





# Home Visiting Workforce Needs Assessment Tool

2019

## Acknowledgements

#### The Home Visiting Workforce Needs Assessment Tool

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## Introduction

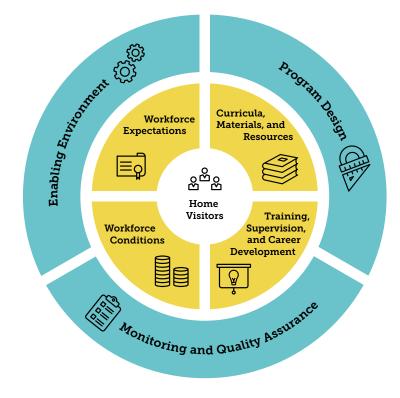
The Home Visiting Workforce Needs Assessment Tool aims to help Ministries and government agencies reflect on the ways in which they can support personnel delivering home visiting programs across sectors for pregnant mothers and caregivers with children under 3. Drawing inspiration from the UNICEF Pre-Primary Diagnostic and Planning Tool, this tool is intended for countries with home visiting programs at either the sub-national or national levels.

The scope of this tool includes home visitors who work directly with young children and their families, as well as supervisors and trainers. Drawing on a literature review and feedback from early childhood researchers and practitioners, the key Areas of focus for the tool are summarized in Figure 1 on the next page. Considering their influence on the role of the home visitor, the tool reflects the overall environment in which the home visiting program operates as well as how it is designed and executed. Additionally, the tool addresses the support that home visitors receive since it impacts the way in which they carry out their tasks on a day to day basis and ultimately influences their relationship with families.

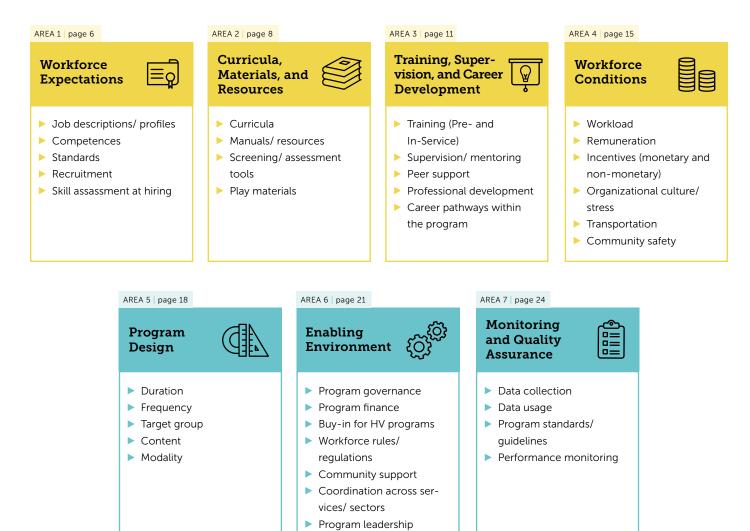
The needs assessment tool includes 7 Areas corresponding to the following categories of focus. The main topics covered in each of these Areas is included in Figure 2 on the next page.

#### Areas

Each Area (provided below) is organized around a series of goals and measures which are followed by guiding questions. It is envisioned that key stakeholders within participating countries come together in a workshop format to reflect on these guiding questions in order to prioritize Areas for attention related to supporting and strengthening the home visiting workforce. **Figure 1**: Supporting and Strengthening the Home Visiting Workforce



▼ Figure 2: Areas of the ECWI Needs Assessment Tool



### Area 1 Workforce Expectations



Providing home visiting personnel<sup>1</sup> with accurate information on what they can expect in their roles not only ensures that all prospective personnel are held to the same hiring standards but can also promote career progression. The following questions allow you to reflect on how clearly your program describes the tasks home visiting personnel can expect to take in their positions, the manner in which competencies and standards are used to inform training and professional development, and the processes used to recruit and hire qualified candidates. **Goal 1** The program clearly describes what home visiting personnel can expect in their roles.

**Goal 2** The program has clearly defined competencies and standards, which are used to inform training and professional development, and monitoring and mentoring processes.

**Goal 3** The program has comprehensive processes and actions in place to recruit and hire qualified candidates.

#### Goal 1

The program clearly describes what home visiting personnel can expect in their roles.

### Measure 1: The program has clear job descriptions for home visitors and supervisors.<sup>2</sup>

- Do the job descriptions for home visitors and supervisors meet the needs of the program and account for any gaps in the existing workforce's skill set?
- Do the job descriptions accurately describe the main objectives of the program and duties and responsibilities of home visiting personnel?
- Do the job descriptions clearly outline the compensation and benefits home visiting personnel will receive for their work?
- Are job descriptions adequately disseminated and shared with personnel?

#### Goal 2

The program has clearly defined competencies and standards, which are used to inform training and professional development, and monitoring and mentoring processes.

### Measure 1: The program clearly outlines competencies and standards for home visiting personnel.

- Does the program clearly outline the requirements home visitors and supervisors must meet to assume a role? Does the program outline:
  - ▷ Education requirements?
  - Work experience requirements?
  - Any additional requirements (e.g. minimum age, gender, standing in the community, language)?
- Does the program clearly state expectations for what home visitors and supervisors should be able to know and do?
  - Does the program clearly outline any relevant knowledge (e.g. child development, community outreach) needed to carry out the work?
- C Measure continues on next page

Does the program clearly outline any relevant skills and attributes (e.g. leadership, teamwork, communication, reading/writing, ability to observe, provide feedback and coaching) neeeded to carry out the work?

#### Measure 2: Competencies and standards are closely aligned with training and professional development, monitoring and mentoring, and licensing and certification processes.

- Are competencies and standards aligned with the training and professional development opportunities offered by the program?
- Are competencies and standards aligned with measures (e.g. monitoring checklists) used to assess personnel performance?
- Are competencies and standards aligned with any appropriate licensing and certification requirements that could help facilitate career advancement?
- Are competencies and standards used across implementation sites to ensure alignment and portability of training and qualifications for home visitors across programs/locations?

#### Goal 3

The program has comprehensive processes in place to recruit and hire qualified candidates.

### Measure 1: The program employs diverse approaches to recruit qualified candidates to work as home visitors and supervisors.

- Does the program recruit candidates with appropriate qualifications for home visitor and supervisor roles?
- Does the program recruit candidates from different backgrounds (e.g. socioeconomic, linguistic, religious, ethnic, cultural)?
- Does the program recruit candidates from other relevant programs (e.g. community health worker programs)?
- Does the program make an effort to recruit candidates that reflect the community that they will serve?
- Are the program's expectations and requirements aligned with backgrounds of prospective workers?
  - If not, are there efforts to revise expectations and requirements where appropriate, or are there mechanisms in place to increase the training/ experience of potential applicants?

### Measure 2: The program has measures in place to assess the fit of prospective home visiting personnel for work within the program.

- Does the program have staff time dedicated to recruitment efforts?
- Does the program interview candidates during the recruitment process?
   Are interviews conducted by personnel knowledgeable about home visiting?
- Does the program administer skills assessments (e.g. reading or writing assessments, role plays) to candidates during the recruitment process?
  - Do these assessments accurately reflect the tasks that home visiting personnel will perform in their roles?
  - > Do these assessment align with competencies for the roles?
  - Do these assessments vary based on the position (e.g. home visitor or supervisor) to which a candidate is applying?
- > Does the program conduct background checks for prospective home visiting personnel?
- Does the program review references from trusted sources (e.g. previous employers, community leaders)?

1 We use the term "home visiting personnel" when referring to both home visitors and their supervisors.

2 While the specific responsibilities of a supervisor may vary across contexts, we use this term to refer to those individuals who have authority over home visitors, monitor their performance, and provide feedback, guidance and support regarding their day to day work with children and families.

### Area 2 Curricula, Materials, and Resources



Providing home visitors with adequate curricula, materials, and resources is not only an important way of delivering important content to families, but also empowers those with limited training and experience in early childhood development. The following questions provide an opportunity for you to reflect on the accessibility and quality of curricula, materials, and resources that your program provides to home visitors and the families with whom they work. **Goal 1** Home visitors have curricula that support them to carry out their work.

**Goal 2** Home visitors have materials and manipulatives that help them carry out their work.

**Goal 3** Home visitors have tools and resources to conduct screenings and assessments and ensure appropriate follow-up.

#### Goal 1

Home visitors have curricula that support them to carry out their work.

### Measure 1: The program provides home visitors with guidance on how to carry out home visits.

- Is there a structured curriculum<sup>3</sup> for the program which home visitors are expected to follow?
  - ▷ Is the curriculum explored in pre-service training? Are there training activities around it?
  - ▷ Is the curriculum explored during supervision?
  - Is the language in the curriculum adapted to the learning level of home visitors?
  - If adopted from other programs, was the curriculum translated to different languages and contextually validated before being used in visits with families?
- Is there a manual<sup>4</sup> available to home visitors?
  - > Does the manual provide home visitors with visit-by-visit guidance?
  - Is the manual explored in pre-service training? Are there training activities around it?
  - > Is the language in the manual adapted to the learning level of home visitors?
  - Does the manual include graphics that illustrate how frontline personnel should conduct home visits?
  - Does the manual include tips for how to engage with families at the outset to gain their trust?
  - Does the manual include tips for how to respect and value families with diverse beliefs, needs, and cultures?
- Do home visitors have the freedom to adapt the curriculum and visit content to the needs of families?
  - Do the curriculum and manual differentiate support for children by age and/or developmental level?
  - Does the program allow home visitors to select topics/ activities based on the needs, development, or age of the child? Or the needs and circumstances of the family?
- Do home visitors utilize the curriculum and manual on a regular basis?
- Do home visitors receive guidance on how to conduct referrals?
- Do home visitors receive guidance on how to react in challenging situations?

Home visitors have materials and manipulatives that help them carry out their work.

### Measure 1: The program provides home visitors with materials and manipulatives with which to carry out home visits.

- Does the program provide home visitors with materials, such as shareable handouts, videos, etc., which serve as tools for learning during home visits?
  - Are the materials aligned with the program's topics and pertinent to child and family well-being? (e.g. related to topics such as child health and nutrition, responsive caregiving, early learning, and security and safety)
  - Are the materials inclusive of other services to support the child and family's well-being? (e.g. related to other health and social welfare programs, playgroups)
  - > Are the materials available in the primary language spoken in the household?
  - Are the materials visually appealing and presented at a level understandable to families?
- Does the program provide home visitors with manipulatives intended to stimulate engagement, such as games or books, to use in their visits with families?
  - Is there a diversity of manipulatives to cater to families' needs? (e.g. materials for different age groups, to support cognitive/linguistic development, to promote attachment)
  - Does the program encourage activities using common household objects (e.g. kitchen supplies, recycled canisters) or locally sourced items (e.g. sticks, bottlecaps, cloth)? If so, do home visitors receive guidance and support to make their own materials?
- Do home visitors utilize these materials and manipulatives on a regular basis?
- Are there efforts to ensure that home visitors have replenished materials and manipulatives on a regular basis?
- Do families get to keep the materials and manipulatives provided/created by the program?

### Measure 2: Home visitors receive guidance on how to support families in using the materials and manipulatives provided.

- > Are these materials and manipulatives incorporated in the manual/curricula?
- Do home visitors receive guidance on how to effectively incorporate materials and manipulatives in visits?
  - Do they receive training and supervision on how to use these materials and manipulatives?
  - Do they receive guidance on how to provide feedback on how families are using the manipulatives provided?

#### Goal 3

Home visitors have tools and resources to conduct screenings and assessments and ensure appropriate follow-up.

### Measure 1: The program provides home visitors with screening and assessment tools that pertain to child and family well-being.

- Does the program provide home visitors with the tools (e.g. checklists) needed to perform screenings and assessments? Are the tools:
  - Relevant to health and development; mental health and wellness; and safety and security?
- Measure continues on next page

- > Available and valid for different age groups?
- Evidence-based? If so, are they updated periodically to reflect any advances made to the evidence base on early childhood development?
- ▷ Low-cost and easy to administer and interpret?
- Appropriate for the culture, language, and context in which they are applicable?
- > Designed to engage the caregiver and get their point of view?
- Do home visitors receive guidance on how and when to use these tools and ensure appropriate follow-up?
  - > Are there efforts to ensure that home visitors know how to provide feedback to caregivers and facilitate follow-ups (e.g. making community referrals)?
  - Do home visitors consult with other team members or supervisors before providing feedback and making referrals?
  - Do home visitors use developmental screening both as a mechanism for making referrals and as a learning opportunity to provide developmental guidance to caregivers?
  - Are assessments and screenings appropriately spaced across visits so that families are not overwhelmed by too much information gathering at any one point in time?

- 3 We define the curriculum as the overall topics and goals addressed in the program.
- 4 We define the manual as the source that provides home visiting personnel with practical guidance on how to achieve the topics and goals within the context of a home visit.

### Area 3 Training, Supervision, and Career Development



Since many home visiting personnel enter their roles with limited background and previous experience in child development, training (both pre- and in-service) and supervision are critical to imparting a core set of knowledge and skills and ensuring mechanisms for ongoing support. Career development opportunities are also essential for providing incentives for home visiting personnel to remain in their roles and for developing a strong workforce. The following questions provide an opportunity for you to reflect on the accessibility and relevance of existing training and supervision for home visitors and supervisors in your program, along with career advancement opportunities. **Goal 1** Home visitors have adequate opportunities prior to entry to develop the skills and knowledge needed to support families.

**Goal 2** Home visitors have adequate opportunities while in their roles to develop the skills and knowledge needed to support families and grow their careers.

**Goal 3** Supervisors have adequate opportunities to develop the skills and knowledge needed to support home visitors and families, and grow their careers.

#### Goal 1

Home visitors have adequate opportunities prior to entry to develop the skills and knowledge needed to support families.

#### Measure 1: Pre-service training<sup>5</sup> is widely available and accessible.

- Are pre-service training opportunities available and accessible to incoming home visitors?
  - Are training opportunities offered free of charge? If not, are scholarships available?
  - > Are training opportunities held in locations and at times that make it easy for prospective home visitors to access them?
  - If transportation and accommodation are barriers for prospective home visitors in attending trainings, are there stipends available to cover such costs?
- Do prospective home visitors with limited formal qualifications have opportunities to enter pre-service training?
  - If they do not meet job requirements, can prospective home visitors with limited formal qualifications become eligible for pre-service training after gaining relevant work or volunteer experience or attending introductory training sessions?
- Do home visitors receive compensation to participate in training in the home visiting model if it occurs after hiring?

# Measure 2: Pre-service training adequately focuses on the knowledge and skills most relevant for the day to day roles of home visitors, utilizing adult learning principles to maximize transfer of skills and knowledge.

- Do pre-service training opportunities cover knowledge and skills most relevant to the day to day roles of home visitors?<sup>6</sup>
- Are pre-service training opportunities aligned with competencies for the home visitor role?
- Are pre-service training opportunities tailored to the learning level of home visitors?
   Do pre-service training opportunities incorporate opportunities for home visitors
  - to apply skills learned (e.g., role play, mock home visits)?
  - ▷ Do prospective home visitors have opportunities to shadow those currently in the role during pre-service training?
- Are pre-service offerings regularly updated based on the needs and challenges of home visitors?
  - Do home visitors have opportunities to provide feedback on their experiences in pre-service training once they have assumed their roles?
- Is there a process in place to certify pre-service training which meets relevant criteria?

#### Goal 2

Home visitors have adequate opportunities while in their roles to develop the skills and knowledge needed to support families and grow their careers.

# Measure 1: In-service training is widely available and accessible, and adequately focuses on the knowledge and skills most relevant for the day to day roles of home visitors.

- Are in-service training opportunities available and accessible to all home visitors? (e.g. offered on a regular basis, at a low cost or free of charge, held in easily accessible locations or offered virtually)
  - If transportation is a barrier for home visitors in attending trainings, are there stipends available to cover such costs?
  - ▷ If training is mostly online, are there opportunities for in-person interactions and support?
  - Are home visitors able to leave work to participate in these opportunities? Do they receive paid time off to participate?
- Are in-service training opportunities responsive to and reflective of the roles and responsibilities of home visitors?<sup>7</sup>
  - > Are topics relevant to their day-to-day roles?
  - Do home visitors have the option to select training opportunities based on their particular needs?
  - > Does in-service training align with the competencies for their roles?
  - Does in-service training offer opportunities for home visitors to apply skills learned (e.g., role play, mock home visits)?
  - Does in-service training provide the opportunity for home visitors to interact with peers and share challenges, experiences and lessons?
- Are trainers knowledgeable about the processes and content of home visiting?
  - Do trainers have previous experience working in similar roles as home visitors?
  - Do trainers have opportunities to learn how to best impart new knowledge and skills to home visitors?
- Do home visitors have opportunities to provide feedback on their experiences in in-service training?
  - ▷ If so, are in-service offerings regularly updated based on their needs and challenges?
- Is there a process in place to certify in-service training which meets relevant criteria?

### Measure 2: Home visitors receive regular and relevant professional support from trained supervisors.

- Are home visitors assigned to supervisors?
  - ▷ If not, do they receive support from others (e.g. mentor, peers)?
  - Do supervisors meet with home visitors individually, frequently, and on a regular basis?
  - > Are supervisor to home visitor ratios reasonable?
  - Do supervisors facilitate group supervision opportunities that promote peer learning and sharing among home visitors?
- > Are supervisors knowledgeable about the processes and content of home visiting?
  - Do supervisors have previous experience working in similar roles as home visitors?
- > Do supervisors address the needs most relevant to frontline workers?
  - > Are there opportunities in supervisory sessions for home visitors to reflect on their work and challenges they are facing?
  - > Are supervisors available to address emergent issues with families?
  - Do supervisors accompany visitors in home visits and provide feedback on their work?
  - ▷ Are there facilitated opportunities for home visitors to watch or listen to recordings of their own home visits to aid in their reflection on their work?
  - ▷ Do supervisors have checklists/manuals available to be able to systematically reflect on what is happening in a visit?
- Do home visitors participate in a formal performance assessment process where accomplishments and Areas for improvement are identified, documented, and discussed with their supervisor?
  - Is this feedback considered in decisions about contract extensions, promotions, and pay increases?
  - > Does the program clearly outline performance expectations for home visitors?

### Measure 3: Home visitors have appropriate opportunities and incentives for career development and advancement.

- Are home visitors eligible for pay increases and promotions based on performance, length of time working with the program, or completion of additional training?
- Are career pathways defined within the program?
  - Are there regular opportunities for high-performing home visitors and supervisors to advance to different positions within the program?
  - Does the program recruit and hire supervisory personnel from within the ranks of the program?

#### Goal 3

Supervisors have adequate opportunities to develop the skills and knowledge needed to support home visitors and families, and grow their careers.

### Measure 1: Supervisors have sufficient opportunities to gain knowledge and skills to support their work with home visitors.

- Are training opportunities (pre- and in-service) available and accessible to supervisors? (e.g. offered on a regular basis, at a low cost or free of charge, held in easily accessible locations or offered virtually, updated regularly based on needs and challenges)
  - ▷ If training is mostly online, are there opportunities for in-person interactions and support?
  - If transportation is a barrier for supervisors in attending trainings, are there stipends available to cover such costs?
- Measure continues on next page

<ul> <li>Are supervisors able to leave work to participate in these opportunities? Do they receive paid time off to participate?</li> <li>Are training opportunities focused on important components of supervision (e.g., assigning roles and responsibilities, providing feedback, interpersonal relations, adult learning, organizational culture)?</li> <li>Do supervisors have the option to select training opportunities based on their particular needs?</li> <li>Do training opportunities incorporate opportunities for supervisors to apply skills learned (e.g., role play, mock home visits or supervision)?</li> </ul>	
Measure 2: Supervisors receive regular and relevant support from program leaders. <sup>8</sup>	
Are supervisors assigned to program leaders or mentors who can offer support and guidance?	
Do supervisors meet with an assigned program leader individually, frequently, and on a regular basis?	
Do supervisors have the opportunity to interact with peers and share challenges, experiences and lessons?	
Do supervisors participate in a formal performance assessment process where accomplishments and Areas for improvement are identified, documented, and discussed with their assigned program leader?	
Is this feedback considered in decisions about contract extensions, promotions, and pay increases?	
<ul> <li>Does the program clearly outline performance expectations for supervisors?</li> <li>Do home visitors provide input in supervisor performance assessments?</li> </ul>	
Measure 3: Supervisors have appropriate opportunities and incentives for career development and advancement.	
<ul> <li>Are supervisors eligible for pay increases and promotions based on performance,</li> </ul>	
<ul> <li>length of time working with the program, or completion of additional training?</li> <li>Are career pathways defined within the program?</li> </ul>	
Are there regular opportunities for high-performing supervisors to advance to different positions within the program?	
Does the program recruit and hire program leaders from within the ranks of the program?	

- 5 We are using the term pre-service training to refer to initial preparation programs at college and universities, those available through private providers, and training offered by a home visiting program prior to an individual's entry into a role.
- 6 Depending on the content of the program, key topics may include: conducting developmental screening, child health and development, promotion of nurturing care and psycho-social stimulation, communicating with caregivers, working with families from different backgrounds (e.g. socioeconomic, linguistic, religious, ethnic, cultural), accessing community resources, parent mental and behavioral health, social support, economic support, and intimate partner violence.
- 7 Depending on the content of the program, key topics may include: conducting developmental screening, child health and development, promotion of nurturing care and psycho-social stimulation, communicating with caregivers, working with families from different backgrounds (e.g. socioeconomic, linguistic, religious, ethnic, cultural), accessing community resources, parent mental and behavioral health, social support, economic support, and intimate partner violence.
- 8 We define "program leaders" as those managing the program at a government or non-government agency.

### Area 4 Workforce Conditions



Poor working conditions can lead to recruitment challenges, high turnover, and low job satisfaction among home visiting personnel which can in turn compromise the quality of service provision. Given the importance of ensuring adequate working conditions, the questions below help you reflect on compensation, mechanisms for recognizing the workforce, workload, and organizational culture in your program. **Goal 1** Home visiting personnel are adequately compensated and receive incentives that increase their job satisfaction.

**Goal 2** Home visiting personnel have manageable workloads and measures are in place to minimize their stress levels.

**Goal 3** The program promotes a supportive and collaborative organizational culture that prioritizes the safety of home visitors.

#### Goal 1

Home visiting personnel are adequately compensated and receive incentives that increase their job satisfaction.

#### Measure 1: Home visiting personnel have job security.

- Does the program provide home visiting personnel with long-term (e.g. longer than six months) contracts?
- Are there policies in place for personnel hiring/ dismissal procedures?
  - > Are these policies equitable and fair to all home visiting personnel?
  - > Are these policies clearly communicated to home visiting personnel?
  - > Are there mechanisms for worker grievances and resolution regarding hiring/ dismissal practices, working hours, and other working conditions?

#### Measure 2: Home visiting personnel receive competitive pay and benefits.

- Are home visitors and supervisors remunerated for their work?
  - Do they receive a predetermined amount of compensation on a fixed basis (e.g. weekly, bimonthly, monthly)?
  - > Do they receive payments on time without delays?
  - Does the amount of compensation reflect the time and effort it takes to carry out their work?
  - ▷ Does the compensation match those of peers in similar settings (e.g. other health workers or workers with the same level of education)?
  - Does compensation vary based on education and/or the number of years of experience a frontline worker has?
  - Are there opportunities for pay increases based on criteria such as performance and the length of time spent working with the program?
  - Is pay for home visiting personnel institutionalized in policy to ensure sustainability in the face of political changes?
- If home visitors are unpaid/volunteers, does the program cover all out-of-pocket expenses (e.g. transportation, costs of materials or training)?
- Do home visiting personnel receive paid time off and regular breaks?

### Measure 3: There are opportunities for home visiting personnel to receive recognition for their work.

- Are there regular opportunities to recognize (e.g. bonuses, awards, public recognition of achievement) home visiting personnel for their work?
  - ▷ Does the program clearly explain how home visiting personnel can receive these incentives?
- Measure continues on next page

- Are there criteria available for supervisors to determine how personnel can receive these incentives?
- > Do supervisors readily use available incentives?

### Measure 4: There are opportunities for unpaid workers/volunteers to receive recognition for their work.

- If the program relies on volunteers, are there opportunities to recognize (e.g. inkind contributions) them for their work?
- Does the program provide volunteers with a pathway in which to transition from volunteers to paid (e.g. stipend or salaried) staff?
- Do volunteers receive time off and regular breaks?

#### Measure 5: There is a strategy in place to address worker turnover.

- Are data on turnover of home visiting personnel available (i.e., % of workers leaving their roles on an annual basis)?
- Is information gathered on the reasons that home visiting personnel leave the profession?
  - Are there efforts (e.g. environmental scans, market analyses, compensation reviews) in place to address known challenges to retaining home visiting personnel

#### Goal 2

Home visitors have manageable workloads and measures are in place to minimize their stress levels.

### Measure 1: Home visitors are efficiently able to manage their workloads and minimize their stress levels.

- Are the responsibilities and number of work hours stipulated in the job description for home visitors reasonable?
  - If so, do the responsibilities and number of work hours align with what occurs in practice?
- Do home visitors have manageable workloads?
  - Are there policies in place that stipulate caseloads for home visitors?
     If so, are these caseloads reasonable?
  - Do home visitors have a reasonable amount of administrative duties (e.g. filling out paper work)?
  - > Do home visitors work a reasonable number of hours each day?
  - > Are there measures in place (i.e., additional recruitment) to ensure that home visitors don't become overburdened when enrollment rates increase?
  - Do home visitors face reasonable commute times and distances to the families in their caseload?
  - Do they receive supplemental funds or reimbursement for traveling long distances?
  - Are there measures in place to address potential demands of working non-traditional hours, such as weekend or evening visits (e.g., supplemental compensation, extra time off, flexible work schedules)?
  - ▷ Do they receive adequate support from their supervisors in managing their workloads?
  - Are there mechanisms to address workload or other challenges related to their working conditions?

### Measure 2: Supervisors are efficiently able to manage their workloads as well as the workloads of their supervisees and assist them with reducing stress.

- Do the responsibilities and number of work hours stipulated in the job description for supervisors align with what occurs in practice?
- Measure continues on next page

- Do supervisors have manageable workloads?
  - > Are supervisors responsible for a reasonable number of supervisees?
  - ▷ Do supervisors have a reasonable amount of administrative duties (e.g. filling out paper work and conducting community outreach)?
  - Do supervisors receive pre-and in-service training on how to best provide technical assistance and ongoing support to frontline workers in individual and group settings related to managing their workloads and stress?
  - > Do supervisors work a reasonable number of hours each day?
  - Are there measures in place (e.g., additional recruitment) to ensure that supervisors don't become overburdened when program's enrollment rates increase?
  - Do supervisors face reasonable commute times and distances when conducting their home visits?
  - > Do supervisors receive travel funds or reimbursements for work travel beyond their community?
  - Are there measures in place to address potential demands of working non-traditional hours, such as weekend or evening visits (e.g., supplemental compensation, extra time off, flexible work schedules)?
  - Do supervisors receive adequate support from program leadership in managing their workloads?
  - Are there mechanisms to address workload or other challenges related to their working conditions?

The program promotes a supportive and collaborative organizational culture that prioritizes the safety of home visitors.

### Measure 1: The program promotes an organizational culture that encourages constructive feedback.

- > Do home visitors have opportunities to provide feedback to their supervisors?
- > Do supervisors have opportunities to provide feedback to program leaders?
- Do home visitors have opportunities to provide feedback on the home visiting program?
- Does the program promote a positive workplace culture?<sup>9</sup>
  - > Does the program encourage peer support among home visitors?
  - Does the program promote open and supportive communication among home visitors?

### Measure 2: The program values community safety and takes measures to ensure the safety of its home visiting personnel.

- Are safety measures in place to help home visitors and supervisors conduct home visits?
  - > Are there options for home visiting personnel to complete visits in pairs if safety concerns are present?
  - > Are there limits to how far home visiting personnel are expected to travel to visit families in their caseload?
  - > Are there mechanisms for home visitors and supervisors to express safety concerns? If so, are concerns addressed?
  - Are there guidelines/ protocol for how to address safety concerns, including protections around harassment and violence? If so, can these guidelines be adjusted based on the nature of the safety concern?
- 9 We define a positive workplace culture to be one that is conducive to productivity by encouraging collaboration, open communication, and constructive feedback among home visitors and supervisors.

## Program Design



How home visiting personnel carry out their roles depends greatly on the design of a program. While some aspects of program design do not directly involve the workforce, they influence how the workforce supports families and their overall well-being. The following questions provide an opportunity for you to reflect on key aspects of your program's design including its target population, intensity of services, and content.

**Goal 1** The home visiting program has a clear focus in terms of which children and families to serve and disseminates information on the program to targeted groups for enrollment.

Goal 2 The program has a theory of change that clearly defines the outcomes of the program and mechanisms for achieving these outcomes.

**Goal 3** The program's content and dosage are appropriately designed to achieve the intended outcomes.

#### Goal 1

The home visiting program has a clear focus in terms of which children and families to serve and disseminates information on the program to targeted groups for enrollment.

#### Measure 1: The program has a clear target population of children and families to reach.

- Does the program have clear guidance on which children and families it aims to serve (e.g. universal, targeted)?
  - > Does the program define the primary caregivers it will engage?
  - > If mothers are the primary caregivers, does the program also have guidance on how to engage or support fathers and other caregivers?
- If targeted home visiting services are offered:
  - > Does the program conduct a needs assessment to determine its target population?
  - > Does the program outline eligibility criteria for families which include indicators for vulnerability?<sup>10</sup>
  - > Does the program have a clear understanding of the size of its target population? Does the program have a strategy to project any changes to the target population size over time?
  - > Does the program have the capacity to reach members of its target population (e.g. adequate number of home visitors to population to maintain service ratios and other quality standards)?
  - > Does the program review eligibility criteria on a regular basis to ensure that it reflects updated data and population needs?

#### Measure 2: The program uses a variety of methods to inform and enroll target families into the program.

- Does the program disseminate information about the program and services offered to reach diverse families across the country through trusted and accessible channels (e.g. health centers, religious centers, community centers, local markets, radio programs)?
- > Does the program work to remove barriers that might limit enrollment of vulnerable populations (e.g., translated materials, multiple enrollment locations)?
- Do home visiting personnel receive training on how to conduct outreach to enroll families in the program(s)?
  - > Do home visiting personnel receive training and ongoing monitoring on how to apply eligibility criteria when conducting outreach to enroll families in the program?

The program has a theory of change that clearly defines the outcomes of the program and mechanisms for achieving these outcomes.

### Measure 1: The program has a theory of change<sup>11</sup> that defines the program's intended outcomes.

- Does the program have a theory of change that informs the design of the program?
  - To what extent are the outcomes of the program focused on child and family well-being?<sup>12</sup>
  - Does the program clearly identify both intermediate and long-term outcomes for the children and families it serves?
- ▶ Do the program leaders regularly revisit their theory of change to ensure their assumptions, services, and outcomes are still valid?
- Do the program leaders consult with home visiting personnel when developing and revising the theory of change?

### Measure 2: The program has clearly defined mechanisms (services and activities) for achieving its outcomes.

- Is there alignment between the services provided by the program and the theory of change?
  - ▷ Are there clear (e.g., logical, well-articulated) pathways between the services provided and the program's intermediate and long-term outcomes?

#### Goal 3

The program's content and dosage are appropriately designed to achieve the intended outcomes.

### Measure 1: The program covers topics relevant for supporting child and family well-being.

- Do the program topics address all of the components of the Nurturing Care Framework?<sup>13</sup>
  - If not, does the program ensure that families receive support on the remaining components and topics through other services (e.g. coordinate or establish service-level partnership agreements with other providers)?
- Do home visitors have the flexibility to adjust the topics and content of visits based on a family's expressed or observed needs?
  - If so, do frontline personnel receive guidance on how to make these adjustments?

### Measure 2: Multiple strategies are utilized to support child and family well-being.

- Depending on the program design and structure, are child and family well being addressed comprehensively through home visits, group sessions, and/or other strategies?
- Do home visitors model supportive behaviors with families during individual visits and/or group sessions?
- Do home visitors offer caregivers the opportunity to practice new skills and provide coaching on these skills in individual sessions and/or group sessions?
- Do home visitors offer caregivers information or support in accessing relevant resources? (e.g. birth registration, social care services, cash or in-kind transfers and social insurance, health and well-being programs, early learning services, developmental support, etc.)

# Measure 3: The program is designed to engage with families over an extended period of time and with sufficient frequency to develop supportive relationships.

- Does the program engage with families over a long enough time frame that they are able to develop a relationship with home visitors?
  - ▷ Do services begin prenatally? If not, does the program coordinate with other services that may engage with the family during this period?
  - If visits are not delivered regularly (e.g., weekly or monthly), are they aligned with expected developmental milestones or delivered regularly enough to identify potential delays?
- Are visits offered with enough frequency that families are able to develop a relationship with home visitors?
  - ▷ If the number of visits varies over the course of participation in a program, are they timed such that they are more frequent at the outset?
  - ▷ Do home visitors have the flexibility to adjust the number of visits based on a family's observed or expressed needs?
- Do home visitors keep in touch with families in-between visits (or provide availability to do so) through calls, texting, or other locally-accessible means?

#### Measure 4: Home visitors can substantively engage with families during visits.

- Do home visitors have sufficient time to:
  - ▷ Provide quality care and service during visits?
  - > To cover the intended content?
  - ▷ To make the family feel comfortable and not rushed, and to address their concerns?
  - > To assess/monitor the child's well-being and identify potential vulnerability factors?
  - ▷ To assess/monitor family well-being and identify potential vulnerability factors?
- Do home visitors have sufficient time and opportunities to discuss potential vulnerability factors with their supervisor and arrange follow-up or referral services?
  - If so, do supervisors have the time and capacity to provide guidance to home visitors?
  - Do supervisors have the time and capacity to visit the family to provide appropriate follow-up or referral services, when needed?

- 10 Vulnerability factors could include: income level, children with special needs, young and/or single mothers, families with a history of child mistreatment, substance abuse, domestic violence, mental health needs, or HIV status, refugee or crisis-affected populations, minorities or other marginalized populations, military families with deployed caregivers, and/or referrals from other health and social welfare programs.
- 11 We define the theory of change as the logic of how the home visiting program's activities and services contribute to achieving its intended outcomes.
- 12 We define "Child and Family Well-being" to include the child's health and development, as well factors influencing caregivers' ability to succeed in their caregiving role and provide nurturing care, which includes their physical and mental health and environmental security, among others.
- 13 The Nurturing Care Framework defines five inter-related components of nurturing care: good health, adequate nutrition, safety and security, responsive caregiving and opportunities for learning.

### Area 6 Enabling Environment



The overall context in which a program operates influences the strength of its operations. This has implications for the types of personnel working in a program and how they are supported to carry out their work, and ultimately influences their performance. The following questions provide an opportunity for you to reflect on the overall context in which your program operates including related to how responsibilities are divided among levels of government, buy-in for the program, available funding, and the capacity of leadership. **Goal 1** Responsibilities for program services are clear across sectors and levels of government and have buy-in from relevant actors.

**Goal 2** The program has stable and adequate funding to support implementation of home visiting services.

**Goal 3** The program effectively supports referrals to other relevant government and non-government services.

#### Goal 1

Responsibilities for program services are clear across sectors and levels of government and have buy-in from relevant actors.

# Measure 1: There is clarity in roles and responsibilities and effective coordination for program planning and implementation across different sectors, levels of government,<sup>14</sup> and non-government agencies.

- Is the allocation of roles, responsibilities, and tasks for different aspects of the program (e.g. training personnel, compensating personnel, and monitoring visits) among different levels of government and for non-government agencies clear?
  - Are there policies or plans in place to specify the roles/responsibilities of different levels of government (e.g., national, regional, local) and non-government agencies involved?
  - Are fiscal responsibilities across levels of government and for non-government agencies clear?
- Is there coordination across sectors, different levels of government, and non-government agencies?
  - Are there mechanisms in place for officials at different levels of government and non-government agencies to share information, updates, and make relevant decisions?
  - ▷ Does the program encourage inter-sectoral collaboration (e.g., across health, education, social protection) with clearly defined roles for each sector?

#### Measure 2: There is wide support and buy-in for the program.

- Do existing policies/plans institutionalize the program in policy planning processes?
  - > Are there integrated (multisector) ECD policies that reference the program, or the types of services it provides, at the national or sub-national level?
  - ▷ Is the program incorporated in a relevant sector plan?
  - > Is there legislation to ensure the program's sustainability over time?
- Do leaders at different levels of government and in various roles share a sense of ownership for the program and its success?
  - Are data on the program's purpose and impact regularly shared with leaders at the national, sub-national, and community levels?
- Measure continues on next page

- ▷ Do leaders at the community level (e.g. health and social protection focal persons, community elders) encourage participation in the program?
- Does the general public value the program?
  - Has the program conducted any needs assessments (e.g. administering surveys) to determine public interest in investing in early childhood and home visiting services?
  - Does the program make use of communications channels (e.g. television, radio, newspaper) to disseminate information on the program, its purpose, its impact, and on the role of home visitors?

The program has stable and adequate funding to support implementation of home visiting services.

### Measure 1: There are stable sources of funding at various levels of government.

- > Are there stable sources of funding for the program at various levels of government?
  - ▷ Does the program rely on funding from external sources?<sup>15</sup>
    - ▷ If so, is there a plan in place to transition to internal sources in the medium-term (e.g. approx. 5 years)?
- ▶ Is funding for the program institutionalized through a line item in relevant budget(s)?
- Are there opportunities for sub-national levels of government to receive funding from higher levels of government based on need?
- Is funding for the program delivered between levels of government, different agencies, or partners efficiently and transparently?

#### Measure 2: Program budgets reflect service needs.

- Are budgets at various levels of governments based on actual costs and projections?
  - > Are budgets across different levels of government/various agencies aligned?
  - ▷ Do budgets account for support for key Areas of need including in-service training, materials/resources, compensation for personnel?
  - ▷ Is there a systematic collection and aggregation of direct and indirect costs to inform ongoing budgeting?
  - Does the budget account for resources that may be available from other programs and sub-sectors?
  - Are budgets revised on a regular basis to ensure that changing program needs/costs are accounted for?

### Measure 3: Program leaders (at government or non-government agencies) have the tools and resources needed to align the budget with the program's goals.

- Do program leaders (those managing the program at a government or nongovernmental agency) have the necessary management and financial skills to develop program budgets and allocate program resources to achieve service goals?
- Do program leaders have the management skills (e.g. communication and strategic thinking skills), together with the programmatic experience (e.g. knowledge of the program and home visiting practices), to ensure that budgets are aligned with the program model and its intended service goals?
- Do program leaders have the financial planning skills to effectively manage program budgets?

#### Measure 4: Program funds are used for their intended purpose.

- Does the program provide periodic updates (e.g. monthly, quarterly) on spending? By budget category?
- Does the program hold periodic reviews (e.g. monthly, quarterly) or other mechanisms to ensure that program funds are efficiently distributed and used for their intended purpose?

The program effectively supports referrals to other relevant government and non-government services.

#### Measure 1: The program makes effective referrals at the service delivery level.

- Does the program have a strong referral system in place?
  - Does the program have a way of knowing all the services a child/family may be receiving?
    - ▷ If so, are there efforts to align these services?
  - Does the program have a means of knowing that the services being referred to are well equipped (e.g. well-trained personnel, enough resources, enough workers) to serve families?
  - Do home visiting personnel have access to up-to-date information on services offered through other programs/agencies (e.g. immunizations, cash transfer programs) so that they can make relevant referrals?
  - Do program curricula and training materials for home visitors include current information on other support services for families?
    - ▷ If so, are home visitors trained to make connections with other services and assist families in following through on these referrals?
  - Does the program periodically follow up with families after referrals have been made to ensure services are appropriate and well-received and to solicit any feedback?
  - Do home visitors have opportunities to provide feedback on the current referral system?
- Is current information about the services offered through the home visiting program disseminated to other relevant government and non-government agencies to facilitate referrals across services?
  - Do program leaders and/or other personnel disseminate information on the services it offers to other government/non-government entities?
  - Do program leaders and/or other personnel participate in relevant community planning groups, taskforces, or advisory groups so that they are knowledgeable about community resources?

- 14 We define the different levels of government as local, national, or regional.
- 15 We define "external sources" as public or private sources of funding and include those that are either domestic or international in origin.

### Area 7 Monitoring and Quality Assurance

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To understand the quality of services delivered and identify how best to improve services, monitoring and quality assurance mechanisms are needed. The following questions provide an opportunity for you to reflect on the manner in which comprehensive monitoring and quality assurance systems are upheld in your program, the capacity in which they are implemented, and the way in which they are used to ensure the sustainability of the program. **Goal 1** There is a monitoring and quality assurance system with clear standards and data collection procedures.

**Goal 2** There is sufficient capacity to implement the monitoring and quality assurance system.

**Goal 3** Results of the monitoring and quality assurance system are used to guide personnel support and professional development along with human resource planning.

#### Goal 1

There is a monitoring and quality assurance system with clear standards and data collection procedures.

### Measure 1: The purpose of monitoring quality and types of data to collect are clear.

- Are the overall purpose and scope of the monitoring system consistent with the program's theory of change?
- Are the overall purpose and scope for the monitoring system communicated to all levels of program personnel and other relevant stakeholders (e.g., parents)?
- Does the program collect data consistent with the theory of change?
  - Does the program collect implementation data (i.e., what home visitors are doing) on a regular basis (e.g., weekly, bimonthly, monthly)?
  - Does the program collect outcome data (i.e., how children/ families are doing) on a regular basis (e.g., weekly, bimonthly, monthly)?

#### Measure 2: Well defined program quality standards are in place.

- Are there minimum standards for program quality?
  - If so, do these standards address topics relevant to structural and process quality such as: home visitor and supervisor caseload, frequency/duration of visits, topics covered, and home visitor interactions with children and parents?
  - Have diverse stakeholders (e.g., home visitors, supervisors, parents, program leaders, researchers) provided input during the process of developing these standards?
- Are the program quality standards communicated to all levels of program leaders and home visiting personnel, as well as other relevant stakeholders (e.g., parents)?
- Are program standards regularly reviewed and revised to account for changing needs/circumstances?

### Measure 3: There are procedures in place to ensure the quality and efficiency of monitoring practices.

- Are data collection processes and tools standardized to ensure that information collected across sites and levels is captured in similar ways and will have similar meanings?
- Is data collection redundancy eliminated to the extent possible?
- Does the data collected across various domains of quality (such as service quality; personnel performance; child outcomes, etc.), provide a broad, coordinated picture of quality?
- Measure continues on next page

- Does the program have a system in place (e.g. management information systems (MIS)) that allows for the aggregation of data in a way that is helpful to the program, including program leaders and home visiting personnel?
- Does the program ensure that the data collection process does not place excessive burden on home visitors?

## There is sufficient capacity to implement the monitoring and quality assurance system

### Measure 1: There is policy guidance regarding roles and responsibilities for monitoring and quality assurance.

- Are the roles of home visiting personnel (e.g., home visitors and supervisors) and program leadership in monitoring and quality assurance clearly defined and communicated across the program?
- Are the types of skills needed (e.g., data collection; data analysis; data use/ reflection) clearly stated in policy/program documents?
- Are these roles and responsibilities reviewed and updated as program needs/ circumstances change?

### Measure 2: Relevant personnel involved in monitoring and quality assurance have the requisite expertise and skills.

- Are all home visiting personnel and program leadership involved in monitoring and quality assurance trained and supported to monitor program standards and regulations, including relevant data collection processes?
  - ▷ Do they have the technical skills to understand the data and use it to support improvements?
- Are there enough personnel to monitor compliance with program quality standards and regulations?
- Are new personnel roles required to for monitoring and quality assurance activities?
  - ▷ If so, are there plans to address these emerging needs?

#### Goal 3

Results of the monitoring and quality assurance system are used to guide personnel support and professional development along with human resource planning.

### Measure 1: Data on the quality of the home visiting program are used to guide program improvement.

- Are data on the implementation and impact of quality standards collected and examined to identify Areas for improvement across the home visiting program?
  - ▷ Do program leaders have the requisite skills and knowledge to interpret the data and ensure program improvements and efficiency?
- Is there a process for acknowledging program quality achievements and improvements (e.g., program accreditation or certificate, financial incentives) and or addressing program quality shortcomings?
- Are the data collected on the program presented and communicated to all stakeholders (e.g., home visitors, supervisors, policymakers, parents) in a user-friendly way?

### Measure 2: Monitoring data are used to support home visitors and their professional development.

- Does the program provide opportunities for home visitors to access and reflect on the information collected from quality monitoring so that it helps to inform their practice?
- Are the necessary resources available to ensure that home visitors receive support (e.g., coaching, training, materials) to address Areas for improvement that are identified through monitoring processes?
- Are the results of monitoring used to guide professional development offerings for home visiting personnel?

### Measure 3: Data from the monitoring and quality assurance system are used to inform human resource planning.<sup>16</sup>

- Are data from the monitoring and quality assurance system collected and examined to inform human resource planning?
  - ▷ Do program leaders have the requisite skills and knowledge to interpret the data and make decisions related to human resource planning?
  - Does the program use the data to project the number of personnel that will be needed to fulfill service targets?
- Are the data on monitoring and quality assurance used to:
  - ▷ Track the number, skills, qualifications, and compensation levels of home visiting personnel?
  - Make projections (e.g. assess future demand and supply) about the size, skills, qualifications, and compensation levels of the home visiting personnel needed to reach or maintain target service ratios?
  - ▷ Track and address turnover?
  - > Inform training and other professional development needs?
  - ▷ Inform recruitment and hiring practices?
  - > Make projections about the services the target population needs?

16 By this we mean a process by which home visiting programs assess their current and future workforce needs in order to achieve their goals, and then establish plans to meet those needs.



www.earlychildhoodworkforce.org



www.r4d.org



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