

**National Home Visiting Summit: Community of Practice - Professional Development  
Career Pathways Project – January 31, 2024**



**Statement of Purpose:** This year's Career Pathways Project extends the learning of last year's study, which explored diversity, equity, inclusion, and belonging (DEIB) in home visitor professional development and ways to address the workforce crisis. (You can access the papers and posters from 2022 and 2023 on [Start Early COP webpage](#). The ultimate goal of both years of study were to answer the question, “How can we broaden pathways into home visiting and create conditions promoting long-term engagement so that services to families are stable and impactful?” There were unprecedented high rates of workforce turnover during the years of COVID-19 which brought renewed attention to many factors in workforce conditions that fuel turnover. Almost two years post-pandemic, we see rates of turnover in the home visiting workforce starting to recover and stabilize. Even so, now it is time to listen to and act upon what home visitors have been telling us and address conditions that fuel a rapid pace and cycle of turnover. What are Home visitors continuing to tell us? Top reasons they cite for leaving the field include low pay, large caseloads with 'too many things to do during visits', and lack of opportunities for advancement within the field. The underlying premise of the project is that everyone can improve workforce conditions and support another to find a position of important contribution in home visiting no matter where they are in the field.

This year’s project team took time to reflect on lessons learned and to explore strategies that address the specific concerns of the workforce. The study identifies current issues that shape the make-up of the workforce and what can be done to improve access, diversity, equity, inclusion, belonging (DEIB), retention, and opportunities for advancement. Team members were encouraged to reflect upon their own personal and professional experiences to fuel ideas that may benefit others and shared strategies being used in their diverse organizational settings.

This paper is intended to provide practical strategies for implementation at the system, state, network and local community program settings to strengthen the workforce and which will ultimately benefit families receiving home visiting. The primary lens through which the team explored workforce issues and proposed strategies was that of the role professional development can play to address concerns of the workforce. (Note: The fundamental need for changes in funding and policy to provide home visitors with a livable wage is mentioned in this paper but falls outside the efficacy of professional development to resolve this issue and the scope of this project.)

**Team Membership:** The following table identifies Community of Practice members who made contributions to this year’s Career Pathways Project. This group was richly diverse in factors of years of experience, cultural and racial backgrounds, range of personal and professional experience, organizational affiliation, and geographic location. It included those working in roles of home visitor,

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supervisor of home visitors, community program leaders, state and national home visiting program model providers of training and technical assistance, faculty members of universities, researchers, consultants and funders of community based programs.

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| <b>Rebekkah L. Cook</b><br>North Carolina Dept. of Health and Human Services   | <b>Leah Mencin</b><br>University of Colorado Anschutz Medical Campus   | <b>Ngoc-Diep Tang</b><br>Santa Clara County Office of Education - CA |
| <b>Reyna Dominguez</b><br>Santa Clara County Office of Education               | <b>Julie Goodman</b><br>University of Colorado Anschutz Medical Campus | <b>Megan Turner</b><br>Start Early - National                        |
| <b>Eli Mast</b><br>Joint Early Learning Ideas                                  | <b>Anne Plagge</b><br>University of Northern Iowa                      | <b>Alexandra Rossetti</b><br>The Children’s Trust-Massachusetts      |
| <b>Susan Wegrzynski</b><br>Children First: Oklahoma's Nurse-Family Partnership | <b>Jaci Imberger</b><br>Taos First Steps Home Visiting - NM            | <b>David Schultz</b><br>University of Maryland, Baltimore County     |
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| <b>Kim Hayes</b><br>Baby Talk, Inc. - IL                                       | <b>Genessa Maria Lobello</b><br>Overlake Hospital - WA                 | <b>Gina Cook</b><br>California State University, Stanislaus          |
| <b>Alexandra Petracelli</b><br>Start Early - Washington                        | <b>Vidya Ragoo</b><br>ParentChild+ - National Center-NY                | <b>Susana Carrera</b><br>Santa Clara County Office of Education      |

**Facilitators:**

**Mary Towers**

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Process: As a cohort, members met over five months to:

- Reflect on the current condition of home visiting and identify workforce priorities that support sustainability.
- Recommend strategies that promote DEIB in the recruitment of home visitors and career long engagement in the home visiting field.
- Identify research and efforts underway related to the home visiting workforce, DEIB in professional development, and home visiting career pathways.

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Project Team Discussion Highlights and Recommendations: Team members identified three key areas of needed improvement that if addressed, would benefit the home visiting workforce and ultimately services to families overall:

1. *Increase a more racially and culturally diverse workforce.* Make intentional efforts to attract, engage, and support BIPOC staff to be recruited, retained, and promoted within the field. (Improve representation of families served in home visiting in the workforce.)
2. *Reconsider currently held qualifications and requirements to improve access into the field of home visiting.* (Revisit current home visitor job requirements and incorporate what we know about the nature and importance of specific personal attributes and life experiences for success in home visiting.)
3. *Create and improve types and access to workforce opportunities in home visiting at every level: system, network, community and in academia.* (Explore how to leverage current resources across sectors to create more career ladders/opportunities beyond home visitor-to-supervisor positions at the community level.)

In early discussions, the team explored what ‘qualifies’ someone to be successful in home visiting and identified what types of supports promote long term engagement in the field. Team members were encouraged to reflect on their own career pathways to identify what and who was instrumental in supporting them to reach their current place in the field. Across team members, it was commonly noted that one or more people provided essential personal support to pursue an academic degree which in most cases, was a prerequisite to getting a job and advancing in home visiting. Sources of ongoing personal and professional support were repeatedly noted to be important in a decision made to stay in the field and/or to pursue an advanced degree or credential. It was discussed that the prevailing job requirement for a home visitor to have an academic degree to enter the field, results in restricting the pool of candidates to those with an economic opportunity to attend college. This practice pre-empts consideration of those with non-academic, yet fundamentally important qualifications that lead to success with families. Types of qualifications (beyond a degree) worthy of consideration of job candidates could include the known personal attributes that lead to success as a home visitor, acquired life experience relevant to home visiting, being bilingual, and having cultural and community knowledge or membership that matches families being served. Expanding consideration of home visitor job requirements could go a long way to improve racial and ethnic representation in the workforce of families receiving home visiting services, elongate early opportunities for advancement in home visiting and contribute to improved rates of retention.

Here is the list of strategies offered by team members that specifically address ways to **promote DEIB in recruitment and career-long engagement in the field.**

- Recognize the importance of personal experience, membership in and trust by the community, bilingual-bicultural expertise, and other important factors as proxies for college degree requirements in hiring.
- Hire based on skills rather than on degree only.
- Value lived experience, strong ties to community, versatility.
- Increase (diverse) representation among staff.

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- Be intentional about retaining and nurturing BIPOC home visiting leaders in supervision, program leader, etc. roles. Ensure BIPOC representation that is sustained at all “levels” of a job.
- Develop BIPOC-specific Communities of Practice or general support groups to create a safe space to connect, learn, and support one another across states and programs (Example: Start Early Leadership Pathways Project)
- Individualized career goals and advancement plans with home visitors that build upon their strengths and career interests.
- Improve home visiting field culture of establishing and sticking to work and personal life boundaries, work hours, and ability to take time off.
- Be mindful of recruitment of staff that is representative of the community they serve.
- Conduct community outreach and promote awareness of ECE careers.
- Provide education, mentoring and volunteer opportunities to high school and college students from diverse backgrounds to increase interest in home visitation as a career - in the planning stages.
- Recruit home visitors from local colleges and universities with students of color that match the race/ethnicities of home visiting populations served.
- Develop career pathways for previous families of programs to become home visitors. Including career coaching and workshops.
- Identify “soft skills” or relational skills and important qualities to hold in order to work with families successfully. Measurement of these skills can be helpful to identify families that may be well suited for the work or identify growth and training opportunities that would promote greater diversity in the field.
- Provide workshops and webinars for home visitation leadership to help them identify biases, stereotypes, assumptions and effects of socialization and how it can influence the support of clients and staff.
- Partner with Community Health Worker certification programs to build the local home visiting workforce.
- Agency/grant reimbursement for continuing education in Infant Mental Health whether it be certification, endorsement, or formal education.
- Create a degree path for home visiting that blend together community health work, social work and early childhood education.
- Pay incentives for staff who are fluent in languages other than English.
- Commit to finding ways to increase employment satisfaction.
- Provide mentors for new parent educators.
- Partner with colleges/ professors to present to students about what home visiting is.
- Long term engagement - Through reflective practice, home visitors can identify their strengths, areas of improvement, or any other interests that can help them gain and polish transferable skills in home visiting in a way that makes learning and working meaningful for them.

Team members also identified research and resources that support these strategies, discuss the origins of the issues, and provide examples of innovations in practice.

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- AAIMH: Digging Deeper: De-colonizing Our Understanding and Practice of Reflective Supervision Through a Racial Equity Lens with Indigo Cultural Center:  
[https://static1.squarespace.com/static/5884ec2a03596e667b2ec631/t/6410b334e4ab1e59d42eef25/1678816062872/22\\_29\\_digging+deeper+design+Final.pdf](https://static1.squarespace.com/static/5884ec2a03596e667b2ec631/t/6410b334e4ab1e59d42eef25/1678816062872/22_29_digging+deeper+design+Final.pdf)
- Building a Diverse Home Visiting Workforce: Nurturing and Supporting Staff (HRSA)  
[Building a Diverse Home Visiting Workforce: Nurturing & Supporting Staff \(govdelivery.com\)](https://www.govdelivery.com/building-a-diverse-home-visiting-workforce-nurturing-and-supporting-staff)
- Advancing Equity in the Early Childhood Workforce, Research Article from Zero to Three.  
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/[https://www.swhd.org/wp-content/uploads/2020/06/Advancing-Equity-in-the-Early-Childhood-Workforce.Byars\\_Diaz\\_Paul.pdf](https://www.swhd.org/wp-content/uploads/2020/06/Advancing-Equity-in-the-Early-Childhood-Workforce.Byars_Diaz_Paul.pdf)
- Equity initiatives in home visiting <https://nhvrc.org/brief/equity-initiatives-in-home-visiting/>
- [Embracing Equity](#) (ji) This training has been offered in NM for the ECE community and is a great starting point for discussions within agencies. There is a “train-the-trainer” aspect and we have had one of our home visitors complete this.
- Core Equity Questions:  
<https://static1.squarespace.com/static/5a8266baf14aa1dab6c210a6/t/5e67c10c1f56514c5e8f64a5/1583857933895/Core+Equity+Questions+and+Flowchart.pdf>

At the conclusion of this discussion, it was noted that strategies used to promote DEIB in recruitment and career-long engagement in the field, need to be intentionally implemented and again, would also be effective to benefit the majority of the home visiting workforce, as well.

Next, team members selected one of two tracks to deepen the discussion and generation of ways to improve conditions for the workforce. While acknowledging that practitioners range widely in mix of educational backgrounds and life experience, small groups considered the issues of access, support and advancement from the vantage point of those who have or are pursuing a degree or recognized credential, and those without a degree or recognized credential. The next section provides a high level summary of specific ideas and strategies in the categories of “Academic” and “Non Academic.” Both groups organized strategies that could be implemented by these sectors and associated roles in the field:

- Systems: Research, Funders, National Program Models, Policy/Advocacy
- State & Networks: Technical Assistance, Training and CQI Providers, Administrators
- Community Programs: Direct Service, Supervisors, Administrators
- Institutions of Education: Colleges, Universities, Entities that Issue Certificates or other Credentials

The next section describes and summarizes strategies, research, and resources as discussed in small groups. Innovations in practice illustrate strategies currently being implemented in team member organizations. For a more complete list of proposed strategies, see the team’s posters as presented at the Summit and posted on the Start Early website.

**Strategies, Research and Resources, Innovations in Practice**

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***1: Strategies that improve access and support for entry and retention in the field of Home Visiting.***

| <u>Systems:</u> <b>Academic</b>   | <b>Non-Academic</b>  |
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| <p>The home visiting field would benefit from a set of universal competencies for home visitors. Several competency frameworks currently exist and need to be unified. Additionally, a matrix could be developed that outlines skills and qualifications for home visitors.</p> <p>Participation in coursework, training, and professional development opportunities can be provided through an academic path. Funders can support scholarships to pay for professional development and CEU credits for home visitors that could potentially lead to certifications. Certifications or training can be developed to foster professional growth for coaches and trainers, as well. Additionally, there are currently existing structures to pay for further education for home visitors. For example, hospitals will support nursing education for home visitors given a commitment of a specific number of years of services. Taking home visiting courses, obtaining transferable experiences, or receiving a degree in a field related to home visiting can prepare home visitors for their jobs.</p> | <p>Home visiting as a profession is not well understood by the general public, is largely siloed for funding at the federal, state, and local level and not well integrated and differentiated from other services in the continuum of early childhood services available for families. More efforts are needed to elevate, clarify, and define the nature and benefits of home visiting which would improve access, hiring and retention of the workforce. Strategies need to be implemented to:</p> <ul style="list-style-type: none"> <li>-promote increases in compensation sufficient to offer job candidates a sustainable, livable wage that reflects and validates the competencies required for home visiting,</li> <li>-recognize life experience as valid ‘qualifications’ and reduce job requirements for a college degree,</li> <li>-provide and incentivize differential pay for bi-lingual/bi-cultural skills; and,</li> <li>-fund, develop, and support implementation of staffing structures that offer new job opportunities and support for home visitors.</li> </ul> <p>Consideration could be given of an annual campaign such as “National Home Visiting Month” to strengthen an understanding about the nature, benefits, and opportunities in home visiting. Also, promoting universal access to home visiting could expand the pool of potential practitioners who may have been recipients of home visiting.</p> |

| <u>State and Network</u> <b>Academic</b>  | <b>Non-Academic</b>  |
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| <p>State government can provide scholarships or stipends for home visitors to take courses that will support them in their roles. At a state level, coaching support can be offered to home visitors to build on their skills using a strengths-based approach.</p> | <p>Program models could offer trainer/mentor programs that recruit home visitors to develop skills in training (or like) programs to expose home visitors to other sectors of the field. This could promote retention and advancement in the field (e.g. research, CQI, advocacy and policy, etc.). Also, it is important that professional development qualifies for CEUs and supports acquisition of field recognized credentials and certifications (e.g. infant mental health endorsement). Program models could formally revisit the requirements set for educational qualifications and provide proxies or alternative ways to meet standards for hiring. Lastly, there needs to be a stronger emphasis in funding on the quality of services vs. quantity of services to reduce turnover due to case load</p> |

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|  | requirements that are too high for the level of services families actually require. |
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**Community Programs: *Academic***

***Non-Academic***

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| <p>An academic path at the community level can assist in home visitor skill development. Community programs can offer professional development courses to inform home visitors of current research in the field and best practices in home visiting. Professional development opportunities to build up home visitors' transferable skills and support coaches and trainers at the community level are also needed. Reflective supervisors could benefit from professional development opportunities and certifications, as well. Community programs can establish partnerships with local community colleges and universities in departments that teach content related to home visiting in order to facilitate recruitment of home visitors from those departments.</p> | <p>The common economic and institutional barriers encountered by people of color to afford college does not need to limit recruitment of otherwise qualified job candidates. One strategy is to promote the historical connection of home visiting to cultural traditions and practice. Pursuing and engaging community leaders and elders to understand and support home visiting can result in support for recruitment, elevate the expertise of home visitors, and strengthen family engagement.</p> <p>Programs can hire home visitors to have the expectation that it usually takes 18 months to learn the skills of the job and that ongoing experience with families is also 'training'. Normalizing their learning experience may support and promote retention. Supervisors need to encourage, modify case load expectations, respect learning styles, goals, and strengths of individual home visitors. It is important to identify and respond to the inherent job stressors that lead to burnout and dissatisfaction. Routines of reflective supervision to check-in and address issues as they emerge. Supervisors also need support to develop these leadership and reflective skills through training, resources, and adequate reflective supervision for themselves.</p> <p>Community organizations could offer case management support, training, and opportunities to connect with peers on the job.</p> <p>Professional development plans for home visitors could include (voluntary) exploration of further education (by way of degree or certificate). Provide stipends to defray or pay for associated costs and adjust caseloads to support engagement.</p> |
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**Educational Institutions: *Academic***

***Non Academic***

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| <p>Academic institutions can directly impact the home visiting field. Home visiting tracks within academic departments can be developed. These tracks should include both basic training courses and an internship/practicum experience. Coursework in such tracks should include</p> | <p>Partnerships between community programs and educational institutions have much to offer home visiting. For home visitors, these partnerships can support acquisition of certifications (e.g. IMH endorsements) by home visitors to advance their competencies, professionalism, and confidence. Credit for work experience could be built into certificates or</p> |
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| <p>the topics of boundaries, confidentiality, motivational interviewing, active listening skills, engagement, life skills, and solution-based programming. An integrative track that includes all disciplines, such as nursing, social services, early childhood, and other fields related to home visiting could be developed. A nursing department could include a community health rotation to raise interest in a career as a home visitor. Lastly, home visiting researchers could conduct more research on the benefits of home visiting to inform policy and practice.</p> | <p>college credit and provide exposure to collegiate experience. Colleges could also engage guest speakers who are working in the Home Visiting field in various roles, so that potentially interested students are exposed to stories and field experiences and know what to expect. Colleges could evaluate the academic value of program model required training for certification or degree credits. Additionally, colleges could develop internships that offer undergrad courses in child development to home visitors for credit in exchange for students to shadow home visitors for community service and field experience credit.</p> |
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**Innovations In Practice**

- University of Maryland, Baltimore County – (MIECHV) Home Visiting Training Certificate Program: <https://homevisitingtraining.umbc.edu/>
- Healthy Families Massachusetts Training Cohorts: This model establishes learning cohorts of home visitors in statewide Healthy Families America programs as they come into their jobs for purposes of ongoing learning, training and peer sharing over a multi-year period. (Children’s Trust Massachusetts)
- Oklahoma State Department of Health, Family Support and Prevention Service: Established statewide communities of practice and self-identified affinity groups based on field wide outreach and input of home visitors.
- ParentChild+: Equal Opportunities from the Start-Internship Opportunities <https://parentchildplus.org/wp-content/uploads/2019/04/internship-overview-4419.pdf> Also, this organization supports parents in programs to enter the workforce and offers advancement from community home visiting to positions of national levels of leadership.
- Early Head Start: Staff qualifications, path to meet requirements to be a home visitor, Child Development Associate credential- proxy for a degree. <https://eclkc.ohs.acf.hhs.gov/publication/education-requirements-home-visitors>

**Research and Resources**

- Home Visitor Professional Well-Being: What it is and Why it Matters <https://www.acf.hhs.gov/sites/default/files/documents/opre/home-visitor-profl-well-being.pdf>
- Future Directions for Home Visiting in Texas [https://tex.3dev.co/wp-content/uploads/2022/03/future\\_directions\\_for\\_home\\_visiting\\_in\\_texas\\_11.10.pdf](https://tex.3dev.co/wp-content/uploads/2022/03/future_directions_for_home_visiting_in_texas_11.10.pdf)
- How Satisfied are Home Visitors with their Caseloads? [https://www.acf.hhs.gov/sites/default/files/documents/opre/hvct-caseload-brief\\_gc.pdf](https://www.acf.hhs.gov/sites/default/files/documents/opre/hvct-caseload-brief_gc.pdf)



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- Teaching Home-Visitors to Support Responsive Caregiving: A Cluster Randomized Controlled Trial of an Online Professional Development Program in Brazil – article in *Journal of Global Health*, Volume 22.
- Exploring Changes in Home Visitors’ Perspectives in the Context of a Professional Development Activity – Article in *Early Childhood Education Journal*, Volume 50, pages 1143-1155.
- The Development and Evaluation of a Statewide Training Center for Home Visitors and Supervisors – article in *American Journal of Community Psychology*, Volume 63, 418-429.
- Home Visiting Careers: How Workplace Supports Relate to Home Visitor Recruitment and Retention <https://policycommons.net/artifacts/1425939/home-visiting-careers/2040304/>

**2: Identify examples of career advancement opportunities and supports for career advancement.**

Systems:

**Academic**

**Non-Academic**

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| <p>Researchers can demonstrate a need for professional development to advance home visiting careers through conducting research addressing home visitor professional development topics.</p> | <p>Funders, national program models, researchers, policy advocates and those in other sectors of the home visiting ‘big picture’ could create internship and mentorship opportunities (with pay) to support career exploration by practitioners. Collecting and publishing examples of innovations across programs in career supports and advancement can inspire others while elevating the importance of having such strategies in place. Also suggested is to create a visual of the sectors involved in home visiting to illustrate the range of job opportunities and variety of ways to contribute to the well-being of families in the field of home visiting.</p> |
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State and Network:

**Academic**

**Non-Academic**

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| <p>At the state level, advancement opportunities can be provided to become a coach. Also, the state government can provide scholarships and stipends for home visitors to receive professional development. Also, they could provide funds for home visitors to take home visiting courses that support them in their roles. Courses taken and professional development could potentially lead to certifications.</p> | <p>Leaders at the state and network level could expand their contribution to career advancement of the workforce by working with community programs to offer recognition and support for obtaining infant mental health endorsements and offer internship or mentoring opportunities (with pay) to shadow the work they do. Supporting opportunities for cross-training and development of specialties within community practice settings can also help to build career ladders and expand opportunities for advancement in the field.</p> |
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Community Programs: **Academic**

**Non-Academic**

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| <p>Funding is an important role for community programs in an academic</p> | <p>Survey staff to find out what interests and aspirations they have for themselves in home visiting. Act to support areas of</p> |
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| <p>path. Community programs can provide reimbursement or stipends for home visiting classes taken at academic institutions. Additionally, they can fund professional development for CEUs or advanced degrees for staff who are interested in pursuing higher education to increase home visiting skills.</p> | <p>interest and exploration that they want to do. Create a “career ladder” within the organization or program. For example, develop Sr. Home Visitor or Assistant Program Manager positions to recognize on-the-job experience and scaffold opportunities for advancement both in the program or the organization. Create lead positions that match what home visitors are passionate about (e.g. cultural expertise/skills; networking; coaching, leading parent groups.) Adjust caseloads to create capacity to go deep in their area of passion. Expand the program if possible to support different types of jobs.</p> <p>Other strategies that support growth and successful advancement include providing opportunities to shadow program or organizational leaders in their key functions (e.g. lead meetings, budget, reports, community network meetings). Create opportunities for cross-training of job functions, provide opportunities (and funds) for exposure and membership to professional networks; and send staff to field related conferences and workshops.</p> |
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**Educational Institutions:**

**Academic**

**Non Academic**

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| <p>Home visiting professionals can be involved in teaching at academic institutions. Home visitors, supervisors, and coaches can serve as adjunct professors to train future home visitors through academic coursework at academic institutions. Professionals in the home visiting field who serve as adjunct professors should be trained in multiple fields, such as public health, early childhood, and social services. There should be opportunities for home visiting practitioners to share their home visiting experiences in academic and higher education settings, such as through guest lectures or seminars.</p> | <p>(See #1. In previous section.)<br/>Develop certificate or courses for home visiting supervisor that address core competencies including responsibilities related to professional development of home visitors. There is a need for accessible management and supervision training to support transitions from home visitor to supervisor and for supervisors of home visitors in general. Establish relationships and connect with local agencies to identify needed areas of focus for certificate programs, ways to support home visiting professional development and perhaps hosting home visiting COPs and network meetings.</p> |
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**Innovations In Practice**

- Home Visitor Training Mentor Program - Children’s Trust Massachusetts Healthy Families: Offers the opportunity for home visitors to learn and use skills in training of other home visitors.
- Institute for the Advancement of Family Support Professionals: Provides certificate program, training and nationally recognized competencies for family support professionals (home visitors) and supervisors of home visitors. <https://institutefsp.org/>

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- Alliance for the Advancement of Infant Mental Health: Pathways to Endorsement (3 types do not require a degree) <https://www.allianceaimh.org/endorsement-requirements-guidelines>
- Leadership Pathways for BIPOC Home Visitors: An Exploration – Home visitor led national study of home visitors’ definitions of leadership, ideas, experiences, and aspirations for advancement in the field of home visiting. -Start Early
- Essentials of Home Visiting – home visitor web-based training approved for purposes of CEUs to support professional licenses. – Start Early  
<https://www.startearly.org/resources-professionals/professional-development/essentials-home-visiting/>

**Research and Resources**

- Region X Home Visiting Workforce Study [RegXWorkforceStudy.pdf \(wa.gov\)](#)
- Practical suggestions for practitioners: 11 Ways to Achieve Career Advancement <https://www.indeed.com/career-advice/career-development/career-advancement>
- Suggested strategies for supervisors and administrators: 10 Ways to Help Your Employees with Career Development <https://www.intoo.com/us/blog/ways-to-help-employees-with-career-development/>
- Findings from the Home Visiting Career Trajectories Study <https://www.youtube.com/watch?v=5hxvN26Edfo>
- Home Visiting Career Trajectories [https://www.acf.hhs.gov/sites/default/files/documents/opre/hvct\\_final\\_report\\_feb\\_2020.pdf](https://www.acf.hhs.gov/sites/default/files/documents/opre/hvct_final_report_feb_2020.pdf)

***3: Changes to policy and practice to build a holistic approach to support a diverse workforce.***

Thorough exploration of this aspect of the project required more time than was available this year. There was only time for a brief, thought provoking brainstorm in our final meeting. However, the ideas offered have been preserved and could seed a well warranted future discussion. Perhaps, the development of recommendations for needed changes to policy and practice will be incorporated in next year’s Community of Practice project. That said, the following list of research and resources is provided to affirm best practices and policies in place in your organization or perhaps provide guidance for changes that can be made to strengthen and support the well-being of a diverse home visiting workforce.

**Research and Resources**

- Reflective Supervision: What We Know and What We Need to Know to Support and Strengthen the Home Visiting Workforce <https://www.jbassoc.com/resource/reflective-supervision-what-we-know-and-what-we-need-to-know-to-support-and-strengthen-the-home-visiting-workforce/>
- Home visitor readiness, job support, and job satisfaction across three home visitation programs: A Retrospective Analysis <https://www.sciencedirect.com/science/article/abs/pii/S0190740919302142>
- Best Practices for Reflective Supervision/Consultation <https://www.allianceaimh.org/reflective-supervisionconsultation>

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- Mental Health and Well-Being Among Home Visitors: Stressors, Supports, and Service Implications  
[Mental Health and Well-Being Among Home Visitors: Stressors, Supports, and Service Implications - National Home Visiting Resource Center \(nhvrc.org\)](#)
- Reflective Supervision: A Guide from Region X to Enhance Reflective Practice among Home Visiting Programs  
[Reflective Supervision: A Guide from Region X to Enhance Reflective Practice among Home Visiting Programs \(wa.gov\)](#)
- Equity Initiatives in Home Visiting  
[Equity Initiatives in Home Visiting \(nhvrc.org\)](#)
- Who Gets What? Describing the Non-supervisory Training and Supports Received by Home Visiting Staff Members and its Relationship with Turnover – article in *American Journal of Community Psychology*, Volume 63, pages 298-311.
- Best Practice in Individual Supervision of Psychologists Working in the French CAPEDP Preventive Perinatal Home-Visiting Program: Results of a Delphi Consensus Process – article in *Infant Mental Health Journal*, Volume 38, pages 267-275.
- Building Capacity in Reflective Practice: A Tiered Model of Statewide Supports for Local Home-Visiting Programs – article in *Infant Mental Health Journal*, Volume 37, pages 640-652.
- Reflective Supervision/Consultation and Early Childhood Professionals' Well-Being: A Qualitative Analysis of Supervisors' Perspectives – article in *Early Education and Development*, Volume 31, pages 1151-1168.
- Reflection in Home Visiting: The What, Why, and a Beginning Step Toward How – article in *Infant Mental Health Journal*, Volume 37, 617-627.

### **Final Comments & Acknowledgements**

This year's project team made significant progress to identify strategies, resources and research as well as provide just a sampling of innovations in practice that address the issues addressed in this paper. However, there is much more to be done to improve recruitment and retention, especially of BIPOC practitioners and job conditions, the well-being of the workforce, and offer many more opportunities for advancement in the field. Those reading this paper are invited to join or continue as members of the NHVS Community of Practice-Professional Development in the year ahead as one way to contribute to the field in these areas. [Start Early NHVS COPS](#)

Members of this project team represent the voices, dedication, and expertise of those in every sector of the home visiting field committed to maximizing the impact of home visiting for families giving children the best possible start in life. Thank you to contributing members and facilitators of this last year's project (identified previously in this paper) for their passion to make a difference to the quality of services families receive in home visiting through the professional development and support of the workforce.

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