

# Today's Session

- Discuss workforce issues for evidence-based programs
- Discuss how these issues apply to programs implemented in tribal communities
- Discuss potential workforce opportunities and challenges and ways to address them

# Today's Speakers

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## Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment

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# Recruitment, Retention, Training, Professional Development, and Supervision of Home Visiting Staff

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Tribal Maternal, Infant, and Early Childhood Home Visiting  
Program Grantee Kick-Off Meeting



# Outline for Today's Presentation

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- **Background on the EBHV grantee cluster**
- **Workforce requirements for evidenced-based programs**
- **EBHV grantees' experiences with recruiting, training, supervising, and supporting home visitors and lessons learned**



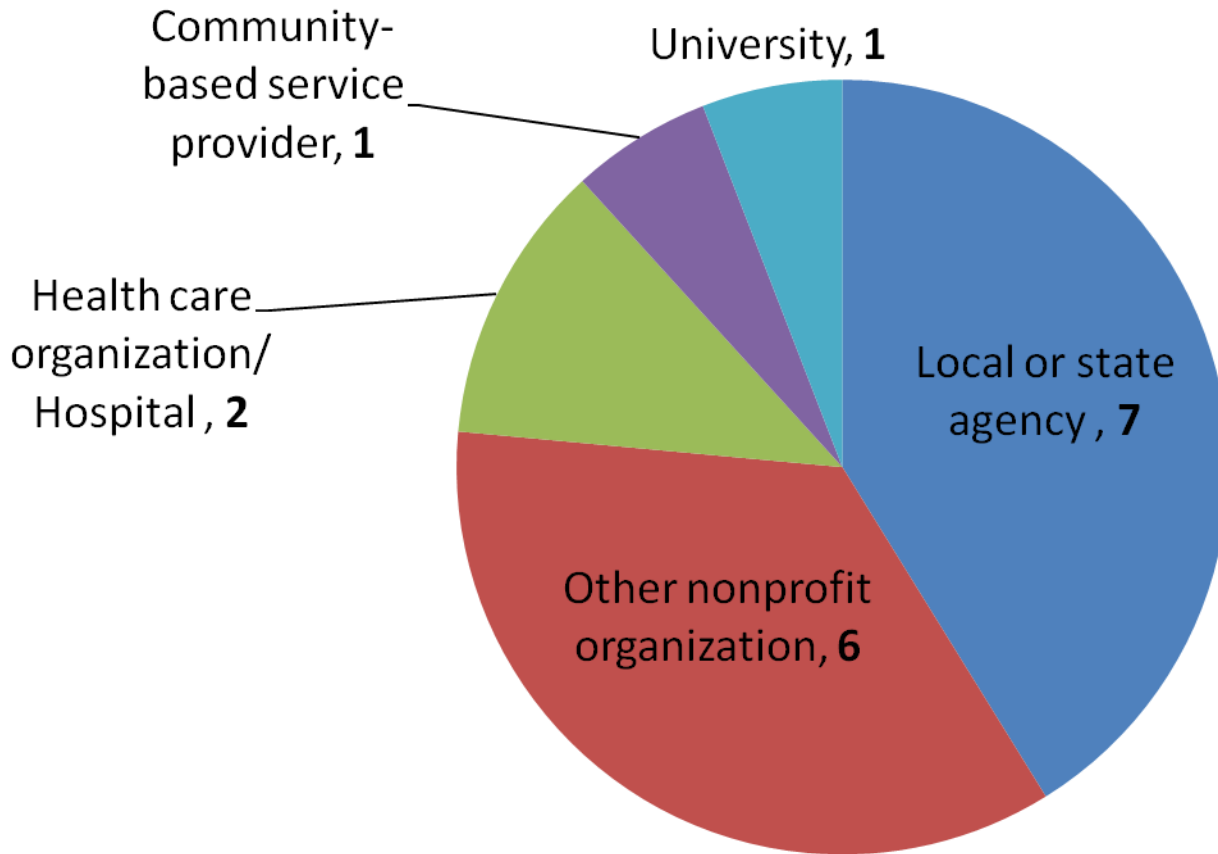
# The Supporting EBHV Program

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- **In 2008 ACF's Children's Bureau funded 17 grantees in 15 states to:**
  - Select evidence-based home visiting models
  - Build infrastructure to implement, scale up, and sustain programs with fidelity
  - Participate in local and cross-site evaluations
- **The grant period is 5 years**
- **Mathematica/Chapin Hall conducting the cross-site evaluation**



# EBHV Grantees' Organizational Setting





# Grantees Selected Several Home Visiting Models

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<b>Home Visiting Program Model</b>	<b>Target Population</b>	<b>Number of Grantees Selecting Model</b>
<b>Nurse-Family Partnership</b>	<b>First-time pregnant women &lt; 28 weeks gestation</b>	<b>11</b>
<b>Healthy Families America</b>	<b>Pregnant women or new parents within two weeks of infant's birth</b>	<b>5</b>
<b>Parents as Teachers</b>	<b>Birth or prenatal to age 5</b>	<b>3</b>
<b>SafeCare</b>	<b>Birth to age 5</b>	<b>3</b>
<b>Triple P</b>	<b>Birth to age 12</b>	<b>1</b>

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# Collecting the Data

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- **Telephone interviews with grantee and implementing agency staff from 9 EBHV grantees**
  - Identifying and recruiting qualified home visitors
  - Pre-service and in-service training for home visitors and supervisors
  - Providing supervision and ongoing support to home visitors
  - Lessons learned about recruiting, training, supervising, and supporting home visitors in evidence-based programs





# Requirements for Evidence-Based Home Visiting Programs

Recruitment	Training
<ul style="list-style-type: none"><li>• Education requirements</li><li>• Experience requirements</li><li>• Recommended skills and characteristics</li></ul>	<ul style="list-style-type: none"><li>• Mandatory pre-service training; travel required</li><li>• Required in-service training</li></ul>



# The Evidence-Based Difference

Service Delivery	Supervision and Support
<ul style="list-style-type: none"><li>• Work intensively with families for an extended time period</li><li>• Work independently while meeting critical program standards</li><li>• Fulfill recordkeeping and reporting requirements</li></ul>	<ul style="list-style-type: none"><li>• Few home visitors per supervisor</li><li>• Group, one-on-one, and observation activities</li><li>• Frequent and consistent</li><li>• Constructive feedback</li><li>• Supervision is supportive not directive</li><li>• Fidelity monitoring</li></ul>



# Searching for Home Visitor Candidates

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- **Internal**
  - Identified staff and approached them about transferring to the new program
  - Posted the position internally, talked to other managers, and held informational meetings
- **External**
  - Used professional networks and spread information by word of mouth
  - Advertised through local media, online, and other community organizations



# Interviewing Home Visitor Candidates

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- **Interviewers stressed the implications of working in an evidence-based program:**
  - Need to travel for training
  - Intensive feedback, observation, and coaching
  - Reporting and data collection
  - Fidelity to the model
  - Model characteristics
- **Used scenarios, role-plays, and targeted questions to assess the candidates**



# Pre-Service Training: Model

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- **Intensive training provided by home visiting model, often off-site**
- **Home visitor response was positive but...**
  - Amount of information may be overwhelming
  - Nervousness about practicing in front of peers
  - Discomfort with unfamiliar practices or requirements
- **Informants recommended that supervisors attend pre-service training even if not required**



# Pre-Service Training: Local

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**Provided in addition to training provided by model**

- **Sample topics:**

- Motivational interviewing
- Safety
- Domestic violence
- Substance abuse
- Cultural competency
- Teenage mothers

- **Training providers:**

- Colleges and universities
- Other staff or programs within the agency
- Independent trainers or consultants
- Community partners



# In-Service Training: Local

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## Fulfilled model requirements and provided professional development

- **Sample topics:**

- Local resources
- Child, maternal, and mental health
- Sexual abuse
- Trauma
- Postpartum depression

- **Training providers:**

- Colleges and universities
- Other staff or programs within the agency
- Independent trainers or consultants
- Community partners



# Supervising Home Visitors

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- **One-on-One**
  - Used home visit records as guide
  - Discussed home visitor specific issues
- **Group supervision**
  - Discussed service delivery challenges and successes
  - Planned for upcoming activities
  - Reviewed administrative issues, cases, and referrals
  - Provided education and training
  - Fostered collaboration and support among home visitors





# Supervising Home Visitors

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- **Observation**
  - Viewed, videotaped, or audio recorded visits
  - Assessed adherence to model and interaction with families
  - Used results during one-on-one supervision
  - Asked home visitors to assess themselves using video or audio recording
  - Increased frequency for struggling home visitors



# Challenges

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- **Recruitment**
  - Finding bilingual and culturally competent home visitors
  - Salary competition
  - Judging if candidates were a “good fit”
- **Training**
  - Cost of training
  - Balancing training and other responsibilities
  - Scheduling training



# Challenges

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- **Supervision**
  - Communicating with home visitors when they are out in the field
  - Finding time to meet with growing caseloads and commitments
  - Balancing guidance with respecting home visitor autonomy



# Lessons Learned: Recruitment and Training

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- **Recruitment**

- Candidates must understand the home visitor role
- Cultural competence may need to take precedence
- Recruitment takes time

- **Training**

- Mastering evidence-based home visiting takes time
- Even experienced home visitors need time to learn
- The training process is demanding
- Training on the community and target population complements training in the home visiting model



# Lesson Learned: Supervision

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- **Supervision in evidence-based home visiting is critical to success**
  - Provides support
  - Alleviates frustration and stress
  - Provides oversight
  - Focuses on fidelity
  - Promotes record keeping and form completion
  - Opportunity for modeling and education
- **Supervisor unites and strengthens the group**
- **May require an organizational culture shift**



# Acknowledgements

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  - Deborah Daro, Chapin Hall at the University of Chicago



# For more information

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- **Read the briefs:**
  - Recruiting and Training Home Visitors for Evidence-Based Home Visiting (EBHV): Experiences of EBHV Grantees
  - Supporting Home Visitors in Evidence-Based Programs: Experiences of EBHV Grantees
  - <http://www.supportingebhv.org/crossite>
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