Key Driver Diagram + Change Ideas: Family Retention SFY20 CQI Learning Collaborative

Primary Drivers	Secondary Drivers		Change Ideas
1 Competent, supported, and trauma-informed workforce to support effective family engagement	1.	Comprehensive and ongoing training opportunities for HVs and Supervisors related to: – Core competencies – Communication skills – Motivational Interviewing (MI) – Culturally responsive services	❑ Training and implementation of Motivational Interviewing (MI) followed by ongoing coaching and support ❑ Training and opportunities for role play/practice related to communication skills and having difficult conversations with families ❑ Team discussions about reasons for disengagement and potential strategies ❑ Host a training by community partners who are expert in fields related to family experiences (e.g. opioid use, homelessness)
	2.	Timely and effective supervisory and organizational support for HVs, including Reflective Supervision	❑ Reflective supervision that addresses cultural competencies and family engagement and individual supports for the home visitor ❑ Record home visits and review/reflection with supervisor ❑ Routine home visit observation by supervisor ❑ Group reflective supervision
	3.	Trauma-informed organizational practices, policies, and systems of support and self-care	❑ NEAR@Home training and implementation to address ACEs and support trauma-informed work ❑ Infant mental health consultation ❑ Identify resources within the community; develop strong connections and form partnerships with community agencies that offer treatment and supports for families who have experienced or are experiencing trauma
2 Trusting and effective partnership between Home Visitor and Family	1.	HVs are attuned and responsive to evolving family needs	❑ Facilitating Attuned Interactions (FAN) training, implementation, and ongoing support ❑ Team FAN reflections and case conferencing ❑ Training on adult relationships and attachment ❑ Utilize Motivational Interviewing (MI) strategies to identify family priorities and goals ❑ Routinely revisit family goals/expectations of home visiting program ❑ Offer a new home visitor for families who have disengaged from services ❑ Periodic check-ins to assess family's hopes and expectations of home visiting program
	2.	Programs are adaptive and flexible in service delivery style, hiring and training to meet the diverse needs of families	❑ Recruitment and referral materials reflect cultural and linguistic needs of target population ❑ Program flexibility in time and location of service delivery to meet family preferences and needs (e.g. evening visits to accommodate caregiver work schedule) ❑ Team discussions for detecting early disengagement cues and possible strategies for reengagement

	3.	Engagement with fathers and other family members	❑ Adapt visit plan/activities to incorporate fathers/partners/other family members ❑ Schedule visits to support father engagement ❑ Identify opportunities to engage fathers outside of home visits (e.g. group events, activities for families)
	4.	Positive and responsive process for transferring family to new HV	❑ Create a protocol/policy for transferring clients to a new home visitor ❑ Use transition as an opportunity to re-evaluate the family's experience and goals for home visiting ❑ Outgoing and new home visitor arrange for at least 1-2 joint visits to facilitate a warm hand-off ❑ Supervisor joins for first home visit with new home visitor
3 **Intensive and effective strategies for early engagement with newly enrolled families**	1.	Positive and welcoming recruitment process for all families	❑ Postcard introducing new home visitor to family (e.g. "baseball card with home visitor information") ❑ Welcome kits/bags for newly enrolled families (e.g. may include team photo, important program information, activities, etc. ❑ Utilize a team approach in introducing the program ❑ Restructure first visit to focus on relationship-building rather than completion of paperwork
	2.	Adaptations to provide culturally appropriate and responsive services	❑ Outreach materials specify family choice in home visit day/time/location in early intensive phase ❑ Program materials (including outreach materials) reflect cultural and linguistic needs of families served ❑ Cultural competency training and ongoing support for home visitors ❑ Identify opportunities for appropriate and meaningful cultural adaptations to the program
	3.	Increased frequency of visits in first few months and early connection of families to desired resources	❑ Schedule weekly visits for first 2-3 months to support relationship building ❑ Schedule back-up visits to balance cancellations/no-shows ❑ Offer certificates/incentives for family's for early completion of visits/first few months (e.g. scrapbook w/photos of parent-child interactions, etc.) ❑ Complete family checklists addressing family's wants/needs/ goals for the program, with continual follow-up ❑ Early linkage of families to other community supports and services that address family barriers and following up on effectiveness of referral

4 Workforce resilience, engagement and retention	1.	Prioritization and protection of time/resources to cultivate resilience, stress management, wellness, and self-care	❑ Flexibility in work schedules for home visitors ❑ Regularly provide staff/team with opportunities to engage in self-care practices and stress management strategies (individual and community), incorporated into the workday ❑ Regular use of FAN Mindful Self-Regulation (MSR) strategies before, during, and after visits ❑ Supervisors support home visitors to develop individual wellness/safety plan to manage stress/overwhelm in certain situations/home visits ❑ Group reflective supervision
	2.	Camaraderie and teamwork – social cohesion, shared understanding, and trusting relationships	❑ Provide a predictable physical space for staff to break together ❑ Organize opportunities for staff to celebrate work accomplishments, share meals/breaks together, generally have fun ☺ ❑ Meetings incorporate team building activities to create cohesiveness and strong culture ❑ Schedule regular work related "retreats", planned with input from team ❑ Use an online platform/app to support team communication (e.g. Slack)
	3.	Opportunities for team members to engage in leadership and professional growth	❑ Create opportunities for team members to step into leadership roles related to different aspects of program activities (e.g. CQI, Group Connections, community partnerships, outreach, data) ❑ Identify and offer opportunities for professional growth aligned with home visitor goals
5 Engagement of family voice and leadership in home visiting	1.	Opportunities and supports for families/parents to participate in program leadership	❑ Help implement/facilitate parent-led support groups ❑ Include parents as a member of the CQI team ❑ Develop a script for home visitors to use to communicate parent involvement opportunities ❑ Share a letter with families outlining opportunities for leadership/involvement ❑ Use a strengths-based approach to identify parent strengths and opportunities for contribution/involvement ❑ Utilize social media to connect/engage families with the program and with other families
	2.	Families actively involved in defining program success	❑ Include parents as members of policy council or program advisory board ❑ Routinely collect feedback through a parent survey (involve parents in survey design)
	3.	Routine processes to incorporate family voice in program decision-making	❑ Facilitate parent/caregiver focus groups ❑ Host a parent cafe ❑ Conduct listening sessions with families (enrolled or exited) to understand motivations to remain or exit from program