find it?
Engaging Communities in the Development of Performance Measurement Plans	This online resource provides four engagement strategies for engaging tribal communities in performance measurement planning, based on lessons learned from the Tribal Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) grantees: (1) incorporating information from a community needs assessment, (2) using community advisory groups, (3) engaging community members in the review of potential measures and measurement tools, and (4) involving program staff and other collaborators. This resource may be helpful as you begin bringing systems partners together to plan or refine their program performance evaluation plans. This resource is available at http://www.tribaleval.org/performance-measurement/engaging-communities/
Lessons From the Field: Using Performance Data to Inform CQI	This brief highlights ways in which MIECHV awardees used performance data to inform their continuous quality improvement (CQI) activities. Case-specific examples are provided by three state awardees that used performance data as a foundation for systematically approaching CQI projects to achieve targeted improvements in home visiting services. Your TTCW performance measures can be examined to identify gaps in performance and prioritize improvement efforts. This brief is available at https://mchb.hrsa.gov/sites/default/files/mchb/MaternalChildHealthInitiatives/HomeVisiting/hv-pmcqi-resource-using-performance-data-inform-cqi.pdf
Communications Toolkit: Materials to Share Your Program's Benchmark Area Accomplishment	This toolkit provides samples and templates to help MIECHV awardees use their performance measurement (or benchmark) data to share their findings and accomplishments with key community partners and leaders. The toolkit includes samples and templates that may be helpful for you to package and share your performance measure data. This toolkit is available at https://www.jbassoc.com/resource/communications-toolkit-materials-share-programs-benchmark-area-accomplishment/

Data-Driven Decisionmaking and Continuous Quality Improvement

The importance of data for your TTCW program

Data serves multiple purposes. It can inform your work and assist you in achieving your TTCW goals (e.g., tracking change in clients served, identifying when changes are needed) and it can facilitate critical thinking, organizational learning, and continuous system enhancements that lead to better outcomes for children and families. Data can help provide your program, organization, and/or system with information that can be used to test assumptions and solve problems, which in turn results in knowledge that drives decisionmaking.¹ It is important to have an accurate understanding of your data to draw appropriate conclusions about which parts of your systems change efforts are going well, and which parts need further improvement.

What is data-driven decisionmaking?

Simply put, data-driven decisionmaking (DDDM) is a process of making choices based on sound analysis of information. DDDM allows staff to use data to tell the story and to provide a framework in which to make decisions. Through the process of DDDM, data are used to improve a single program activity or process, or they can be used to improve the functioning of an entire organization or system.

DDDM activities occur through four iterative stages: (1) formulating key questions; (2) collecting and analyzing data; (3) communicating results to decisionmakers; and (4) refining processes, organizations, or systems. DDDM is less about using data to assess outcomes and more about using data to *improve* outcomes.

Applying data to decisionmaking can strengthen your program's ability to—

- Identify the root cause of problems
- Identify successful programmatic strategies
- Better allocate scarce resources
- Better communicate with project partners, funders, and the community

What is continuous quality improvement?

Continuous quality improvement (CQI) is a specific approach to DDDM to ensure programs are systematically and intentionally improving results. Key steps in CQI include identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from, and revising solutions. Organizations and/or systems employing a CQI approach make a conscious commitment to not only collect specific and meaningful information, but also learn from it and make improvements to practices as necessary. CQI is not a one-time event, but rather a commitment to continuously collecting meaningful data and using it to improve practices and move an organization toward its goals. CQI relies on the active inclusion and participation of staff at all levels of the agency/system throughout the process.

Resources and tips on their use

The resources in the table below may assist you in setting up your program to track the system coordination improvements made as part of your TTCW grant, streamline data sharing processes across departments and agencies, enhance your ability to meet the needs of staff and families, and improve outcomes.

¹ https://www.acf.hhs.gov/sites/default/files/documents/cb/guide_to_dddm.pdf or <https://www.acf.hhs.gov/cb/training-technical-assistance/guide-data-driven-decision-making>

Resource	What is in this resource? Where can you find it?
<p>Improving the Welfare of Native Children by Using & Managing Data</p>	<p>This brief resource includes information on the importance of data in informing program planning and service provision and provides examples of how data can be used to address issues and help tribal child welfare programs succeed. Guiding questions are provided to help programs think through how they want to use and manage data. This resource may be a helpful guide for your TTCW management team and/or advisory group as you think about how your tribe/agency would like to use the data collected through your TTCW coordination efforts. This brief is available at https://tribalinformationexchange.org/files/products/ImprovingtheWelfareofNativeChildrenUsingData.pdf</p>
<p>Children’s Bureau’s Video Series on Data-Driven Decisionmaking</p>	<p>This three-part video series on DDDM begins with an overview of DDDM, explains its importance in the context of human services organizations, and describes the process of developing a theory of change as a first step in the DDDM process. The second part of the DDDM video series explores the process of collecting and analyzing data to inform decisionmaking in a human services context. The video uses a fictional foster care recruitment and licensing program to describe the creation of data collection and tracking systems, the monitoring of ongoing recruitment and licensing activities, and using data to identify and troubleshoot problems. The third video provides strategies for communicating information collected through the DDDM process to key collaborators and leaders in a clear and concise manner and for using findings to solve problems and make program improvements. This resource is available at https://www.acf.hhs.gov/cb/training-technical-assistance/video-series-data-driven-decision-making</p>
<p>Data Sharing for Planning and Decisionmaking</p>	<p>This archived podcast showcases how child welfare agency leaders in the District of Columbia use data to inform their planning and decisionmaking. They further share how they work with partner agencies to use data to understand the needs of families and to help meet the full spectrum of needs. You might draw on the perspectives shared by the presenters for examples about how you can investigate the story behind the numbers and pair your program data with feedback from your TTCW organizational and community partners as part of your systems change efforts. A recording and transcript of this podcast is available at https://capacity.childwelfare.gov/states/resources/family-focused-system-episode-5</p>
<p>What Is Continuous Quality Improvement?</p>	<p>This Tribal Home Visiting presentation defines quality improvement, describes what it can do for tribal programs, explains the difference between quality assurance and quality improvement, shares guiding principles and questions, and introduces the Plan-Do-Study-Act cycle. This brief video may be especially helpful for those who are new to CQI as it provides a basic discussion of the purpose, principles, and key steps to conducting CQI to improve service delivery and outcomes. This video is available at https://www.tribaleval.org/cqi/continuous-quality-improvement/</p>

Measuring Collaboration

Why is measuring collaboration important?

TTCW projects focus on strengthening collaboration of Tribal TANF and child welfare programs with an aim to achieve systemic change whereby collaboration becomes a standard way of working together for the benefit of tribal families. Therefore, measuring collaboration is an important component of your program activities and you will need data to track progress on an ongoing basis to know if collaboration is taking place and increasing over time. You might also collect pre- and post-collaboration data to see how collaboration across the agencies may be strengthened or even institutionalized by the end of the grant cycle. This information can also be used to understand the difference collaboration makes at the staff level, program level, and client level as compared with before the agencies began to increase collaboration.

Resources and tips on their use

The resources below can assist you in identifying tools to use in measuring your collaboration progress. Each of the measures/tools can be used on an ongoing basis or as a pre-post collaboration measure.

Resource	What is in this resource? Where can you find it?
Tribal TANF–Child Welfare Coordination: Collaboration Assessment Tool	The Collaboration Assessment Tool (CAT) is designed specifically for TTCW grantees to guide in operationalizing collaboration constructs, monitoring collaboration, and measuring and tracking progress on collaboration and coordination. The CAT allows for assessing progress on eight main categories of indicators that are essential for effective collaboration between your TTCW program partners. You can download this resource document that provides guidance on use of the CAT and includes the tool itself at the following URL: https://www.acf.hhs.gov/opre/report/tribal-tanf-child-welfare-coordination-collaboration-assessment-tool (An interactive Excel version of the Tool is also available from the “Related Documents” link of this web page.)
The Collaboration Spectrum Tool [®]	This two-page tool will guide an activity and discussions for you and your collaborative partners to help identify the current and ideal levels of your collaboration. The tool emphasizes some important considerations for meaningful collaboration. You can access and download the tool from the “View the Tool” link at https://www.tamarackcommunity.ca/library/collaboration-spectrum-tool/
Tools for Measuring Collaboration	This resource is a collection of references, brief descriptions, and URLs of sample tools that can be used to measure various aspects of collaboration. This document includes information on seven tools related to working together: one related to networks; one related to participation; and five related to relationships, communication, and trust. This resource is available at https://broadleafconsulting.ca/uploads/3/5/3/5/35353475/tools_for_measuring_collaboration.pdf
Conceptualizing and Measuring Collaboration in the Context of Early Childhood Care and Education	This research brief identifies key components of collaboration in the early childhood field and includes notes on development and use of measures of collaboration that also apply to the larger human services field. The brief presents a sample collaboration logic model, depicting the key components of collaboration, and identifies existing measures of collaboration that are listed in a separate table of measures the authors of the brief reviewed. This brief and its accompanying table are available at https://www.acf.hhs.gov/opre/report/conceptualizing-and-measuring-collaboration-context-early-childhood-care-and-education

Measuring Program Outcomes

Why measure program outcomes?

What do we mean by “program outcomes”? Outcomes refer to the benefits, or the observable changes your TTCW program implementation contributes to, including changes in behaviors, attitudes, skills, or conditions of staff and clients. Outcomes are the events, circumstances, or changes that show progress toward your project’s goals and are generally included in your program logic model. Examples of TTCW programs’ system-level outcomes might include changes in staff attitudes around working together across agencies, improved interagency collaboration, or institutionalized service coordination whereby TANF and child welfare programs provide wraparound services together to all families dually involved in these programs. Examples of client-level outcomes might include increased parenting skills, more effective responses to conflicts, GED or other educational attainment, obtaining long-term employment, or greater economic stability.

The simple answer to “Why measure program outcomes?” is to see if your TTCW program is reaching its outcomes and to what extent. Also, measuring your program outcomes can help to improve your program activities, structures, and the services you provide by supplying information you can use to make needed improvements and adaptations. Measuring outcomes is frequently referenced as outcome evaluation. To begin, you might review the outcomes included in your logic model and ensure they are specific, measurable, meaningful, and reasonable given your program activities. Then you can determine which outcomes you will measure, the data you will need, how you will collect those data, and how you will use the findings.

Resources and tips on their use

The resources below provide information on evaluating program outcomes. The guidance included is relevant for measuring all types of TTCW program outcomes, including outcomes related to collaboration.

Resource	What is in this resource? Where can you find it?
Evaluation Brief: What’s the Difference? Understanding Process and Outcome Evaluation	This brief describes the differences between process and outcome evaluation. The brief also presents summaries of types of outcome evaluation designs and includes examples of outcome measures that may be useful as you work on identifying measurable outcomes for your program. This brief is available at https://www.jbassoc.com/wp-content/uploads/2018/03/Understanding-Process-Outcome-Evaluation.pdf
Getting To Outcomes® for Home Visiting—Evaluate Outcomes of the Program	This online resource, focused on measuring outcomes, is a section of a larger RAND publication: <i>Getting To Outcomes® for Home Visiting—How to Plan, Implement, and Evaluate a Program in Your Community to Support Parents and Their Young Children</i> . While this resource is developed specifically for home visiting programs, the information is also practical for TTCW projects. This web page also includes a link to a worksheet that may be useful for you to complete after reading through this resource. This resource is available at https://www.rand.org/pubs/tools/TL114/manual/step8.html
Conducting an Outcome Evaluation	This brief summarizes the components of an outcome evaluation, including how outcome evaluation relates to your program’s theory of change and logic model. The brief provides a useful summary of each step, including considerations for defining your outcomes, planning your data collection, and analysis and reporting. This brief is available at https://www.jbassoc.com/wp-content/uploads/2018/03/Conducting-Outcome-Evaluation.pdf

Dissemination of TTCW Program Information and Accomplishments

What is dissemination?

Dissemination is purposeful sharing of information about program processes and results. The concept encompasses anything from sharing stories, to developing pamphlets, to presenting at a conference, to publishing evaluation findings. Sharing information about your TTCW program is important throughout a grant period and can serve many purposes, like increasing understanding about your program and the services you provide and building support for your work. Dissemination goals might include recruiting families to services, recruiting potential partner agencies, sharing strategies with the field of tribal or other social service programs, promoting the program with leadership, making a case for acquiring financial and other resources for program sustainability, sharing solutions your program has found effective, or simply raising awareness of your TTCW collaboration initiative. Key dissemination planning questions to consider include the following: Why are you sharing the information (what are the goals)? Who is the audience? What information should you share? Using data in dissemination is important. Data show your target audiences the story of your program based on factual and actionable information. Potential data sources for dissemination may include performance evaluation data, your TTCW logic model, and staff and/or participant stories of experiences with TTCW service coordination and collaboration.

Resources and tips on their use

The resources below can help guide you in determining your goals, audience(s), relevant data, and vehicles for disseminating your TTCW program information and accomplishments.

Resource	What is in this resource? Where can you find it?
Communication Guide for TTCW Grantees: What to Consider When Sharing Program Accomplishments	Designed to support TTCW grantees, this resource presents guidance and strategies that can be used to develop dissemination plans and carry out activities to communicate accomplishments of programs to desired audiences. Exhibits provide useful information and visuals of a sample communication plan, various data visualization approaches, and types of communication products to consider. An appendix lists additional dissemination-related resources. This guide is available at https://www.acf.hhs.gov/opre/report/communication-guide-ttcw-grantees-what-consider-when-sharing-program-accomplishments
Tribal Home Visiting Dissemination Toolkit	Developed to support Tribal Home Visiting grantees, but applicable to other programs, this toolkit includes performance evaluation-related PowerPoint presentation templates, style guides, and talking points for effective communication with different audiences. If you are interested in using digital storytelling to communicate about your program, processes, and accomplishments, this resource also includes helpful steps and tips for creating a digital story. The toolkit is available at http://www.tribaleval.org/dissemination/dissemination-toolkit/
Human Services Research Dissemination: What Works?	The authors of this report present findings from a review of literature on dissemination within human services and other related fields. Chapters 4 and 5 may be particularly helpful in planning for common organizational barriers to effective dissemination and identifying workable solutions. Some common dissemination barriers covered in chapter 4 focus on organizational and individual qualities and concerns; institutional values; and timeliness, fit, and messaging issues. Identified solutions in chapter 5 focus on understanding your audience, using multiple dissemination methods, and the role of link agents and champions in effective dissemination. Page 18 has a table of common dissemination channels and tactics. This report is available at https://www.acf.hhs.gov/opre/report/human-services-research-dissemination-what-works

Sustainability

Why it is important for TTCW partnerships to develop a sustainability plan?

Ensuring sustainability of your TTCW program is making sure the goals of your program—collaboration and systemic changes—continue long term, beyond a grant period. Sustainability means ensuring the changes your program implemented will endure even in the face of potentially changed circumstances, staff, or funding streams. Sustainability can also mean maintaining your program or its components beyond the current grant period. Federal grants are generally not designed to fund programs indefinitely, and institutionalizing a program or seeking funds for its continued implementation takes time. Therefore, it is important to plan and take steps early on in the program that support sustainability of the program beyond the current grant funding period. One important part of the process of ensuring sustainability includes effectively engaging partners. Your program can further define long-term collaboration strategies and enhance your chances for long-term success by developing a sustainability plan. The process of developing a sustainability plan can help you and collaborative partners create a vision for the collaborative’s future and a plan for achieving that vision.

Resources and tips on their use

The resources below can assist you in thinking about sustainability of your TTCW program and developing your sustainability plans and actions.

Resource	What is in this resource? Where can you find it?
ANA Sustainability Toolkit—Resources and Tools to Assist Projects in Developing and Implementing Strategies for Sustainability	This comprehensive toolkit, provided by the ACF Administration for Native Americans, covers in-depth guidance related to sustainability of projects and project elements that are valuable to tribal communities. It includes several resources to support you in your design, implementation, and management of sustainability activities. The toolkit includes detailed guidance related to five key areas: planning for sustainability, leveraged resources, volunteers, partnerships, and social entrepreneurship. This toolkit is a useful resource in all phases of your sustainability planning. You can find information on this resource at https://www.acf.hhs.gov/ana/training-technical-assistance/ana-sustainability-toolkit ; part 1, the main sustainability toolkit is available directly at https://www.acf.hhs.gov/sites/default/files/documents/ana/sustainability_toolkit_508_compliant.pdf
Sustainability Planning for Children’s Bureau Discretionary Grantees	This guide includes sustainability planning tips and outlines questions ACF discretionary grantees should consider when developing or assessing the sustainability plans for their projects. This resource may be particularly useful early on in your TTCW project to begin planning for sustainability. This resource is available at https://www.acf.hhs.gov/cb/grant-funding/sustainability-planning-childrens-bureau-discretionary-grantees ; the above resource also includes a link to a fillable worksheet that includes examples to develop or assess projects’ sustainability plans, which is available at https://www.acf.hhs.gov/cb/grant-funding/sustainability-planning-worksheet-childrens-bureau-discretionary-grantees
Program Sustainability Assessment Tool (PSAT)	This website has a useful online tool to assess your program’s current capacity for sustainability. The PSAT includes a range of specific organizational and contextual factors related to program sustainability. Your responses on the PSAT can help identify your program’s sustainability strengths and challenges. The website also provides guidance on developing an action plan to increase the likelihood of sustainability, including templates you can use in planning your program sustainability strategies. This resource is available at https://sustaintool.org/psat/

References

Developing and Using Your TTCW Logic Model for Systems Change

- Ahonen, P., Geary, E., & Keene, K. (2019). *Tribal TANF–Child Welfare Coordination: Theory of change and logic models* (OPRE Report No. 2019-55). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- DePanfilis, D., & White, C. (2009). *Applying logic models in plans for systemic change and evaluation*. National Child Welfare Evaluation Summit, Washington, DC, May 27–29.
- Child Welfare Information Gateway. (n.d.). *Using logic models*. Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.

Planning for Data Collection and Collecting Data

- Geary, E., Poes, M., Iannone-Walker, M., Porter, R., Callis, A., Buckless, B., & Day, P. (2018). *Data system improvement toolkit*. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- James Bell Associates. (2010). *Evaluation resource guide for responsible fatherhood programs*. Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services.
- Ahonen, P., & Graham, E. (2016). *Evaluating systems and organizational change in child welfare settings*. Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Produced by James Bell Associates.

Collecting and Using Stories in Program Research and Dissemination

- Keene, K., Keating, K., & Ahonen, P. (2016). *The power of stories: Enriching program research and reporting* (OPRE Report No. 2016-32a). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Bandurraga, A., Gowen, L. K., & The Finding Our Way Team. (2013). *“I boomed here”: A guide for conducting photovoice with youth receiving culturally- and community-based services*. Research and Training Center for Pathways to Positive Futures, Portland State University.
- Centers for Disease Control and Prevention. (2007). *Impact and value: Telling your program’s story*. Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Oral Health.

Collaborative Approaches to Screening and Assessment

- Child Welfare Capacity Building Center for Tribes. (2021). *Safety and risk assessment tools in tribal child welfare*. Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.
- Keating, K., Buckless, B., & Ahonen, P. (2016). *Child safety and risk assessments in American Indian and Alaska Native communities. Research to practice brief* (OPRE Report No. 2016-48). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Thompson, T. S., & Mikelson, K. S. (2001). *Screening and assessment in TANF/Welfare-to-work*. Prepared under contract HHS-100-99-0003 between the U.S. Department of Health and Human Services, Office of the Assistance Secretary for Planning and Evaluation, Office of Disability, Aging, and Long-Term Care Policy, the Administration for Children and Families, and the Urban Institute.

Data Sharing, Data Agreements, and Informed Consent

- James Bell Associates. (2012). *Evaluation brief: Inter-agency information sharing—Lessons learned from the TANF and Child Welfare Collaboration grantees*.

Altarum, with subcontract to Child Trends (2021). *Coordinating data sharing across agencies: Strategies to address common challenges*. Prepared for the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), under HRSA contract No. HSH2502013000071.

The Child Welfare Evaluation Virtual Summit Series 2013-2014. *Getting it done: Partnering to overcome Concerns About Data Sharing*. Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.

Performance Measurement

Tribal Evaluation Institute. (n.d.). *Data system improvement toolkit, module 3.3: Guide to data privacy and confidentiality*.

U.S. Department of Homeland Security. (2011). *How to safeguard personally identifiable information*. The Privacy Office, U.S. Department of Homeland Security.

Tribal Evaluation Institute. (n.d.). *Engaging communities in the development of performance measurement plans*.

Education Development Center (n.d.). *Lessons from the field: Using performance data to inform CQI*. Prepared for the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), under HRSA contract No. HSH2502014000471/HSH25034002T.

James Bell Associates. (2017). *The Maternal, Infant, and Early Childhood Home Visiting program: Communications toolkit: Materials to share your program's benchmark area accomplishment*. Prepared for the U.S. Department of Health and Human Services under Administration for Children and Families contract No. HHSP233201500133I.

Data-Driven Decisionmaking and Continuous Quality Improvement

Capacity Building Center for Tribes. (2018). *Improving the welfare of native children by using & managing data*.

Children's Bureau. (2016, October 31). *Video series on data driven decision making*. The Administration for Children and Families.

Capacity Building Center for States. (Host). (2019). *Data sharing for Planning and Decision-Making* [Audio podcast]. Children's Bureau Child Welfare Capacity Building Collaborative.

Tribal Evaluation Institute. (2016). *What is continuous quality improvement?*

Measuring Collaboration

Keene, K., Geary, E., & Ahonen, P. (2020). *Tribal TANF–Child Welfare Coordination: Collaboration assessment tool* (OPRE Report No. 2020-40). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Chien, N., Blasberg, A., Daneri, P., Halle, T., King, C., Zaslow, M., Fisher, K., & Dwyer, K. (2013). *Conceptualizing and measuring collaboration in the context of early childhood care and education* (OPRE Research Brief No. 2013-29). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Tamarack Institute for Community Engagement. (2017). *Collaboration Spectrum Tool*®.

Broadleaf Consulting. (n.d.). *Tools for measuring collaboration*.

Measuring Program Outcomes

James Bell Associates. (2007). *Evaluation brief: What's the difference? Understanding process and outcome evaluation*.

RAND Corporation. (2013). *Getting To Outcomes® for home visiting: How to plan, implement, and evaluate a program in your community to support parents and their young children—Evaluate outcomes of the program*.

James Bell Associates. (2008). *Evaluation brief: Conducting an outcome evaluation*.

Dissemination of TTCW Program Information and Accomplishments

Ahonen, P., Keene, K., & Geary, E. (2020). *Communication guide for TTCW grantees: What to consider when sharing program accomplishments* (OPRE Report No. 2021-14). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Tribal Evaluation Institute (n.d.). *Tribal home visiting dissemination toolkit*. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Macoubrie, J., & Harrison, C. (2013). *Human services research dissemination: What works?* (OPRE Report No. 2013-09). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Sustainability

Administration for Native Americans (ANA). (2017). *Sustainability toolkit—Resources and tools to assist projects in developing and implementing strategies for sustainability*. Administration for Native Americans, Administration for Children and Families, U.S. Department of Health and Human Services. ACF, HHS.

Children's Bureau. (2018). *Sustainability planning for Children's Bureau discretionary grantees*. Administration for Children and Families, U.S. Department of Health and Human Services.

Washington University. (n.d.). *Program sustainability assessment tool*. Center for Public Health Systems Science, Washington University.

Appendix: Additional Resources for TTCW Grantees

The following additional resources, arrayed by type and not included in the main document, may also be relevant for TTCW grant-funded programs.

Additional resources on logic models	
Logic Model Development Guide: Using Logic Models to Bring Together Planning, Evaluation, and Action. W. K. Kellogg Foundation, 2004.	https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide
Developing a Logic Model. James Bell Associates, 2007.	https://www.jbassoc.com/resource/developing-logic-model-2/
Crafting Logic Models for Systems of Care: Ideas Into Action. Making Children’s Mental Health Services Successful. Hernandez, M., & Hodges, S., 2005. Department of Child & Family Studies, University of South Florida.	http://cfs.cbcs.usf.edu/docs/news/IdeasInAction.pdf
Additional resources on planning for data collection and collecting data	
Journey Through the River of Data. Capacity Building Center for Tribes. (n.d.)	https://tribalinformationexchange.org/index.php/data/
Supporting Data Systems Improvement in Tribal Home Visiting: Capacity Built and Lessons Learned. Roberts, E., Iannone-Walker, M., Callis, A., Porter, R., Geary, E., & Park, C., 2021. OPRE Report No. 2021-05. Office of Planning, Research, and Evaluation, ACF, HHS.	https://www.acf.hhs.gov/opre/report/supporting-data-systems-improvement-tribal-home-visiting-capacity-built-and-lessons
Additional resources on using stories in program research and dissemination	
Health Profession Opportunity Grants (HPOG) Compendium of Success Stories, 2012. Collected and compiled by JBS International for the Office of Family Assistance, ACF, HHS.	https://www.acf.hhs.gov/ofa/training-technical-assistance/2012-compendium-success-stories
Can I Do a Photovoice Project Remotely? Yes, You Can! Lloyd, S., & Lorenz, L., March 30, 2020. In Photovoice Worldwide e-Blog.	http://www.photovoiceworldwide.com/blog/2020/03/30/can-i-do-a-photovoice-project-remotely-yes-you-can/
Additional resources on screening and assessment	
Tools for Tribes. Safety and Risk Assessment. Tribal Child Welfare Information Exchange. (n.d.)	https://tribalinformationexchange.org/index.php/risk-and-assessment/
Protective Capacities and Protective Factors: Common Ground for Protecting Child and Strengthening Families [Webinar], 2017. Capacity Building Center for States, Children’s Bureau, ACF, HHS.	https://learn.childwelfare.gov/user/login?moodle_url=true&destination=lms/course/view.php?id=30
Measurement Tools for Child Welfare. California Evidence-Based Clearinghouse for Child Welfare. (n.d.)	http://www.cebc4cw.org/assessment-tools/

Additional resources on sharing data and protecting sensitive information	
Sample Inter-Agency Data Sharing Memorandum of Understanding (n.d.)	https://childcareta.acf.hhs.gov/sites/default/files/public/data_sharing_mou_sample_brief_final_508_0.pdf
Memorandum of Understanding (MOU) (n.d.)	https://www.acf.hhs.gov/sites/default/files/documents/fysb/mou_508.pdf
Information Sharing Policy (n.d.)	https://www.childwelfare.gov/pubPDFs/CO_InformationSharingPolicy.pdf
Sample Data Sharing Agreement and Data Collection Plan. Capacity Building Center for Tribes. (n.d.)	https://tribalinformationexchange.org/wp-content/uploads/2019/03/Sample-Data-Sharing-Agreement-and-Data-Collection-Plan-Template-pg.-24.pdf
Additional resources on performance measurement	
Performance Measurement in Tribal Home Visiting: Challenges and Opportunities. Morales, J. R., Ferron, C., Whitmore, C., Reifel, N., Geary, E., Anderson, C., & McDaniel, J., 2018. <i>Infant Mental Health Journal</i> , 39(3), 312–325.	https://onlinelibrary.wiley.com/doi/10.1002/imhj.21703
Change and Implementation in Practice: Monitoring, Evaluating, and Applying Findings. Capacity Building Center for States, 2019. Children's Bureau, ACF, HHS.	https://capacity.childwelfare.gov/states/resources/monitoring-evaluating-applying-findings
Additional resources on data-driven decisionmaking and continuous quality improvement	
Starting a Continuous Quality Improvement Project: A Brief for Tribal Home Visiting Grantees. Morales, J., Roberts, E., & Buckless, B., 2020. Office of Planning, Research, and Evaluation, ACF, HHS.	https://www.tribaleval.org/wp-content/uploads/Starting-a-CQI-Project-A-Brief-for-THV-Grantees.pdf
CQI Tools. Tribal Evaluation Institute. (n.d.).	https://www.tribaleval.org/cqi/cqi-tools/
Building a Strong Foundation for Program Improvement Through CQI Implementation Teams. CQI Best Practices Series for Healthy Marriage and Responsible Fatherhood Grantees. Prepared by Mathematica. (n.d.)	https://www.hmrfgantresources.info/pdfs/CQI_BestPractice_ImpTeams_508.pdf
Partnering With Families in Continuous Quality Improvement: The Maternal, Infant, and Early Childhood Home Visiting Program. Zeribi, K., Mackrain, M., Arbour, M., & O'Carroll, K., 2017. OPRE Report No. 2017-47. Office of Planning, Research and Evaluation, ACF, HHS.	https://www.acf.hhs.gov/opre/report/partnering-families-continuous-quality-improvement-maternal-infant-and-early-childhood

Additional resources on measuring collaboration	
Wilder Collaboration Factors Inventory. Amherst H. Wilder Foundation, 2018.	http://wilderresearch.org/tools/cfi-2018/start
Interagency Partnerships: A Compendium of Measurement Instruments. James Bell Associates, 2012.	https://www.jbassoc.com/wp-content/uploads/2018/03/Interagency-Partnerships-Compendium-Measurement-Instruments.pdf
Evaluating Inter-Organizational Collaborations. James Bell Associates, 2011.	https://www.jbassoc.com/wp-content/uploads/2018/03/Evaluating-Inter-Organizational-Collaborations.pdf
Developing Interagency Agreements: Four Questions to Consider. Institute for Community Inclusion. (n.d.)	https://www.thinkwork.org/sites/default/files/files/ICI-Brief-Developing-Interagency-Agreements.pdf
Additional resources on measuring program outcomes	
Successful Evaluation: Creating SMART Goals and Objectives—What is Evaluation? First Nations Development Institute.(n.d.)	https://www.firstnations.org/wp-content/uploads/2018/12/EvaluationTips_SMARTGoalsObjectives.pdf
Formative Evaluation Toolkit: A Step-by-Step Guide and Resources for Evaluating Program Implementation and Early Outcomes. James Bell Associates, 2018.	https://www.acf.hhs.gov/sites/default/files/documents/cb/formative_evaluation_toolkit.pdf
Setting Goals and Developing Specific, Measurable, Achievable, Relevant, and Time-Bound Objectives. Substance Abuse and Mental Health Services Administration (SAMSHA), Native Connections. (n.d.)	https://www.samhsa.gov/sites/default/files/nc-smart-goals-fact-sheet.pdf
Measuring Outcomes. Madison Community Foundation, 2021.	https://www.madisongives.org/nonprofits/measuring-outcomes
Developing Measurable Outcomes. California Department of Food and Agriculture. (n.d.)	https://www.cdafa.ca.gov/Specialty_Crop_Competitiveness_Grants/pdfs/Developing_Measure_Outcomes.pdf
Additional resources on dissemination	
Presenting Data for Continuous Quality Improvement Purposes. James Bell Associates, 2013. Design Options for Home Visiting Evaluation. DOHVE CQI Brief. The Administration for Children and Families (ACF) in collaboration with the Health Resources and Services Administration.	https://www.jbassoc.com/resource/presenting-data-continuous-quality-improvement-purposes/
Effective Dissemination and Effective Dissemination Worksheet for Children’s Bureau Discretionary Grantees. Children’s Bureau, ACF, HHS. (n.d.)	https://www.acf.hhs.gov/cb/grants/discretionary-grant/dq-toolkit/dissemination

Additional resources on sustainability	
<p>Resource Guide for Building Sustainable Programs. Office of Population Affairs, U.S. Department of Health and Human Services (HHS), 2019.</p>	<p>https://opa.hhs.gov/sites/default/files/2020-08/sustainability-guide-revised-2019.pdf</p>
<p>Tools for Sustainability. Tom Wolff & Associates, 2010. Global Journal for Community Psychology Practice.</p>	<p>https://www.gicpp.org/pdfs/2009-0017-Final%20Version-011410.pdf</p>
<p>Moving Forward: Tips for Program Sustainability. U.S. Department of Labor, Center for Rural Health, University of North Dakota School of Medicine and Health Sciences. (n.d.)</p>	<p>https://ruralhealth.und.edu/assets/3547-14394/sustainability-tips.pdf</p>
<p>Bringing the Future Into Focus: A Step-by-Step Sustainability Planning Workbook. The Georgia State University, Georgia Health Policy Center, 2011.</p>	<p>https://www.ruralhealthinfo.org/sustainability/pdf/bringing-the-future-into-focus-sustainability-planning-workbook.pdf</p>
Resources on systems change	
<p>An Evaluation of Welfare and Child Welfare System Integration on Rates of Child Maltreatment in Colorado. Latzman, N. E., Lokey, C., Lesesne, C. A., Klevens, J., Cheung, K., Condrón, S., & Garraza, L. G., 2019. Children and Youth Services Review, 96, 386–395.</p>	<p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7177175/</p>
<p>Evaluating Systems and Organizational Change in Child Welfare Settings. Ahonen, P., & Graham, E., 2016. Children’s Bureau, ACF, HHS.</p>	<p>https://www.acf.hhs.gov/sites/default/files/documents/cb/evaluating_systems_change_brief.pdf</p>