



Strengthening the MIECHV Home Visiting Workforce

A Checklist for Staff Recruitment
and Staff Retention

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Recruiting and retaining high-quality staff is key to the mission and work of home visiting and essential to providing continuity of care to families. Many home visitors derive great satisfaction from their work—finding the work interesting and rewarding, valuing the relationships they develop with families, and feeling a sense of accomplishment as they support families' growth.¹ Nonetheless, MIECHV awardees and local implementing agencies (LIAs) have identified workforce recruitment and retention as one of their most challenging issues—particularly in rural areas, where the pool of qualified job applicants is often smaller. Staff have cited job-related emotional stress², low compensation, and a lack of advancement opportunities as key reasons for their dissatisfaction with the position.³



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About MIECHV

The Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) supports voluntary, evidence-based home visiting services for at-risk pregnant women and parents with young children up to kindergarten entry. The MIECHV Program builds on decades of scientific research showing that home visits by a nurse, social worker, early childhood educator, or other trained professional during pregnancy and in the first years of a child's life improve the lives of children and families. Home visiting helps prevent child abuse and neglect, supports positive parenting, improves maternal and child health, and promotes child development and school readiness. States, territories, and tribal communities receive funding through the MIECHV Program and have the flexibility to select the home visiting service delivery models that best meet their needs. The MIECHV Program is administered by the Health Resources and Services Administration (HRSA), in partnership with the Administration for Children and Families (ACF).

1 OPRE Report #2014-57. (2016, September 30). *Evaluating the Public Health Impact of Evidence-Based Home Visiting in Washington, DC*. Final Report from the DC-MIECHV Evaluation, Georgetown University Center for Child and Human Development with Kaye Implementation and Evaluation, LLC. Unpublished government report.

2 Aitz, P., Geary, S., Birriel, P., et al., (2018). Work-Related Stressors Among Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Home Visitors: A Qualitative Study. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6153738/>.

3 Van-Kim, L., Cook, M., Supplee, L., (Spring, 2018). Snapshot of the Home Visiting System in the Greater Philadelphia area: Research Findings and Recommendations. Retrieved from https://williampennfoundation.org/sites/default/files/reports/Snapshot%20of%20the%20Home%20Visiting%20System%20in%20Greater%20Philadelphia_Child%20Trends_Spring%202018.pdf.

Staff turnover poses a significant challenge that has implications for program quality, model fidelity, and costs. Turnover can negatively impact retention among vulnerable families who have difficulty trusting and forming attachments with home visitors,⁴ and it can create low morale among home visiting teams. According to the [Center for Economic and Policy Research](#), when employees leave or are laid off, organizations “incur numerous expenses searching for and on-boarding their replacements; these

include advertising, recruiting, background checks, benefits administration, training, and lost productivity while new employees become proficient at their jobs. Taken together, these costs can have serious implications for bottom lines.”⁵

This resource is designed to support state and territory MIECHV Awardees in their efforts to support LIAs in successfully recruiting and retaining home visiting staff. It is divided into two parts:

Part 1

is for MIECHV Awardees to use as a checklist when helping LIAs plan for, evaluate, and improve their staff recruitment and retention processes.

Part 2

is for MIECHV Awardees to share with their LIAs. Awardees and LIAs can complete this checklist together, or use it to further discussion around needed supports for recruiting and retaining qualified home visiting staff.



4 Schaefer, J. K. (2016). Personal characteristics of effective home visitors. *Journal of Social Services Research*, 42(1), 84–95.

5 Center for Economic and Policy Research. (n.d.). *New Calculator for Employers Tallies the Full Cost of Employee Turnover*. Retrieved from <http://cepr.net/press-center/press-releases/newnew-calculator-for-employers-tallies-the-full-cost-of-employee-turnover>

How MIECHV Awardees Can Support LIAs' Staff Recruitment and Retention Efforts

Regularly engage in evaluation, data analysis, and Continuous Quality Improvement (CQI) with your LIAs as part of subrecipient monitoring. Let LIA staff know about the [MIECHV Form 4 reporting requirements](#) related to caseload and staff recruitment and retention, as well as the additional data reporting guidance related to the [definition of a MIECHV Household](#). Discuss data related to turnover rates, reasons for turnover, and how long it takes to fill vacancies. Encourage LIAs to test changes to their recruitment process and retention practices as part of their CQI efforts. Consider conducting a state- or territory-wide evaluation of staff retention.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Share resources. Encourage LIAs to review [Recruitment and Retention of Home Visiting Staff, Creating a Trauma-Informed Home Visiting Program](#) and [Trauma-Informed Approaches to Support Children, Families, and the Home Visiting Workforce \(HV-ImpACT Webinar\)](#). Invite them to complete the reflection and planning tool in [Infusing Cultural and Linguistic Competence into Recruitment and Retention of Home Visitors](#). Discuss with LIA leaders how to make their organizations more trauma-informed and culturally competent. Share the [Institute for the Advancement of Family Support Professionals website](#).

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Provide state- or territory-wide professional development (PD). Implement statewide PD initiatives to reduce burden on LIAs and promote consistency across local programs and models. Place minimum training requirements into contract deliverables on an annual basis. Link home visitors and other LIA staff to external PD opportunities. There are many free online opportunities available. Collaborate with state and local partners to host interdisciplinary trainings to strengthen coordination between home visitors and community partners. If possible, provide funding to help LIAs offer ongoing PD, including mentoring, coaching, and infant and early childhood mental health consultation (IECMHC).

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>



Support PD that leads to credentials and/or degrees. Make LIAs aware of the [National Family Support Competency Framework](#) or your state and/or territory home visitor competencies, and help them link their PD to these competencies. State-approved professional development frameworks and clear contract deliverables can assist with these expectations. If allowed, encourage PD that leads to certification or credentials, for example:

- The [Child Development Associate Home Visitor Credential](#) administered by the [Council for Professional Recognition](#)
- Infant/toddler mental health credentials, such as the [Infant and Early Childhood Mental Health Credential](#) administered by the [Illinois Association for Infant Mental Health](#)
- The [Early Childhood Mental Health Endorsement](#), offered by 29 infant mental health state associations through an affiliation with the [Alliance for the Advancement of Infant Mental Health](#)

Work with community colleges and other institutions of higher education to arrange for credit-bearing coursework toward degrees or credentials.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>



Support adequate compensation. Conduct a wage comparability study. Look for local agencies with comparable workforce demands to help LIAs assess their compensation packages against prevailing wages in their communities. When budgets prohibit higher wages, help LIAs engage in conversations with employees about the rationale for their salary and benefits decisions. Consider the feasibility of approaches such as serving fewer families in order to raise wages. Work with LIAs on low-cost or no-cost ways to reward staff with non-monetary benefits, such as PD, job flexibility and autonomy, leadership opportunities, and career ladders. Encourage LIAs to share their successful strategies with one another.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Foster community and team-building among LIAs. Promote a sense of community among home visiting programs across the state or territory. If possible, organize LIAs into an association or network with membership. Conduct annual conferences with time built in for cross-LIA networking. Convene a community of practice or learning collaborative focused on staff recruitment and/or staff retention. Promote regular feedback surveys, and share the data at the state or territory level. Recognize outstanding employees at the state and territory level. Help LIAs establish staff recognition systems within their organizations (which can range from sending thank-you notes to staff who are doing especially good work to hosting a high-level recognition and award ceremony).

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Staff Recruitment and Retention Strategies for LIAs

Review requirements for staff qualifications. Follow the requirements of the evidence-based home visiting models that are implemented in your state. Identify competencies needed to accomplish the job. Use the [National Family Support Competency Framework](#) and/or your state or territory's home visitor competencies as a guide. Seek guidance from related fields, such as the Infant Mental Health credential/competencies and the Early Childhood Family Specialist endorsement guidelines.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Update job descriptions. Make sure that the job expectations are clear and detailed. Spell out expectations for meeting model fidelity requirements, PD, reflective supervision, travel, and recordkeeping. Ask your model and state office if they have sample job descriptions for you to review and/or edit.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Revisit the salary and benefits package. Make sure that, within the realistic confines of your budget, salaries and benefits are in line as much as possible with similar jobs in the community. See if the Chamber of Commerce can provide wage comparability data. The national model state office, home visiting lead, and/or State Collaboration Office in your state may be able to provide wage comparability data. Think creatively about benefits and incentives beyond paid leave, retirement plans, and health insurance, such as educational opportunities, flexible scheduling, and teleworking.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Conduct an inclusive search. Ensure all involved staff are familiar with your agency's hiring procedures. Seek internal candidates who may be interested in and qualified for the job. Decide with your human resources staff and home visiting leadership whether to open the position to internal candidates only or to both internal and external candidates. Use referrals from current staff and home visiting families, when appropriate. Consider candidates in related fields who may have relevant experience, even if they have never been a home visitor. Advertise as widely as possible, online and through social media. Reach out to community partners, community colleges and universities, and local affiliates of professional organizations for recommendations. Look at job banks on the evidence-based model developers' websites.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Put together an interview team composed of people with different perspectives. Include people with different roles in the organization: current home visitors, managers, and those who are receiving services. Bring the team together before the interviews to share interview procedures, clarify what and what not to ask, and review the knowledge, skills, and abilities required for the position.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Make the final decision as a team. Conduct blind screenings of resumes and applications, removing identifying information (such as names and addresses) to minimize unconscious bias. Look for related experience. People from similar fields, such as child welfare, may have the needed skills and qualifications, even if they have not served as home visitors in the past. Include home visiting staff in decision-making about new hires.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Use innovative interview strategies. Remember that an interview is a two-way street; it allows you to learn about the candidate, and it allows the candidate to learn about your organization and the job. Ensure consistency and fairness by asking standardized interview questions that keep the focus on the actual needs of the job. Pose strengths-based questions to help you explore candidates' attitudes and skills, for example, *What or who has influenced you to want to be a home visitor?* and *How will you work with people whose beliefs are different from yours?* Allow candidates to discuss and/or demonstrate what they can offer the organization. Include discussion of a realistic scenario as part of the interview. Consider using a scoring rubric, which can help ensure consistency when you evaluate candidates. Allow time for candidates to ask questions. Conduct more than one interview with final candidates.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Create opportunities for applicants to see what a home visitor does. Consider inviting applicants to participate in a home visit as a second interview; prepare them ahead of time about confidentiality and their role as an observer, and have the applicant process the experience with a supervisor. If having candidates shadow a home visitor isn't feasible, put together a video clip simulating a home visit. Include pause points to ask the home visitor candidate, *What would you do if you were the home visitor?* and *How would you handle this situation?* If a video isn't feasible, invite candidates to respond to written case scenarios, either by discussing them during the interview or by responding in writing. Written responses provide an opportunity to gauge their writing skills and ability to use technology. Visit the [Institute for the Advancement of Family Support Professionals](#) for useful resources.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Debrief the interviews as a team before making the final selection. Reflect on the interviews while the candidates are still fresh in the team members' minds. Review and compare your scoring rubric for each candidate. Select the top candidate(s) and make a formal job offer. Conduct a thorough debrief at the end of the interview process, which can help strengthen the process for the next time you are filling a vacancy.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Ensure that all staff—new hires and veterans—are focused on the big picture. Regularly post and share your mission and vision. Remember that home visitors derive satisfaction from knowing that their work is meaningful and that they have an impact on the lives of families and children. Consider the [IHI Framework for Improving Joy in Work](#), which encourages leaders to foster frequent conversations about the collective purpose of the organization and the important role of each individual.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Manage the paperwork. Take a two-pronged approach to the essential work of documentation and data collection:

- Help home visiting staff understand the purposes of data collection and the importance of data. Highlight how data are used to benefit families and children and to sustain the MIECHV Program. Regularly review data with your home visitors, so they continue to see how this information is used in the day-to-day work of the organization. The more a program shares data and shows how it is used, the more home visitors will buy into data collection efforts. They will be better able to explain to program participants why they are collecting these data. When data is presented nonjudgmentally, it can also motivate home visitors to be reflective about and improve their practice.
- Take a good look at your paperwork, documentation, and reporting requirements and systems. Minimize duplication, and streamline processes where possible. Explore ways to use technology for greater ease of data collection and reporting. Consider setting up a spreadsheet of all the paperwork collected by home visitors, and look for duplicative fields among the intake forms. Provide time, space and technology for completion of required paperwork.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>



Regularly show appreciation. Find formal and informal ways to let home visiting staff know how much they are needed and valued. Informal recognition, such as recognizing a “Home Visitor of the Week” or sending thank-you notes to staff who are doing great things, can be low-cost but still very rewarding. If your budget allows for more formal, high-level recognition, host an award ceremony for home visiting programs and staff. Celebrate family successes and positive family outcomes as a way to recognize great work.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Make sure that home visitors have the resources needed to do their jobs. Establish and maintain the strong connections with community partners that home visitors need in order to make timely referrals and link families and children to needed services (e.g., specialists in maternal depression, intimate partner violence, Early Intervention). Ensure that contact information is up-to-date. When possible, provide home visitors with technology—such as tablets, smartphones, or even small laptops—to make their jobs more manageable.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Use a trauma-informed approach. Strive for a trauma-informed home visiting program that looks out for the health and well-being of both staff and the families and children they serve. Work to establish a “fair and just culture.”⁶ Use a trauma-informed approach to help prevent secondary traumatic stress, burnout, and turnover among home visiting program staff, which ultimately impacts retention, success, and well-being among the families served. (For more on building a trauma-informed system, see [SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach](#).)

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Value cultural diversity, and engage in culturally competent practices. Strive for a culturally competent organization where all staff members feel safe in sharing their opinions. Work to establish an atmosphere of respect and caring that permeates the entire organization. Complete the reflection and planning tool in [Infusing Cultural and Linguistic Competence into Recruitment and Retention of Home Visitors](#) to assess the degree to which your overall organization strategies, recruitment strategies, onboarding, orientation, and ongoing professional development strategies, and retention strategies support cultural and linguistic competence. Create an action plan for next steps and revisit the plan at least annually. Explore this module on [Cultural Humility](#) from the Institute for the Advancement of Family Support Professionals.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

⁶ Perlo, J., Balik, B., Swenson, S., Kabcenell, A., Landsman, J., & Feeling, D. (2017). *IHI Framework for Improving Joy in Work*. IHI White Paper. Cambridge, MA: Institute for Healthcare Improvement. Retrieved from IHI.org

Support staff members' work-life balance. Help staff deal with the stress of the job and mitigate secondary traumatic stress by promoting wellness, work-life balance, and self-care (the ability to attend to one's personal needs and to heed emotional cues). Encourage staff to set clear boundaries between work and home and set expectations with home visiting families about availability outside normal business hours. Acknowledge the challenges (e.g., answering emails, phone calls, and texts after hours may be the only way to access clients who are hard to reach), and consider allowing evening or weekend home visits, especially for clients who work during normal business hours. Provide information to families on how to contact health care services after hours and when to call 911. Consider policies that allow staff to adjust their schedules to ensure an eight-hour day.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Make personal safety a priority. Develop policies and procedures that help home visitors maintain their personal safety, such as providing cell phones, sending home visitors in pairs, developing emergency safety plans, and providing personal safety training. Check out the online personal safety modules provided by the [Institute for the Advancement of Family Support Professionals](#) and the [Arkansas Home Visiting Network Training Institute](#). Ensure that the supervisor or someone from the organization knows when and where a home visitor is at all times while out in the field. Consider using a check-in app on work issued phones to ensure the home visitor's whereabouts are known when they are out in the field.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Value and actively engage in relationship-building. The home visitor’s job can be lonely and isolating. Provide opportunities for home visitors to form close relationships with one another, which also helps them process challenging situations and generate new ideas and energy. Foster a strong sense of being part of a team by establishing communities of practice and other community learning experiences, where home visitors can get peer support, share experiences, and learn together.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Offer infant and early childhood mental health consultation (IECMHC). Support home visitors and supervisors by offering IECMHC, a prevention-based, capacity-building support that pairs a mental health professional with home visitors or other family- or child-serving professionals to ensure that they have the knowledge and skills to be successful in working with families affected by substance misuse, maternal depression, intimate partner violence, or other challenges. Use mental health consultants to help staff build their skills and solve problems with families. Use IECMHC to provide ongoing and regular opportunities for home visitors to reflect on, sort out, and cope with strong feelings brought on by their complex work.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Engage in evaluation and CQI related to staff recruitment and retention. Pay close attention to the data, test new ideas and practices, learn from the data you collect, and take effective changes to scale. Conduct exit interviews with staff who are leaving to find out why they are leaving and whether they have recommendations for retaining staff. Regularly conduct staff satisfaction surveys to learn why long-term staff choose to stay with the program, and use this information to inform retention strategies.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Provide opportunities for home visitor growth within the organization and the community. Strive to create and improve a career ladder. Encourage staff to remain in their positions longer by recognizing good work and providing opportunities for home visitors to expand their roles. Build a promotion system to reward home visitors for staying in their positions. Promote home visitors to “senior home visitor” or to a coach or mentorship role for new home visitors.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Provide ongoing Professional Development (PD). Note that the [National Workforce Development Framework](#) cites PD and training as one of its core workforce development components, and stresses the role of PD in promoting employee commitment and retention. Convey the message to staff that you care about their professional growth. Gather and be responsive to staff feedback about their professional development needs. Offer PD that gives staff the knowledge and skills they need in order to deal with their very complex, multi-faceted jobs. Develop PD plans to support each home visitor's identified needs and interests within the context of high-quality services. Engage home visiting models to equip home visitors with best practices to address complex family needs. Provide opportunities for home visitors to become specialists among their peers in skills and topics important to high-quality home visiting, such as motivational interviewing.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>



Support reflective practice and reflective supervision. Reflective Practice is the discipline of regularly stepping back to consider the meaning of what has transpired in relationships, and to examine one's professional and personal responses to these interactions for the purpose of determining further action⁷. Observation of home visits and video feedback are useful tools to support reflective practice. Reflective practice is closely tied to reflective supervision. The goal of reflective supervision is to help staff feel supported by a supervisor, which makes them feel less alone in the field, re-energizes them, and enables them to more effectively support families. Commit to the additional cost of supervisory training on reflective supervision, knowing that the payoff in terms of staff retention is well worth the investment. Ensure that reflective supervision is offered consistently on a regular schedule, at least as frequently as required by home visiting models. Regularly assess reflective supervision frequency and quality.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

Nurture leadership. Be on the lookout for and recognize staff that have leadership potential. Have conversations with them about where they might like to go in their career. Then support them to reach their career goals. Helping them advance and teaching them how to help others is more beneficial than losing them to another program or career field. Provide opportunities for them to advance in the field. For instance, find ways for home visitors to directly connect with community partners and colleagues that also support home visiting. Empower home visitors to speak and share information about the power of home visiting.

<i>Current Practices and Approaches</i>	<i>Areas for Improvement and/or Next Steps</i>

⁷ Minnesota Department of Health. (n.d.) Reflective Practice in Home Visiting. Retrieved from <https://www.health.state.mn.us/communities/fhv/refpract.html>.

Resources

[A Study of the Relationships Among Effective Supervision, Organizational Culture Promoting Evidence-Based Practice, and Worker Self-Efficacy in Public Child Welfare](#) examines the relationship among these three constructs in the child welfare system.

[Early Childhood Career Pathways: Research-to-Policy Resources](#) from Child Care and Early Education Research Connections provides information and resources related to creating career pathways to support the early childhood workforce.

[Examining the Associations Between Infant/Toddler Workforce Preparation, Program Quality and Child Outcomes: A Review of the Research Evidence](#) is a report from the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

[Family Support Workforce Study Final Report](#) presents the findings from a study of Iowa's family support workforce. The purpose of the study was to create a profile of the workforce and its organizational contexts, with the goal of strengthening the workforce and improving the quality of family support services.

[Florida Undertakes Multiple Strategies to Retain Home Visiting Staff](#) is a policy resource from ZERO TO THREE describing how Florida is using a grant to provide mindfulness-based stress reduction training to frontline staff.

[IHI Framework for Improving Joy in Work](#), a white paper from the Institute for Healthcare Improvement, describes the importance of joy in the workplace. It outlines four steps for improving joy, defines nine critical components of creating an engaged workforce, cites examples of successful strategies, and includes useful measurement and assessment tools.

[Introduction to Competency-Based Hiring](#), available on the Early Childhood Learning and Knowledge Center, explores how organizations can best use this technique in the hiring process.

[National Standards for Culturally and Linguistically Appropriate Services in Health Care](#) were developed by the U. S. Department of Health and Human Services' Office of Minority Health.

[Recruiting and Training Home Visitors for Evidence-Based Home Visiting](#) is a 2010 policy brief from Mathematica Policy Institute. This seminal document summarizes strategies, challenges, and lessons learned about recruiting and training home visitors from grantees participating in the Children's Bureau's Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment grantee cluster.

[A Research-Based Child Welfare Employee Selection Protocol: Strengthening Retention of the Staff](#) describes Georgia's child welfare employee selection protocol.

[Secondary Traumatic Stress—A Fact Sheet for Child-Serving Professionals](#) from the National Child Traumatic Stress Network defines *secondary traumatic stress* and discusses how individuals experience it, provides information about who is at risk, and shares strategies for prevention and intervention.

[3 Diversity Recruiting Strategies](#), an e-book from leaders in the field of human resources and recruitment, focuses on how to build a diverse and inclusive workforce.

[Tools for Transformation: Becoming Accessible, Culturally Responsive, and Trauma-Informed Organizations—An Organizational Reflection Toolkit](#) from the National Center on Domestic Violence, Trauma, and Mental Health was designed to support organizations serving survivors of domestic and sexual violence and their children in their efforts to become more accessible, culturally responsive, and trauma-informed in their approach and services.

[“What Matters to You?” Conversation Guide for Improving Joy in Work](#) builds on the [IHI Framework for Improving Joy in Work](#) by helping leaders carry out the first of the Four Steps for Leaders.

The [Workforce Development Framework, Workforce Development Planning and Assessment Toolkit](#), and companion [Quick Guide](#) overview graphic from the National Child Welfare Staff Institute were developed to address staff development issues in child welfare programs, but are also valuable to home visiting programs who face many of the same recruitment, retention, and engagement considerations. The resources outline a four-step planning process, describe the components of effective staff development, and provide strategies for using this framework. The print publication is supplemented by an interactive online toolkit.

[Workforce Retention from the Home Visitor Perspective](#) is a poster that summarizes the results of a study on home visitor retention in the District of Columbia’s MIECHV Program.

[Work-Related Stressors Among Maternal, Infant, and Early Childhood Home Visiting \(MIECHV\) Home Visitors: A Qualitative Study](#) reports on a study of work-related stress among home visitors in Florida’s MIECHV Program.

