BUild
INITIATIVE
Strong Foundations For
Our Youngest Children

INTRODUCTION: Each of these components exist in some manner within and across home visiting programs. Part of the discussion when we consider a home visiting system from the state perspective is how will this component be approached by the state? How should it be approached? The work on these questions for each component, aligned and integrated together, further refines the state home visiting system.

This resource tool supports discussion and decision-making on building and refining a statewide home visiting (HV) system by defining each component, outlining the impact and importance of the component and delineating common activities of the component. The tool includes questions to prompt discussion of key factors for the system approach to planning in your state and individual context.

Component: Governance and Administration

What?

Leadership, oversight, and management of home visiting at both the state and local levels, encompassing how the connection between state and local governance and administration occurs.

Why?

Establish and maintain the statewide vision for home visiting, along with the goals and activities that support that vision. Ensure the governance and administration of the vision, goals, activities, and programs is well coordinated within the broader early care and education system at both the state and local levels. Ensure that collaboration on governance and administration occurs across the government entities, funders and home visiting stakeholders. In developing and implementing governance and administration seek an approach that is adaptable and responsive to program needs.

Activities

- Administration of state funding for home visiting.
- Administration of federal Maternal, Infant and Early Childhood Home Visiting funding.
- Meet requirements of legislation related to home visiting (if legislation exists).
- Ensure adherence to funding requirements.
- Streamline administrative requirements of programs.

Considerations for Planning

1. Where are current investments in home visiting? Funding, quality supports, coordination resources, other?

2. What strategies and policies exist supporting home visiting program quality and improved child and family outcomes?

3. What are current mechanisms for interagency and cross-program coordination?

4. Who leads the state's work toward a comprehensive system of supports for children and families? Throughout this effort, consider the players and partners involved that demonstrate the collaborative nature. Consider home visiting's role as a part of this comprehensive system effort.

5. What structures exist to ensure that local programs and communities have a voice in governance and administration? How can these local structures function as part of the home visiting system to raise up and strategize in response to key local home visiting issues?

What?

Cross-system and interagency needs assessment and planning ensures all funders, programs, communities, and interests are captured in order to work toward a collaborative home visiting system made up of multiple models, funders, and community-based approaches to the work.

Why?

Assessment and planning are necessary to understand and implement a system that realizes the statewide vision for a continuum of home visiting services.

In a collaborative approach to a home visiting system, and with home visiting as a core piece of the broader early care and education system, planning that is built from an active needs assessment and data analysis approach is necessary to allow all partners to have a clear understanding of their roles and responsibilities and to detail out expectations, goals, and outcomes (at system, community, program, child, and family levels).

Activities

- Identify service gaps and plan for growth and expansion.
- Understand the role, and reality, of data systems collecting information on home visiting indicators and statistics. Seek to improve the data system functioning.
- Maintain access to data necessary for analysis and planning around home visiting.
- Ensure criteria related to who is served by the various home visiting models is understood and part of the planning process.
- Complete routine needs assessment and analysis of results.
- Maintain strategic and fiscal plans for home visiting.

Considerations for Planning

1. How has expansion of home visiting programs occurred in the recent past? What data or need informed the process?

2. What current processes are used by specific models in the areas of needs assessments and planning? How can these inform statewide system assessment and planning?

3. What cross-system coordination of assessment and planning is currently in place?

4. How will assessment and planning further the alignment between family needs and home visiting programs?

5. What other assessment and planning processes exist for the early care and education system? What role does home visiting have in these processes?

Component: Financing Strategies and Funding Mechanisms

What?

Financing and funding mechanisms to support home visiting are focused on diverse and stable sources implemented in an efficient and coordinated manner to best support local implementation.

Why?

The statewide home visiting system is in a position to advance the blending of multiple funding streams to support programming and systems supports. Blending funding streams, such as federal and state funding, is a way to ensure opportunities for expansion as needed. Additionally, accessing multiple funding streams may allow for implementing innovative models or enhancements to models driven by family and community needs.

Activities

- Track all federal, state, and local (public and private) funding for home visiting.
- Understand the funding needs of local programs and system-level supports.
- Coordinate funding streams in order to streamline administrative requirements.
- Advocate for funding needs of the programs and system.

Considerations for Planning

1. What are the current funding sources (type of funding and amount) supporting home visiting?

2. What examples of multiple funding sources supporting a continuum of funding in a local community exist to explore?

3. How are the costs of home visiting tracked and understood across models (the cost of quality and variance based on model intensity)?

4. What is the current understanding of the administrative requirements of models and funders?

5. Consider other states for examples of the impact of streamlining home visiting administrative requirements and the process to achieve the streamlining.

6. What messaging and advocacy tools exist to finance all aspects of the home visiting system and programming? How are these tools used?

Component: Continuous Quality Improvement, Implementation, and Evaluation

What?

Evaluation, quality assurance activities, and communication on results of evaluation and quality improvement activities are coordinated across models and funding, at the state and local levels, in order to improve programs and their support structures.

Why?

Program improvement should be driven by data and evaluation that considers both program strengths and weaknesses in working to improve program quality. Coordination at the state system level is necessary to achieve benefits of knowledge gained across different models and funders, and maximize opportunities to implement quality improvement strategies reaching all programs. Maintaining a statewide vision for quality and a quality assurance plan leads to coordinated data collection, analysis and monitoring, streamlining across models by shared metrics and evaluation points, and monitoring structures.

Activities

- Develop and maintain a quality assurance plan (cross-model and funding).
- Support models in understanding and applying an implementation science approach to their program-specific strategies. Ensure this approach is accounted for in state-level analysis of continuous quality improvement and evaluation, and communication of results.
- Identify outcomes and evaluation measures that are shared across models and support the statewide goals for the impact of home visiting.
- Maintain a dashboard tool that tracks the identified outcomes and evaluation measures, gathering data across models.
- Communicate with state and local partners on progress, including analysis of expected impact.

Considerations for Planning

1. How are home visiting program objectives and outcome measures currently understood by the early care and education system? What efforts exist to map or align objectives and outcomes across models?

2. What type of evaluation and quality assurance activities are in place by model, or at programs? How can these be integrated in to a state quality assurance plan?

3. What are potential funding sources to support statewide evaluation efforts? Consider how other states have developed and maintained evaluation across models? Quality assurance activities?

What?

The core value of a highly skilled and supported home visiting workforce is held by the system and maintained across agencies, funders, and models.

Why?

Professional development activities coordinated at the state level (training and technical assistance) have the ability to be responsive to the results of evaluation and continuous quality improvement efforts. Home visiting is a unique delivery model. Within the early care and education system, the training, supports, and supervision needed for high-quality home visiting must be reflective of this uniqueness, which the statewide system ensures.

Activities

- Assess for common training and professional development needs across programs and coordinate a response.
- Maintain an alignment and tracking chart which maps the training that all home visiting programs need, as well as model-specific trainings.
- Seek opportunities to deliver common trainings to models in collaboration settings.
- Understand the capacity of community level supports for cross-model training and professional development.

Considerations for Planning

1. What are the model-specific professional development supports in place?

2. How are training and technical assistance needs assessed and planned for at the state level (by model) and program level?

3. What examples of cross-model, cross-program professional development efforts exist? What has been the impact of these efforts?

4. Consider how other states have addressed the coordination of professional development with multiple models and funding sources directing the models.

What?

Monitoring and accountability activities are coordinated across agencies, funding, and models in order to have a shared understanding of program standards and model fidelity, and to streamline the administrative and reporting burden on programs.

Why?

Coordination of monitoring and accountability efforts will support implementation of multiple models within programs and communities, along with working to ensure each model includes all aspects necessary to support quality programming.

Activities

- Cross-walk standards of different models to understand similarities and differences, and the potential implications for a shared monitoring approach.
- Develop shared monitoring tools and reporting structures that are reflective of model needs and have minimal data management impact.
- Message the impact of model fidelity, and overall home visiting, in order to support home visiting as an effective support for children and families.

Considerations for Planning

1. What type of monitoring is done with home visiting programs? How does this monitoring relate to model fidelity?

2. Are programs nationally accredited (if applicable)?

3. How have variances in program standards been approached in other state home visiting systems? What role have state standards for home visiting played in quality assurance and accountability? How have states ensured these standards do not duplicate or conflict with model standards?

4. What reporting structures exist with models that can be used to build a common structure?