



Home Visiting Workforce Needs Assessment Tool

2019

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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

<p>AREA 1 page 6</p> <p>Workforce Expectations </p> <ul style="list-style-type: none"> ▶ Job descriptions/ profiles ▶ Competences ▶ Standards ▶ Recruitment ▶ Skill assessment at hiring 	<p>AREA 2 page 8</p> <p>Curricula, Materials, and Resources </p> <ul style="list-style-type: none"> ▶ Curricula ▶ Manuals/ resources ▶ Screening/ assessment tools ▶ Play materials 	<p>AREA 3 page 11</p> <p>Training, Supervision, and Career Development </p> <ul style="list-style-type: none"> ▶ Training (Pre- and In-Service) ▶ Supervision/ mentoring ▶ Peer support ▶ Professional development ▶ Career pathways within the program 	<p>AREA 4 page 15</p> <p>Workforce Conditions </p> <ul style="list-style-type: none"> ▶ Workload ▶ Remuneration ▶ Incentives (monetary and non-monetary) ▶ Organizational culture/ stress ▶ Transportation ▶ Community safety
<p>AREA 5 page 18</p> <p>Program Design </p> <ul style="list-style-type: none"> ▶ Duration ▶ Frequency ▶ Target group ▶ Content ▶ Modality 	<p>AREA 6 page 21</p> <p>Enabling Environment </p> <ul style="list-style-type: none"> ▶ Program governance ▶ Program finance ▶ Buy-in for HV programs ▶ Workforce rules/ regulations ▶ Community support ▶ Coordination across services/ sectors ▶ Program leadership 	<p>AREA 7 page 24</p> <p>Monitoring and Quality Assurance </p> <ul style="list-style-type: none"> ▶ Data collection ▶ Data usage ▶ Program standards/ guidelines ▶ Performance monitoring 	

Area 1

Workforce Expectations



Providing home visiting personnel¹ 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.²

- ▶ 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? _____

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- ▶ Does the program clearly outline any relevant skills and attributes (e.g. leadership, teamwork, communication, reading/writing, ability to observe, provide feedback and coaching) needed 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.

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 training⁵ 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?⁶
- ▶ 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?⁷
 - ▷ 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?

- ▷ Are supervisors able to leave work to participate in these opportunities? Do they receive paid time off to participate?
- ▶ Are training opportunities focused on important components of supervision (e.g., assigning roles and responsibilities, providing feedback, interpersonal relations, adult learning, organizational culture)?
- ▶ Do supervisors have the option to select training opportunities based on their particular needs?
- ▶ Do training opportunities incorporate opportunities for supervisors to apply skills learned (e.g., role play, mock home visits or supervision)?

Measure 2: Supervisors receive regular and relevant support from program leaders.⁸

- ▶ 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?
 - ▷ Does the program clearly outline performance expectations for supervisors?
 - ▷ Do home visitors provide input in supervisor performance assessments?

Measure 3: Supervisors have appropriate opportunities and incentives for career development and advancement.

- ▶ Are supervisors 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 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.

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? _____

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- ▶ 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. in-kind 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?

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Goal 2

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 change¹¹ 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?¹²
 - ▷ 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?¹³
 - ▷ 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.

- ▶ 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?

Goal 2

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?¹⁵
 - ▶ 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 non-governmental 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?

Monitoring and Quality Assurance



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?

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- ▶ 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?

Goal 2

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.¹⁶

- ▶ 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.

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