**Staff/Coach:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Supervisor/Reviewer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Family/Participant/Case Name:** ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Case Number**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date Reviewed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Instructions: Complete Part I of this tool prior to administering a follow-up survey. Complete Part II if a follow-up survey is administered. Use observation, case documentation, coach and/or client interviews to complete. Aspire Core Values are identified in parenthesis of each checkpoint. If additional support is needed to increase coach success and fidelity, consider completing “Aspire for Professional Development” or a local agency-recommended professional development plan with the coach.*

| **PART I** | | | | |
| --- | --- | --- | --- | --- |
| **Area of Practice** | **Fidelity Checkpoints** | **Present?**  **Yes No** | | **Notes** |
| **Preparing for Aspire & Introducing the Survey** | 1. Waits to deploy the survey until rapport has been established between the coach and participant **(R)** |  |  |  |
| 1. Completing the survey together, in-person is strongly recommended to the participant **(R)** |  |  |  |
| 1. Explains the purpose of Aspire, emphasizes the survey is voluntary, and approximately how long it will take **(A, T)** |  |  |  |
| 1. Assures participants of the confidentiality of answers **(T)** |  |  |  |
| 1. Allows time for the participant to review the Terms & Conditions as well as Privacy Policy **(T)** |  |  |  |
| 1. Encourages the participant to ask questions before, during, and after the survey **(C)** |  |  |  |
| 1. Asks participant for their consent before beginning the survey **(E, T)** |  |  |  |
| **Administering Aspire** | 1. Unless assistance is required, the participant physically submits their responses to each indicator using a mobile device or computer. **(A)** |  |  |  |
| 1. Allows the participant to lead with their responses (does not correct them, answer for them, or pressure them to answer questions a certain way). **(A, E, T)** |  |  |  |
| 1. Clearly explains indicators found confusing by a participant. **(A, C)** |  |  |  |
| 1. If a question is truly not applicable, advises participant they can choose to skip a question. **(A)** |  |  |  |
| 1. Uses externalizing phrases to help explain indicators that participants may be less comfortable answering (i.e., This question is about access to...). **(T)** |  |  |  |
| 1. Asks follow-up coaching questions to better understand participant’s needs/what hasn’t worked to help identify challenges. **(A, C, HP)** |  |  |  |
| 1. Asks follow-up coaching questions to better understand participant’s strengths/what’s worked to help replicate successes. **(A, C, SB, HP)** |  |  |  |
| 1. Coach encourages and validates participant, avoiding the use of judgmental language. **(E, SB, T)** |  |  |  |
| **Life Map Development and Support** | 1. When reflecting on Life Map, coach emphasizes the number of greens/strengths the participant has indicated. **(FS)** |  |  |  |
| 1. Approaches planning with optimism and encouragement of success. **(A, C, FS)** |  |  |  |
| 1. Using the Life Map, sets up participants for success by coaching them to prioritize specific, measurable, achievable, realistic, and timely (SMART) indicators they believe they can improve in the short-term. **(A, C, SB, HP, T)** |  |  |  |
| 1. Using the Life Map, is transparent in identifying a long-term indicator(s) that may take time to implement/see progress. **(A, C, SB, HP, T)** |  |  |  |
| 1. Provides participants with information about community resources including how to contact them. **(C, HP)** |  |  |  |
| 1. If desired by the participant, offers to call, refer/link, or go with them to community resource providers – advocating on their behalf. **(C, HP, R)** |  |  |  |
| 1. Engages participants to identify their informal community supports (i.e., family, neighbors, church groups, community centers). **(C, SB, R)** |  |  |  |
| 1. Asks coaching questions to identify potential barriers and assists participants to plan for/address these. **(A, C, E, HP)** |  |  |  |
| 1. If the participant asks for ideas of what could help, offers options for the participant to choose/have control of a strategy they think will work for them. **(A, C, HP)** |  |  |  |
| 1. Ensures participant has access to their Life Map through a digital or printed copy. **(A)** |  |  |  |
| 1. Assists participants in monitoring community resource providers to ensure participants are receiving quality support. **(C, E)** |  |  |  |
| 1. Regularly coaches participants (at least monthly) to take action on their priorities and makes adjustments to the Life Map as needed. **(A, HP)** |  |  |  |
| 1. If quality support was not provided, assisted participants in accessing a different resource and considered removing the inadequate resource from the “resource bank”. **(C, E)** |  |  |  |
| 1. If a resource/quality support is not available, advocated to management for the community development need. **(C, E)** |  |  |  |
| **PART II** | | | | |
| **Follow-Up Survey(s) Completed** | 1. Reflecting on participant’s Life Map, celebrates moves from red to yellow to green. **(SB, R)** |  |  |  |
| 1. Follow-up coaching questions asked to understand participant’s needs/what hasn’t worked to help identify continued challenges. **(A, C, HP)** |  |  |  |
| 1. Follow-up coaching questions asked to understand participant’s strengths/what’s worked to help replicate successes. **(A, C, SB, HP)** |  |  |  |
| 1. Discussed negative changes between the initial and follow-up surveys (green to yellow to red), looking for opportunities for support. **(A, C, SB, HP, T)** |  |  |  |
| 1. Repeated the process of prioritizing indicators they choose to improve, linking them with community supports, and regularly coaching them to take action on their priorities. **(A, C, SB, HP, T)** |  |  |  |

Aspire Core Values Key

**A - Agency:** A core component of wellbeing is the feeling that we have agency over our own lives. That means that we can choose what we want for ourselves, and we have the ability and freedom to act on those choices. Our work intends to approach people in ways that enhance their sense of agency.

**C - Collaboration:** We must work together across systems to eliminate poverty and to create strong and thriving communities. Individuals and communities themselves must be the drivers of these efforts. People with lived experience of poverty and community-serving organizations are a vital part of the collaborative process.

**E - Equity:** Recognizing the long and devastating history of racism and discrimination in the United States, we believe policies must directly address the structural factors that systematically disadvantage people of color, to ensure that all families can meet their basic needs.

**SB – Strengths-Based:** All people and communities have inherent strengths that should be recognized and nurtured. We believe growth is more likely when starting from a strengths-based rather than a problem-focused perspective.

**HP - Human Potential:** All people have the potential to grow, to improve their lives, and to thrive, when given the tools and support they need.

**R - Relationships:** Relationships are vital to changing the systems that perpetuate poverty. We must work to build relationships with diverse groups of people and across sectors if we are to achieve real change.

**T - Trust:** Families and communities know what they need and what is best for them. We trust that they are the experts in their own lives. We strive to be a trustworthy partner to the communities we engage with and serve.