

Community of Practice - Professional Development Improving Pathways for Access, Retention, and Advancement in the Field of Home Visiting

Strategies for Home Visitors without an Academic Degree

<p>Systems Research, Funders, National Program Models, Policy/Advocacy</p>	<ul style="list-style-type: none"> • Set compensation (improved/increased) per level of actual competencies required. • Fund positions that support HVs that are not tied to the degree requirements of the model. • Support differential pay for bi-lingual/bi-cultural skills. • Emphasize quality of services vs. quantity.
<p>States and Networks Technical Assistance, Training and CQI Providers, Administrators</p>	<ul style="list-style-type: none"> • Recruit and promote from within the workforce. • Create opportunities for Home Visitors to do training. • Ensure training qualifies for CEUs and acquisition of other credentials/certificates.
<p>Community Programs Direct Service, Supervisors, Administrators</p>	<ul style="list-style-type: none"> • Strengthen the cultural connection of home visiting as a cultural tradition and practice (community leaders/elders support). • Normalize the expectation for it to take 18 months to learn the skills of HV. • Reduce caseload to enable learning and professional development to happen. • Find ways to support HV Supervisors. • Provide PD for the transition from HV to Supervisor.
<p>Institutions of Education Colleges, Universities, Entities that Issue Certificates or other Credentials</p>	<ul style="list-style-type: none"> • Support acquisition of certifications (e.g. IMH endorsements). • Offer credit for experiences outside of the classroom/course work. • Use guest speakers/lecturers - who are working in the Home Visiting field in various roles. • Offer undergrad courses in child development to community HVs for credit.

Examples of Supports for Career Advancement

<ul style="list-style-type: none"> • Create internship opportunities (with pay) to support career exploration. • Offer fellowship opportunities for field service hours and mentorships at the systems/national level. • Support recognition of life experience, attributes, and demonstrated skills as valid job qualifications. • Formally reduce job requirements for a college degree.
<ul style="list-style-type: none"> • Implement a trainer/mentor program for home visitors. • Encourage internship opportunities (with pay). • Create opportunities for cross-training and development of home visitor specialties (e.g. coaching, DA, IMH, etc.).
<ul style="list-style-type: none"> • Create Sr. HV positions and others that scaffold to different, higher-level positions. • Shadow program leaders/organizational leaders in meetings and functions. • Create positions that work across community or network HV programs (develop TA skills, meeting/data entry functions). • Expose the workforce to professional networks.
<ul style="list-style-type: none"> • Partner with programs and provide paid internship opportunities in the community. • Host local program communities of practice and provide in-service training to programs. • 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

Strategies for Home Visitors with an Academic Degree

<p>Systems Research, Funders, National Program Models, Policy/Advocacy</p>	<ul style="list-style-type: none"> • Establish universal competencies and qualifications for home visiting. • Funders: <ul style="list-style-type: none"> ◦ Universal access for home visiting. ◦ Support for reflective supervision as part of practice. ◦ Scholarships/stipends for potential workforce in high need communities to take HV courses that teach skills supporting them in their roles. • Support certifications or trainings that will continue coaches' and trainers' growth.
<p>State and Network (Technical Assistance, Training and CQI Providers, Administrators)</p>	<ul style="list-style-type: none"> • Offer coaching support to home visiting providers to build on skills using a strengths-based approach. • Develop a matrix that outlines skills and various ways someone can be qualified to work in the home visiting field.
<p>Community Programs Direct Service, Supervisors, Administrators</p>	<ul style="list-style-type: none"> • Staff development: <ul style="list-style-type: none"> ◦ Incorporate reflective supervisor to retain staff. Transferable ◦ skills and building up coaches and trainers. ◦ Offer PD courses to stay abreast of best practices, research, etc.
<p>Institutions of Education Colleges, Universities, Entities that Issue Certificates or other Credentials</p>	<ul style="list-style-type: none"> • Home visiting field that includes an Internship/Practicum Track for entry. <ul style="list-style-type: none"> ◦ Academic tracks that include basic training courses to enter the home visiting field. ◦ Require a Community Health rotation. Includes a partnership with community organizations. Offer courses regarding boundaries, confidentiality, motivational interviewing, active listening skills, engagement. ◦ Offer a track that includes all disciplines such as nursing, social services, early childhood, etc. • Increase research on benefits of home visiting to inform decisions from policy to practice. • Offer scholarships to pay for CEU, school, and PD (for example, nursing education).

Examples of Supports for Career Advancement

<ul style="list-style-type: none"> • Demonstrate a need for professional development for career advancement through data. • Provide funds for training that meet standards for CEUs to support the acquisition or renewal of professional licenses. • Promote into system level positions those with experience in state and community level experience.
<ul style="list-style-type: none"> • Create opportunities to be mentored by providers of TA, CQI and administrators. • Support promotion of experienced practitioners to become network coaches, reflective supervision providers, trainers. • Provide reimbursement/stipends for HV classes, PD for CEUs, and/or advance degrees for staff who are interested in pursuing higher education for skills that support work within the HV field.
<ul style="list-style-type: none"> • Provide reimbursement/stipends for home visiting related classes, and CEUs. • Partner with interested staff to support obtaining advanced degrees and skills that support work within the home visiting field.
<ul style="list-style-type: none"> • Hire qualified adjunct professors to support career advancement in various disciplines such as public health, early childhood education, social services. • Offer opportunities for practitioners in the workforce with experiences to teach and share skills and experiences gained in work with families in academic/higher education settings.