IMPLEMENTATION DRIVERS ASSESSMENT

for the Triple P System of Interventions
(IDA-TP)

Participant's Copy

THE IMPACT CENTER at FPG
Building Capacity for Stronger Systems and Communities

UNC | FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

ICTP Implementation Capacity for Triple P

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Introduction

The Implementation Capacity for Triple P (ICTP) project team has developed a measure of how well individual agencies within a community coalition support the delivery of chosen interventions from the Triple P – Positive Parenting Program system of interventions (Triple P). It is designed to measure and describe the status of important implementation and scale-up components, information that can be used for action planning.

The assessment questions are divided into eight separate indices, each covering a different topic related to implementation infrastructure and best practices. On the following page there is a table that provides an overview of each section, which may be helpful to refer to throughout the assessment. The facilitator will walk you through the purpose of each index at the start of the assessment, as well as through the scoring process for each item. However, if you need more clarification on an item or index at any point, please do not hesitate to ask.

It's important to know that there are **no right or wrong answers – all agencies tend to look somewhat different.** No agencies will naturally have – or even need to have – all supports or practices fully in place to support effective implementation. The strengths of one area of implementation infrastructure may compensate for challenges in another area, and some agencies may emphasize some practices rather than others. This assessment is simply designed to gather information on how your agency is organizing its Triple P implementation efforts **as of the date of assessment**. Changes in agency infrastructure and practice naturally occur over time and can be captured in future assessments.

IDA-TP Index Descriptions	
Index	**Definition**
Agency Implementation Capacity (AIC)	The agency has formally and sustainably organized and aligned leadership and team-based staff support with the authority, capacity, and abilities to coordinate and support day-to-day Triple P implementation activities within the agency.
Recruitment & Selection (RS)	The agency uses best practices for the recruitment and/or selection of practitioners to deliver Triple P to the agency's target population.
Training (T)	The agency uses best practices for training Triple P practitioners to deliver Triple P to the agency's target population.
Coaching (C)	The agency uses best practices for coaching Triple P practitioners as they deliver Triple P interventions to children and families.
Fidelity Assessment (FID)	The agency uses best practices for assessing whether or not core Triple P components are delivered as intended by Triple P practitioners to children and families.
Decision-Support Data System (DSDS)	The agency uses best practices to gather, use, and share implementation and intervention data for decision-making to improve the implementation of Triple P within the agency.
Facilitative Administration (FAC)	The agency uses best practices to solicit, document, and use information about agency policy and practice facilitators and barriers to improve the implementation of Triple P within the agency.
Systems Intervention (SI)	The agency uses best practices to solicit, document, and use information about Triple P successes and larger systems needs to improve and sustain the implementation of Triple P within the agency. Additionally, the agency participates in key Triple P system activities, including the Triple P Stay Positive media campaign and community referral networks.

Agency Implementation Capacity (AIC)

Index Description: The agency has formally and sustainably organized and aligned leadership and team-based staff support with the authority, capacity, and abilities to coordinate and support day-to-day Triple P implementation activities within the agency.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
Executive Leadership			
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) has executive leadership of Triple P implementation.			
Please identify the individuals who have <u>executive leadership roles</u> of Triple P implementation in the agency:			
2. Among those with executive leadership, there are <u>individuals with authority</u> to create change to support the effective implementation of Triple P in the agency .			
3. At least monthly, executive leaders of Triple P implementation in the agency <u>communicate with individuals who manage and support day-to-day Triple P implementation activities</u> inside the agency.			
4. The agency has <u>documented a sustainability plan</u> for the involvement of executive leaders in the implementation of Triple P in the agency beyond the community service grant.			
Agency Implementation Team			
5. The agency has clearly identified an <u>Agency Implementation Team</u>, consisting of three or more individuals, that is responsible for coordinating and supporting the day-to-day implementation of Triple P.			

For example:
- ability to redirect funding
- direct and reassign personnel
- adjust systems policy

Scoring Note:
If undocumented or incomplete, score as a "1".

Scoring Note:
Anything less than three team members should be scored as a "0". A team of three or more that is loosely identified should be scored as a "1".

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
6. The agency has clearly identified an <u>Agency Implementation Coordinator</u> (or two) who is responsible for leading an Agency Implementation Team and/or coordinating and supporting the day-to-day implementation of Triple P.			
Please identify the Agency Implementation Team members and indicate the Agency Implementation Coordinator(s) with an "*":			
7. Each member of the Agency Implementation Team has <u>formally allocated time and effort</u> to support the effective implementation of Triple P (as written into project documents or job description).			
What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each Agency Implementation Team member and the Agency Implementation Coordinator?			
8. Each member of the Agency Implementation Team has <u>sufficient time and effort</u> to support the effective implementation of Triple P in the agency.			
What amount of job time (i.e., FTE) <u>would be ideal</u> for each Agency Implementation Team member and the Agency Implementation Coordinator, based on the work that needs to be done?			
9. The Agency Implementation Team has a <u>document describing its organization</u>, including elements such as purpose, goals, roles and responsibilities, authority, communications, membership.			

Scoring Note:

If the agency only has 1 person coordinating/ supporting the implementation of Triple P, this item must be scored "0". If undocumented or incomplete, score as a "1".

For Example:
- Terms of Reference
- Charter
- Memorandum of Understanding

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
10. Among Agency Implementation Team members, there is <u>experience creating and managing organizational changes</u> to support the implementation of an innovation.			
11. Among Agency Implementation Team members, there is <u>proficiency</u> (i.e., advanced knowledge and the ability to reasonably apply that knowledge in varied contexts) <u>with Triple P and how it should be implemented and used in an agency</u>.			
12. Among Agency Implementation Team members, there is <u>proficiency</u> (i.e., advanced knowledge and the ability to reasonably apply that knowledge) <u>with the use of evidence-informed, active implementation strategies</u> .			
13. At least monthly, members of the entire Agency Implementation Team <u>meet in person</u> to discuss the ongoing implementation of Triple P.			
14. At least monthly, the Agency Implementation Team <u>provides updates and communicates successes/needs related to Triple P to those with executive leadership</u> of Triple P in the agency**.**			
15. At least monthly, the Agency Implementation Team <u>provides updates and communicates successes/needs related to Triple P to county Triple P implementation support staff</u>.			

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
16. The agency has <u>documented a sustainability plan</u> for the positions on the Agency Implementation Team (including the Agency Implementation Coordinator) beyond the county service grant.			

Scoring Note:
Undocumented or incomplete plans should be scored as a "1".

Recruitment & Selection (RS)			
Index Description: The agency uses best practices for the recruitment and/or selection of practitioners to deliver Triple P to the agency's target population.			
To what extent are the following structures or practices in place?	*No or Not In Place (0)*	*Sometimes or Partially In Place (1)*	*Yes or Fully In Place (2)*
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring the recruitment and selection of practitioners to deliver Triple P.			
Please identify who (position/name) is responsible for ensuring the recruitment and selection of practitioners to deliver Triple P:			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure Triple P practitioner recruitment and selection.			
3. <u>Individuals who are making Triple P practitioner selection decisions are proficient</u> (i.e., advanced knowledge and the ability to reasonably apply that knowledge during selection decisions) in the key principles, skills, and abilities required to effectively deliver Triple P.			
4. <u>There are job, position, or role descriptions</u> for potential Triple P practitioners that provide clear expectations about their Triple P activities, responsibilities, and accountability.			
5. The agency uses <u>Triple P practitioner selection criteria</u> that are aligned with Triple P philosophy, values, and principles.			

For Example:
- provided resources,
- valued
- access to agency decision-making processes

Scoring Note:
If undocumented or incomplete, score as a "1".

10

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
6. The agency systematically recruits or selects practitioners to be trained in Triple P in order to maintain the desired number of agency Triple P practitioners . Specifically, the agency creates and/or fills new Triple P training opportunities and addresses turnover responsively.			
7. Agency Triple P practitioner selection processes include observational assessments of key abilities related to delivering Triple P.			
8. Agency Triple P practitioner selection processes include observational assessments of willingness and key abilities related to practitioner professional development.			
9. Information about newly selected Triple P practitioners' strengths and needs is used to inform their training and coaching supports.			
10. Appropriate data are used to evaluate the effectiveness of Triple P recruitment and selection practices.			

For Example:
- abilities to communicate positive parenting content
- demonstrate parenting skills
- engage in role plays, model self-regulatory processes

For Example:
- abilities to modify practice behaviors
- accept coaching feedback
- engage in conceptual thinking

For Example:
- turnover data,
- data from exit interviews
- training data
- coaching data
- fidelity data

Training (T)

Index Description: The agency uses best practices for training Triple P practitioners to deliver Triple P to the agency's target population.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has clearly identified who (regardless if an individual or group) is responsible for ensuring that practitioners receive training in Triple P.			
Please identify who (position/name) is responsible for ensuring that practitioners receive training in Triple P:			
2. The individual or group identified in #1 is continually well supported by executive leadership and the agency implementation team to ensure training .			
3. The agency ensures that practitioners recruited or selected to deliver Triple P receive Triple P training.			
4. All agency Triple P practitioners are trained in Triple P before delivering Triple P interventions to children and families.			
5. All agency Triple P practitioners are trained by Triple P America.		(5)	(10)
6. The agency has a process for supporting practitioners' full participation in Triple P training, from the initial training days through accreditation, including practice providing Triple P to children and families during this period.			
7. Information about newly accredited practitioners' strengths and needs is used to inform their ongoing coaching supports.			

For Example:
- provided resources
- valued
- access to agency decision-making processes

Scoring Note:
This covers five Drivers Best Practices: integration of evidence- and skill-based approaches to adult learning; certified trainers; trainers receive ongoing coaching using data on their training practices; assessment of the intended delivery of Triple P training courses; uses pre- and post-training data to evaluate practitioner competence and confidence. For scale and index scores, raw scores should be multiplied by 5 (0, 5, 10).

Coaching (C)

Index Description: The agency uses best practices for coaching Triple P practitioners as they deliver Triple P interventions to children and families.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring that Triple P practitioners receive coaching on their delivery of Triple P following accreditation.			
Please identify who (position/name) is responsible for ensuring that Triple P practitioners receive coaching on their delivery of Triple P following accreditation:			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure coaching.			
3. The agency has developed or adopted a <u>written plan that details coaching expectations</u> for their Triple P practitioners following accreditation (e.g., where, when, with whom, why).			
4. <u>Coaches' adherence</u> to the agency's written coaching plan is <u>regularly reviewed</u>.			
5. Agency <u>Triple P practitioners systematically participate in Triple P coaching</u> following accreditation.			
6. Triple P practitioners have regular access to coaches who are <u>fluent</u> in the key principles, components, skills, and abilities required to effectively deliver Triple P.			

For Example:
- in-house peer support
- coalition-level peer support

For Example:
- provided resources
- valued
- access to agency decision-making processes

Scoring Note: Undocumented or incomplete plans should be scored as a "1".

Scoring Note: To receive a "2", C #3 must be scored "2."

Scoring Note:
Only one source of information should be scored a "1".

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
7. Coaches make use of <u>observational data</u> (in person, audio, or video) as a primary source of information to support Triple P practitioner coaching after their accreditation.			
8. Coaches use <u>multiple sources of information to give feedback to Triple P practitioners at the agency</u>.			
9. The agency <u>uses data to evaluate</u> whether or not practitioners' abilities to deliver Triple P improve as a result of Triple P coaching.			
10. <u>Coaches are provided feedback on their coaching from multiple sources of information</u>, such as practitioner satisfaction surveys, observational assessment of coaching, coach self-report, and practitioner fidelity data.			

Fidelity Assessment (FID)

Index Description: The agency uses best practices for assessing whether or not core Triple P components are delivered as intended by Triple P practitioners to children and families.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring that Triple P fidelity assessments are completed and reported.			
Please identify who (position/name) is responsible for ensuring that Triple P fidelity assessments are completed and reported:			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure fidelity assessments .			
3. The agency has <u>practical and efficient</u> Triple P fidelity assessment procedures (i.e., not burdensome).			
4. Triple P practitioners in the agency have been <u>oriented</u> to Triple P fidelity assessment protocols and procedures.			
5. Triple P fidelity assessment procedures are <u>systematically completed</u> for each Triple P practitioner.			
6. Fidelity assessments include <u>observational assessment of practitioners' skills and abilities</u> to competently deliver Triple P.			

For Example:
- provided resources
- valued
- access to agency decision-making processes

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
7. Fidelity assessment procedures make use of <u>multiple sources of information</u> about practitioners' delivery of Triple P.			
8. The agency <u>recognizes Triple P practitioners specifically for participating</u> in Triple P fidelity assessment procedures.			

Decision-Support Data System (DSDS)

Index Description: The agency uses best practices to gather, use, and share implementation and intervention data for decision-making to improve the implementation of Triple P within the agency.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring that Triple P data are collected, analyzed, and reported.			
Please identify who (position/name) is responsible for ensuring that Triple P data are collected, analyzed, and reported:			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure Triple P data are collected, analyzed, and reported.			
3. The agency has <u>practical and efficient</u> Triple P data collection procedures. Specifically, procedures that are built into practice routines, and are not burdensome.			
4. The agency systematically collects data about the <u>recruitment and selection</u> of Triple P practitioners. Specifically, the number of Triple P practitioners selected, selection outcomes, and quality of recruitment and selection processes.			
5. The agency systematically collects data about the <u>training</u> of Triple P practitioners . Specifically, the number of Triple P practitioners trained, training outcomes, and quality of training processes.			

For Example:
- provided resources
- valued
- access to agency decision-making processes

Scoring Note: Data related to all three of the described indicators (output, outcome, and quality indicators) must be collected in order to receive a "2." The collection of data related to only one or two of the described indicators would typically receive a score of "1." No collection of data related to the three described indicators would typically receive a score of "0."

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
6. The agency systematically collects data about the <u>coaching</u> of Triple P practitioners . Specifically, the number of coaching sessions attended, coaching outcomes, and quality of coaching processes.			
7. The agency systematically collects data about Triple P practitioners' <u>fidelity</u> to the intended delivery of Triple P core components. Specifically, the number of fidelity assessments completed, fidelity outcomes, and quality of fidelity assessments.			
8. The agency systematically collects data about Triple P <u>service provision</u>. Specifically, the number of families served and caregiver satisfaction with Triple P interventions.			
9. The agency systematically collects data about short-term <u>child and/or family outcomes</u> related to Triple P.			
10. At least quarterly, agency-specific Triple P data reports are <u>widely shared within the agency</u>.			
11. At least quarterly, <u>executive leaders in the agency provide feedback to Agency Implementation Team members</u> on agency-specific Triple P data reports.			
12. Triple P data <u>are used for decision-making</u> to improve Triple P delivery and implementation practices within the agency.			
13. At least quarterly, Triple P data are <u>shared with County Triple P implementation support staff</u>.			
14. At least quarterly, agency-specific Triple P data reports are <u>shared with community stakeholders and appropriate partners outside the agency</u>.			

Facilitative Administration (FAC)

Index Description: The agency uses best practices to solicit, document, and use information about agency policy and practice facilitators and barriers to improve the implementation of Triple P within the agency.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. Executive leaders in the agency have <u>integrated</u> the implementation of Triple P <u>into the agency's strategic plans</u>.			
2. Internal <u>agency policies and practices reflect</u> evidence-informed, active approaches to implementing <u>Triple P</u>.			
3. The Agency Implementation Team <u>employs usability testing strategies</u> (i.e., short plan-do-study-act cycles with small groups) to test and adjust the implementation of Triple P within the agency.			
4. The agency <u>systematically solicits information from staff</u> about how well its internal policies and practices support implementation of Triple P.			
5. The agency <u>systematically solicits information from the children, families, and/or communities it serves</u> about how well its policies and practices support parent access to and/or participation in Triple P			
6. <u>Common themes</u> in the information gathered from staff, clients, and/or community stakeholders <u>are documented</u>.			
7. At least quarterly, the Agency Implementation Team <u>communicates to the executive leaders in the agency</u> common themes in the information gathered.			

For Example:
- practitioner recruitment and selection, training, coaching, and fidelity assessment
- decision-support data systems
- linked leadership and implementation teams

For Example:
- adequate time or resources to deliver Triple P
- adequate time or resources to participate in Triple P implementation support activities such as coaching and data completion
- alignment of Triple P with other agency activities

For Example:
- Triple P service hours or practitioner availability
- bilingual Triple P practitioners
- provision of childcare during Triple P sessions

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
8. At least quarterly, <u>executive leaders in the agency provide feedback to the Agency Implementation Team</u> on common themes in the information gathered.			
9. At least quarterly, common themes in the information gathered are <u>shared with Community Triple P implementation support staff</u>.			
10. Common themes in the information gathered are <u>used to strengthen internal agency policies and practices</u> to support the implementation of Triple P.			

Systems Intervention (SI)

Index Description: The agency uses best practices to solicit, document, and use information about Triple P successes and larger systems needs to improve and sustain the implementation of Triple P within the agency. Additionally, the agency participates in key Triple P system activities, including the Triple P Stay Positive media campaign and community referral networks.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has <u>integrated</u> their implementation of Triple P <u>within larger community initiatives (e.g., the Community Triple P Coalition) or strategic plans</u>.			
2. The agency <u>systematically solicits information from staff</u> about larger service system needs related to Triple P that may be outside of the agency's immediate influence or direct control.			
3. The agency <u>systematically solicits information from the children, families, and/or communities it serves</u> about larger service system needs related to parent access to and participation in Triple P.			
4. The agency <u>systematically solicits information</u> from staff, clients, and community stakeholders <u>about Triple P successes</u> in the agency.			
5. As they are identified, the agency <u>documents</u> larger service system needs and Triple P successes.			
6. At least quarterly, larger service system needs and/or Triple P successes are <u>communicated to executive leaders in the agency</u>.			
7. At least quarterly, <u>executive leaders in the agency provide feedback to Agency Implementation Team members</u> on larger service systems needs and/or Triple P successes.			

For Example:
- community awareness of Triple P
- gaps in resources
- referral networks

For Example:
- travel to Triple P sessions
- preferences for Triple P formats and materials
- Triple P insurance coverage

To what extent are the following structures or practices in place?	*No or Not In Place (0)*	*Sometimes or Partially In Place (1)*	*Yes or Fully In Place (2)*
8. At least quarterly, larger service system needs and/or Triple P successes are <u>shared with Community Triple P implementation support staff</u>.			
9. The agency <u>works with appropriate partners</u> at various systems levels <u>to address larger service system needs</u> related to Triple P.			
10. At least quarterly, the agency's <u>Triple P successes are shared with appropriate stakeholders, partners, champions, and opinion leaders outside the agency</u>.			
11. Sufficient Triple P <u>service materials and resources</u> are provided for Triple P practitioners in the agency.			
12. The agency is involved in or uses <u>multiple Triple P Stay Positive media strategies.</u>			
13. <u>Referral channels</u> have been established with other community agencies that are implementing Triple P interventions.			
14. The agency has <u>documented a sustainability plan for the necessary financial and programmatic resources</u> needed to support the ongoing implementation of Triple P beyond the community service grant.			

Related Resources

Aldridge, W. A., II, Naoom, S. F., Boothroyd, R. I., & Prinz, R. J. (2014, June). *Implementation drivers group interview protocol: Assessing service agency infrastructure for implementation of Triple P interventions (ID -GIP-TP)*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Blase, K. A., Van Dyke, M. K., Duda, M., & Fixsen, D. L. (2011, May) *Implementation driver exploration – An analysis and discussion template*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Blase, K., Van Dyke, M., & Fixsen, D. (2013). *Implementation drivers: assessing best practices*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

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Metz, A., Bartley, L., Ball, H., Wilson, D., Naoom, S., and Redmond, P. (2015). Active Implementation Frameworks for Successful Service Delivery: Catawba County Child Wellbeing Project. *Research on Social Work Practice, 25,* 415-422. doi:10.1177/1049731514543667

Ogden, T., Bjørnebekk, G., Kjøbli, J., Patras, J., Christiansen, T., Taraldsen, K., et al. (2012). Measurement of implementation components ten years after a nationwide introduction of empirically supported programs – a pilot study. *Implementation Science, 7,* 49.

Van Dyke, M., Blase, K., Sims, B., & Fixsen, D. (2013) *Implementation drivers: Team review and planning.* Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Simultaneous Public Polling is a voting process intended to equalize all voices in the room on the initial vote, and prevent participants from influencing each other's' initial vote. The facilitator will ask your team about a number of items related to your capacity and practices to support the implementation and scale-up of Triple P. There are 110 items across 11 separate indices.

Your role is to individually decide if the item mentioned should be scored a "0," "fully in place", "1," "partially in place", or "2", "not in place" at the community or coalition level. When the facilitator says "one…two…three... vote", hold up the number of fingers that correspond with your answer:

No or Not in Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
No activities or elements of this item are in place and/or have not yet been initiated.	Some activities or elements of this item are in place and/or initiated.	All activities or elements of the item are adhered to and there is clear evidence to support this.

If everyone voting is in agreement, then the facilitator will move on to the next item. If there are different scores within the group, then the facilitator will ask that your team talk about it and try to come to some form of **modified consensus**, with all participants able to support a single group score, even if there remains some individual disagreements.

Appendix B.
Competency Guidelines

Fluency – top end of competency development, with advanced knowledge and the ability to *flexibly* and *broadly* apply that knowledge across varied professional contexts. Reflects mastery and abilities to use competencies to generate insightful ideas and strategies in novel situations.

Proficiency – conversational end of competency development, advanced knowledge and the ability to *reasonably* apply that knowledge in varied professional contexts.

Limited Proficiency – midpoint of competency development, working knowledge and the ability to navigate limited professional requirements.

Elementary – developmental end of competency development, elementary knowledge and the ability only to navigate basic professional requirements (single concepts in isolation, etc).