



N-MIECHV

COMMUNITY PLANNING GUIDE TEMPLATE

N-MIECHV

BUILDING SECURE FOUNDATIONS – CREATING STRONG FAMILIES

Home Visiting Community Planning Guide Template

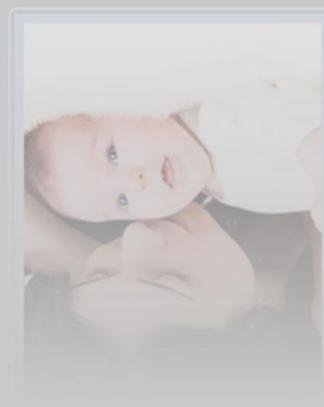
PURPOSE

The guide was created by N-MIECHV through DHHS that instructs communities in a development process specific to making key decisions surrounding implementation of an Evidence-Based Home Visiting (EBHV) program. The determinations you make as part of this process can inform other decision making at all levels of community planning.

EBHV can be one of several service strategies embedded in your comprehensive, high-quality early childhood and community system to promote maternal, infant and early childhood health and development, one that relies on the best available research evidence to inform and guide practice.

The N-MIECHV Community Planning process brings together stakeholders in a given shared area, or community, to make key decisions regarding community readiness for implementation of an evidence-based home visiting program. Stakeholders utilize current, available data to examine the population, determine the greatest areas of need, or risk, recognizing existing resources and exploring whether evidence-based home visiting can address any gaps in service.

An Evidence Based Home Visiting System responds to the diverse needs of children and families in your community and provides a unique opportunity for collaboration and partnerships to improve health and development outcomes for children.



-
19. _____
 20. _____
 21. _____
 22. _____
 23. _____
 24. _____
 25. _____
 26. _____
 27. _____
 28. _____
 29. _____
 30. _____
 31. _____
 32. _____
 33. _____
 34. _____
 35. _____
 36. _____
 37. _____
 38. _____
 39. _____
 40. _____
 41. _____
 42. _____
 43. _____
 44. _____
 45. _____
 46. _____
-

Explanation of Acronyms

MIECHV: Maternal, Infant and Early Childhood Home Visiting
N-MIECHV: Nebraska Maternal, Infant and Early Childhood Home Visiting
EBHV: Evidence Based Home Visiting
HomVEE: Home Visiting Evidence of Effectiveness
HV: Home Visiting
MAPP: Mobilizing for Action through Planning and Partnerships

Step 2: What does the data tell us?

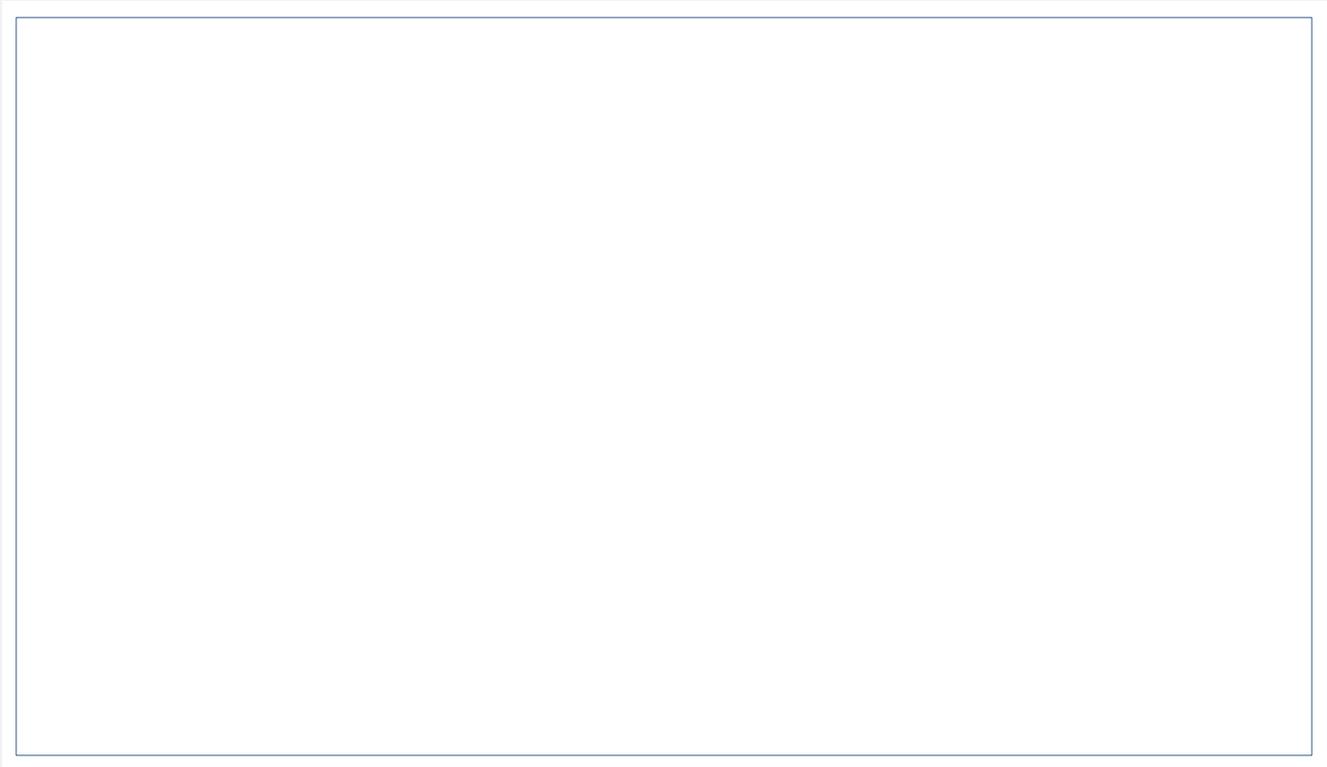
List the names of tools or types of data the stakeholder group will need to arrive at two decision points (steps 4 and 6). For example the community may wish to analyze data from the Mobilizing for Action through Planning and Partnerships (MAPP) or the Level One County Needs Assessment.

Data Collection Tool or Type of Data

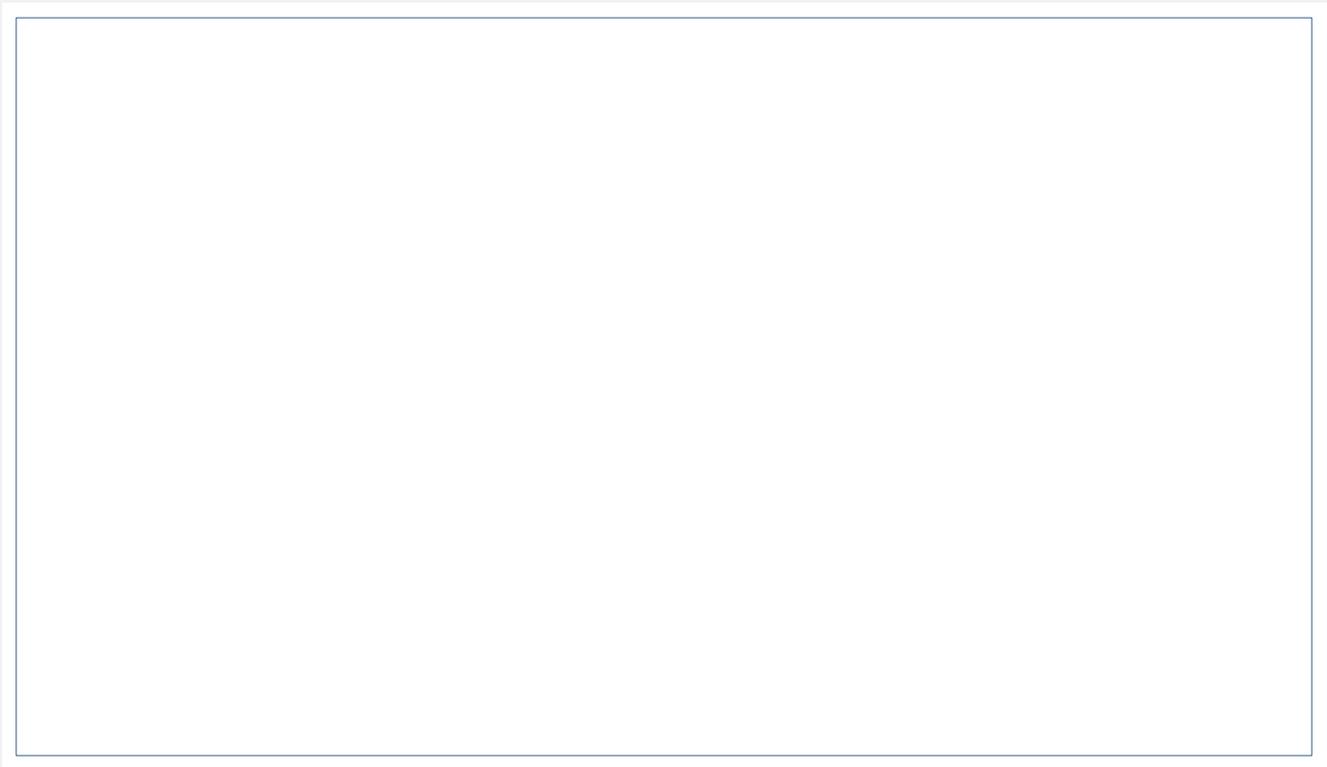
- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
 - 6. _____
 - 7. _____
 - 8. _____
-

- 1. What are the patterns or themes?

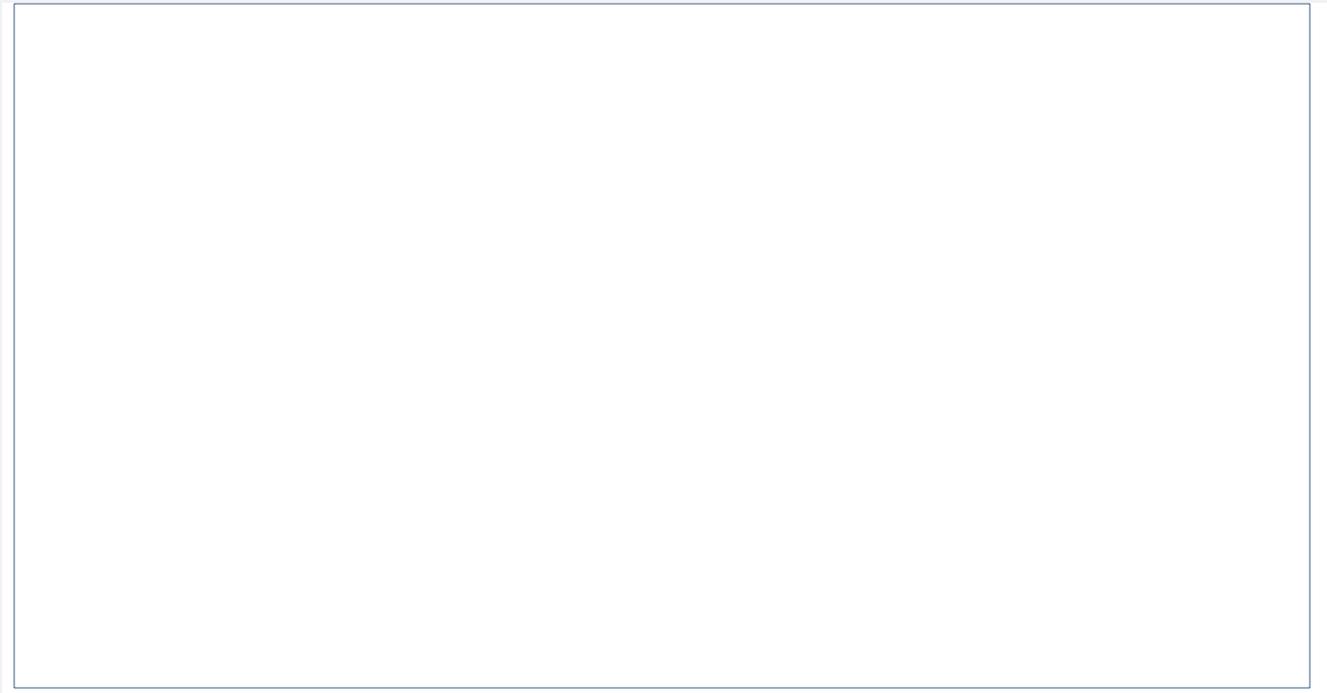
2. What are possible reasons for the results?



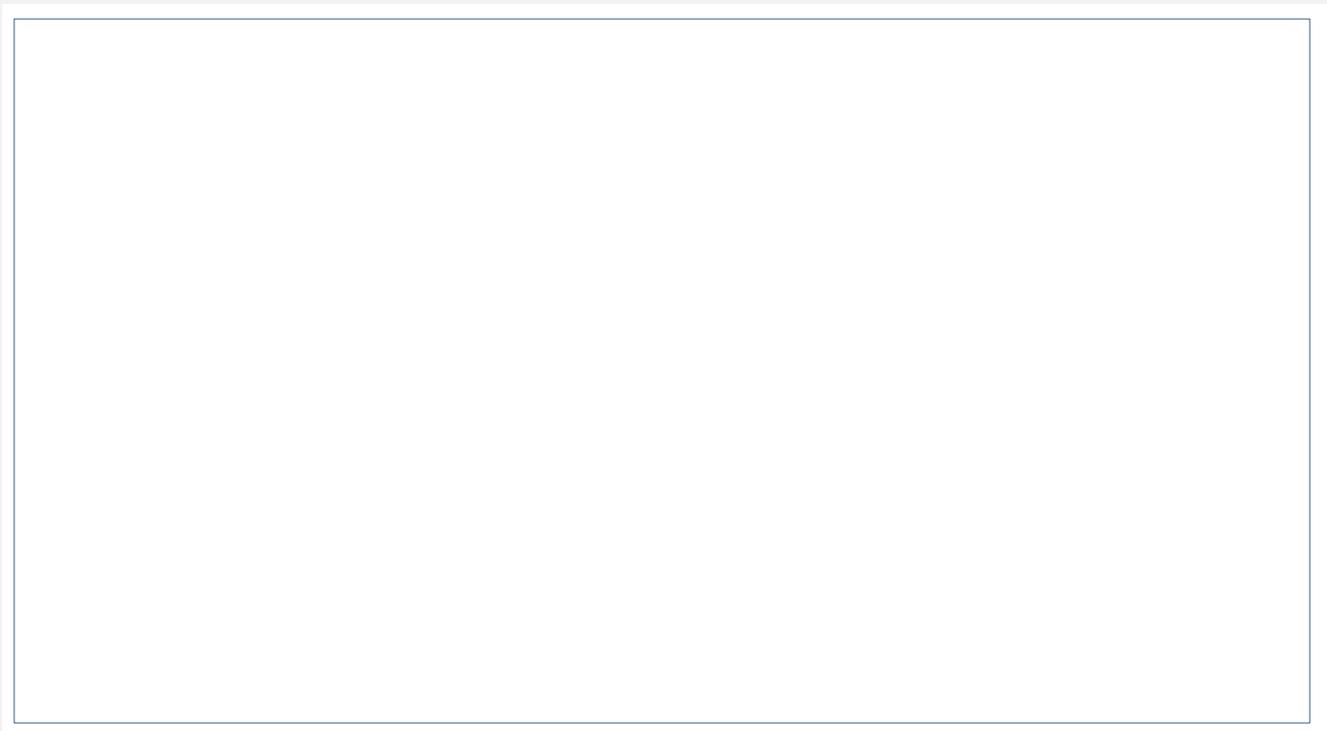
3. How do these results relate to the early childhood system?



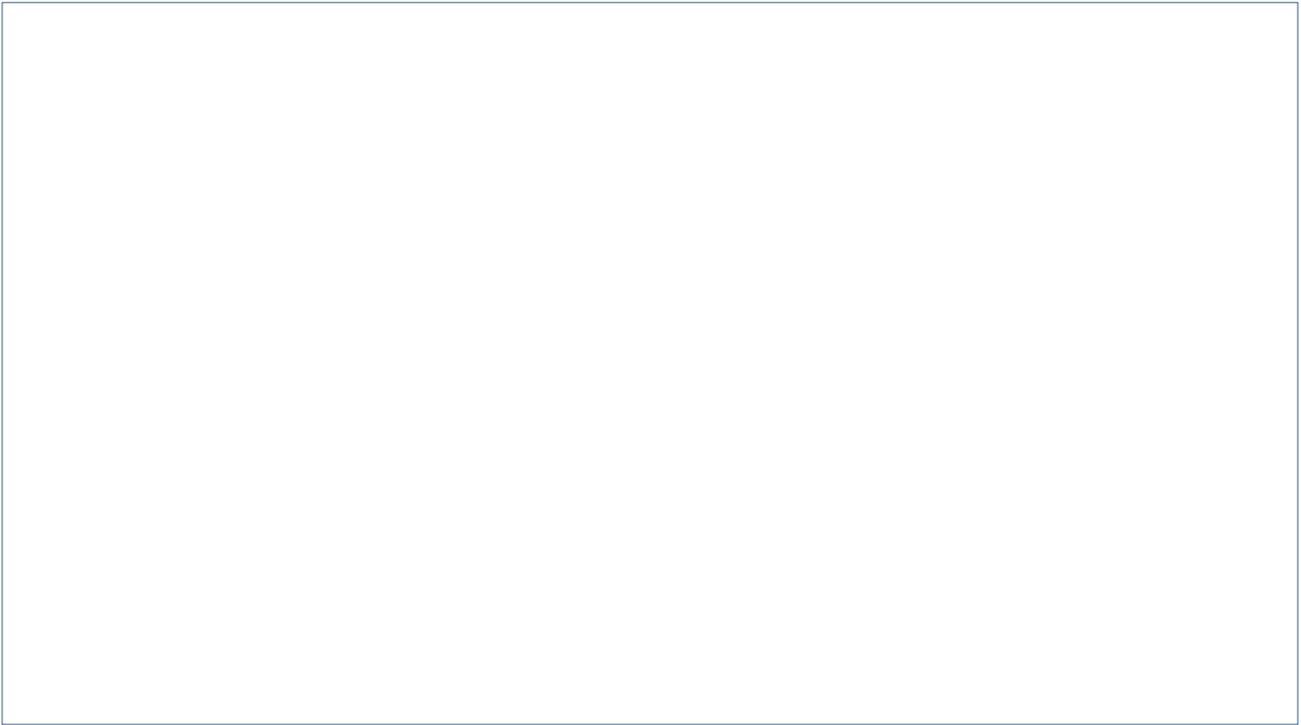
4. What does the data say about families and their experiences in the community?



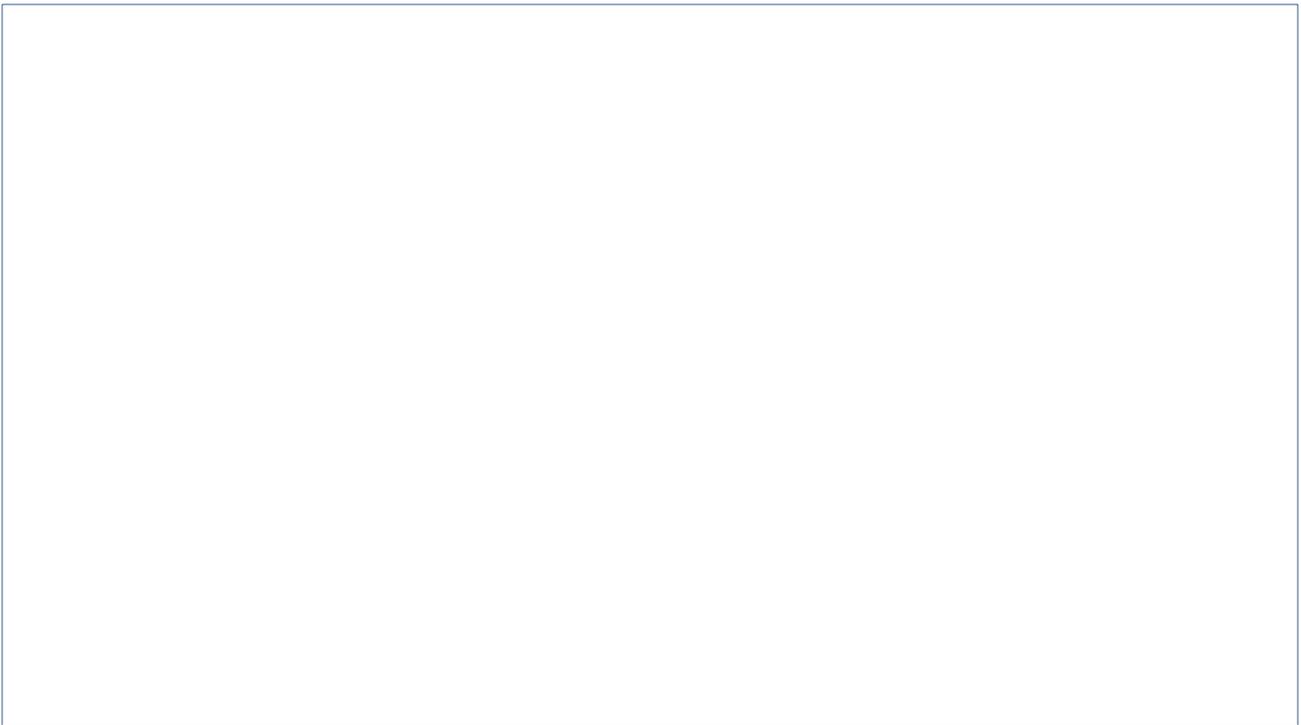
5. Looking at the N-MIECHV Level One Assessment data and the community's comparison to the state averages, what are your community's primary needs and strengths?



6. How do these strengths and needs compare to other current community priorities and/or initiatives?



7. What community priorities can you identify and/or align (if already identified) that a HV program might be able to address?



Step 3: Assess the Existing Early Childhood System Including Home Visiting Programs

Based on your discussion and analysis, provide answers to the following questions:

1. What early childhood and HV services currently exist (Some of this information can be located in the Level One Needs Assessment. Update and enhance the information as appropriate?)

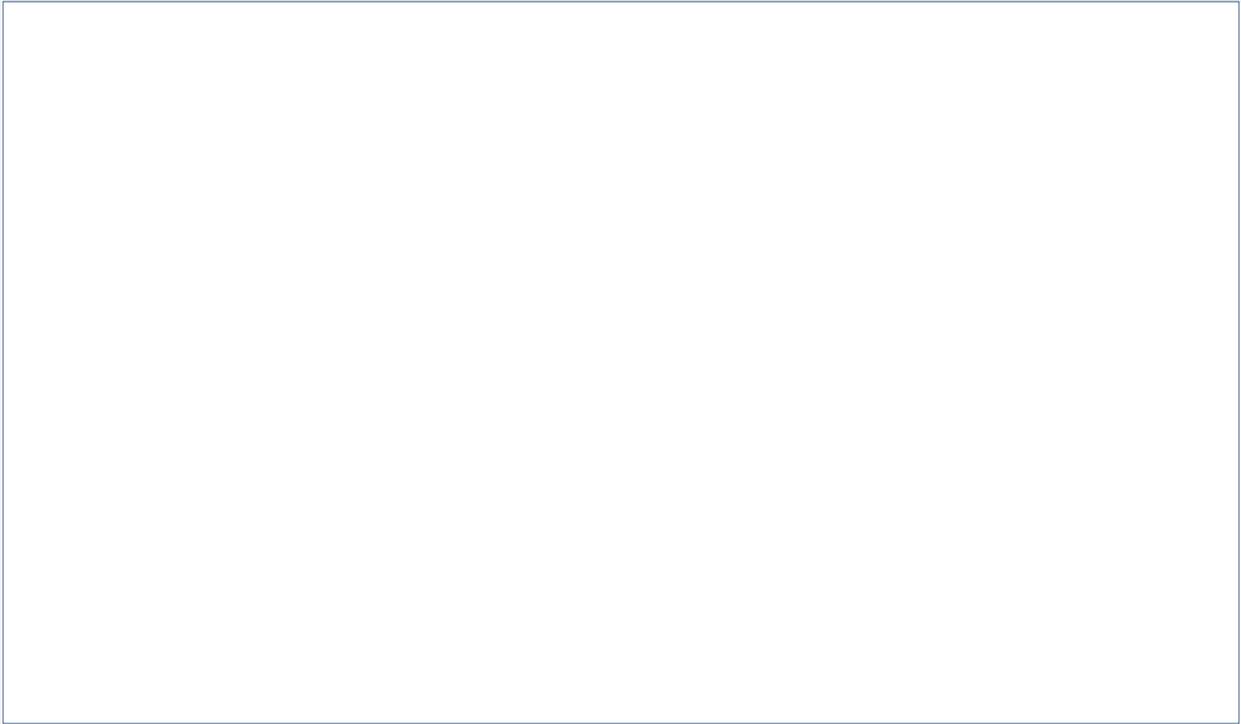
Program Name	Type of Service	Evidence Based Model	Implemented with Fidelity	Accredited	Primary Outcomes	Geographic Area	# of Families Served Annually
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			

Program Name	Type of Service	Evidence Based Model	Implemented with Fidelity	Accredited	Primary Outcomes	Geographic Area	# of Families Served Annually
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			

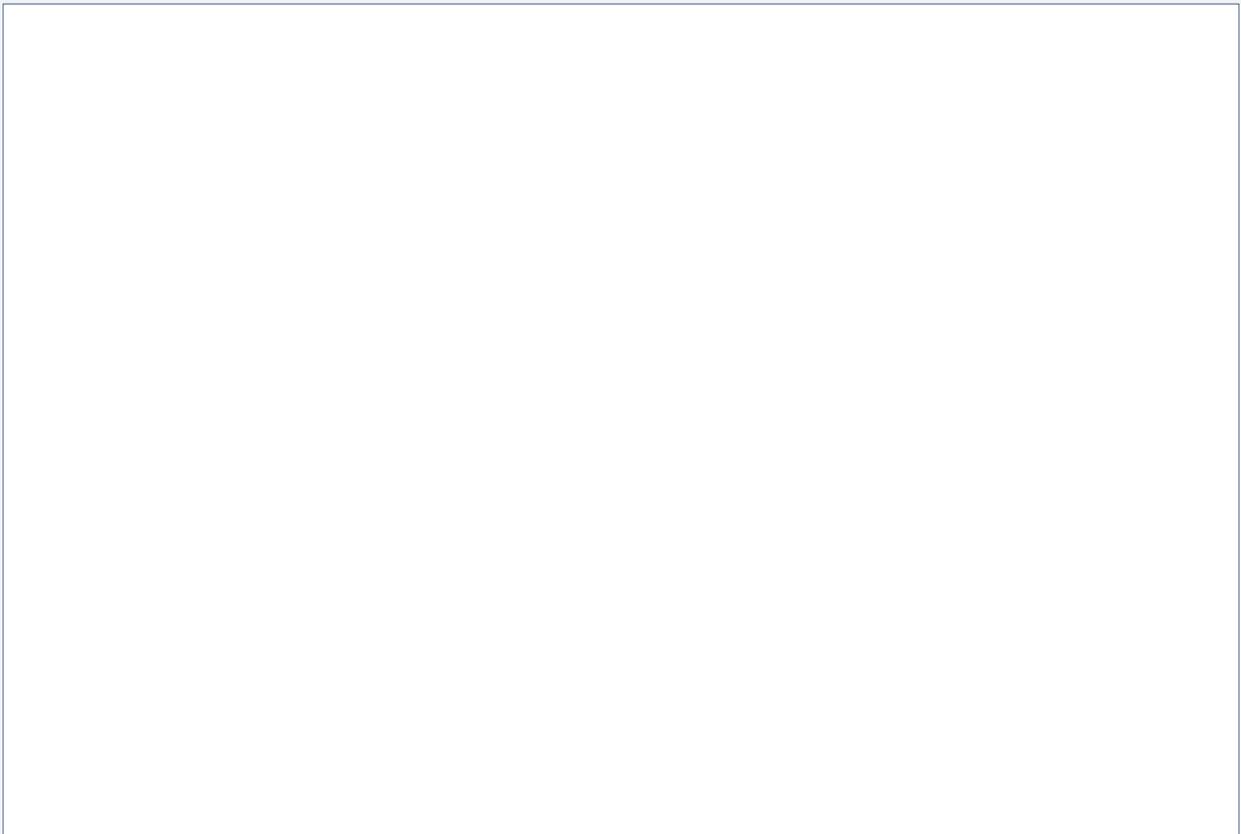
Program Name	Type of Service	Evidence Based Model	Implemented with Fidelity	Accredited	Primary Outcomes	Geographic Area	# of Families Served Annually
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			

Program Name	Type of Service	Evidence Based Model	Implemented with Fidelity	Accredited	Primary Outcomes	Geographic Area	# of Families Served Annually
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			
		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>			

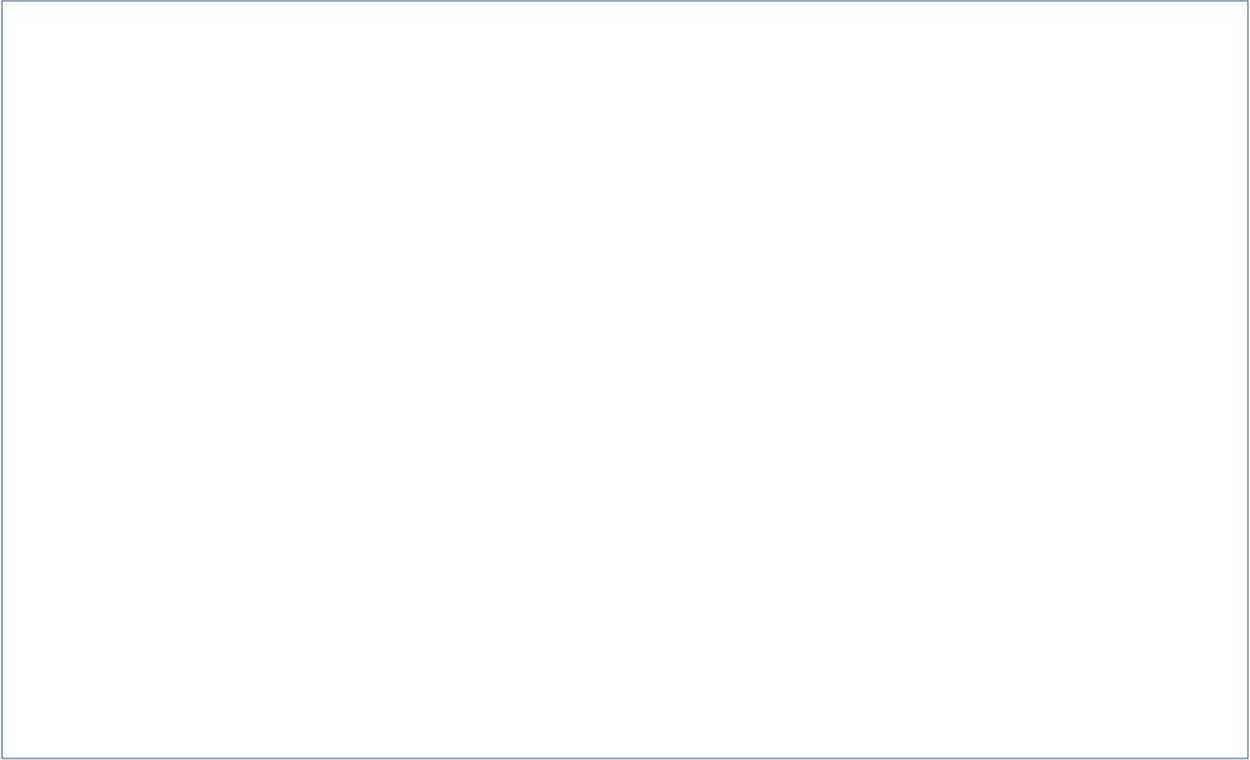
2. What are the major strengths of the current services/programs?



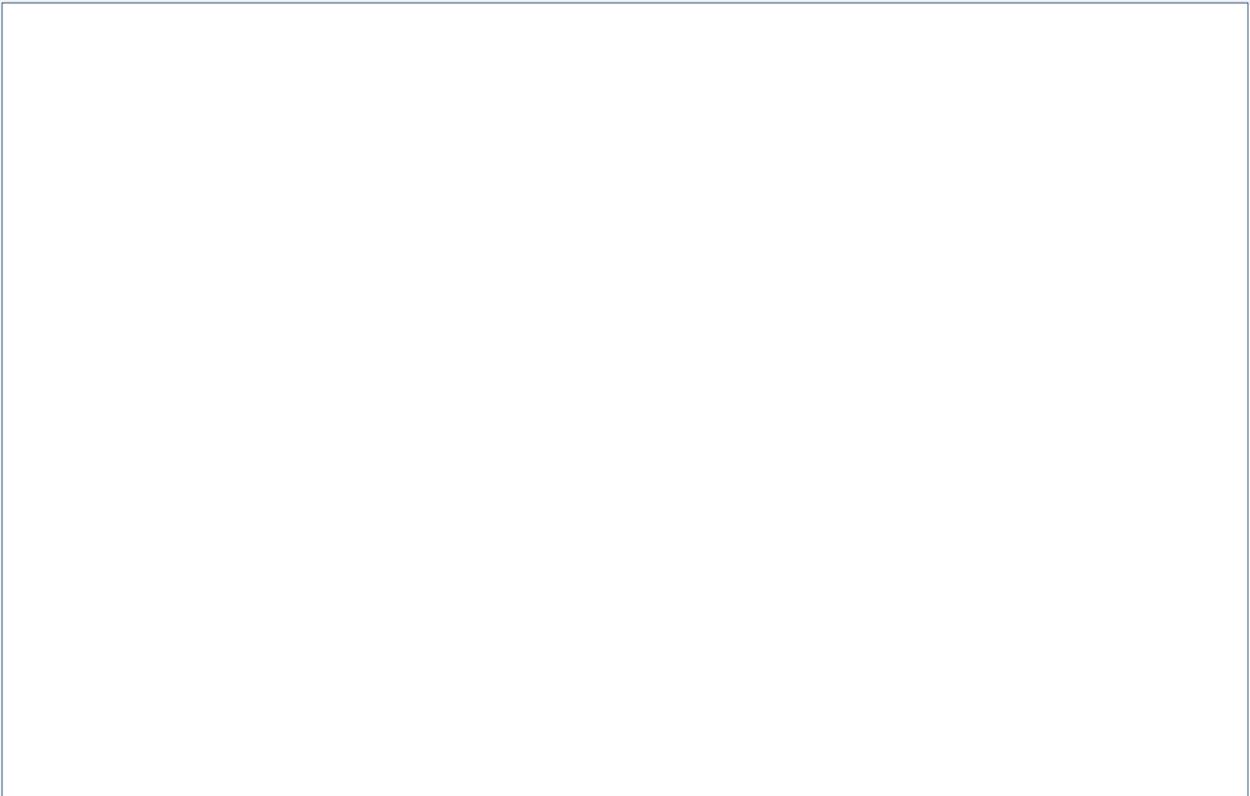
3. What populations are currently not being served, what are areas of need not being met?



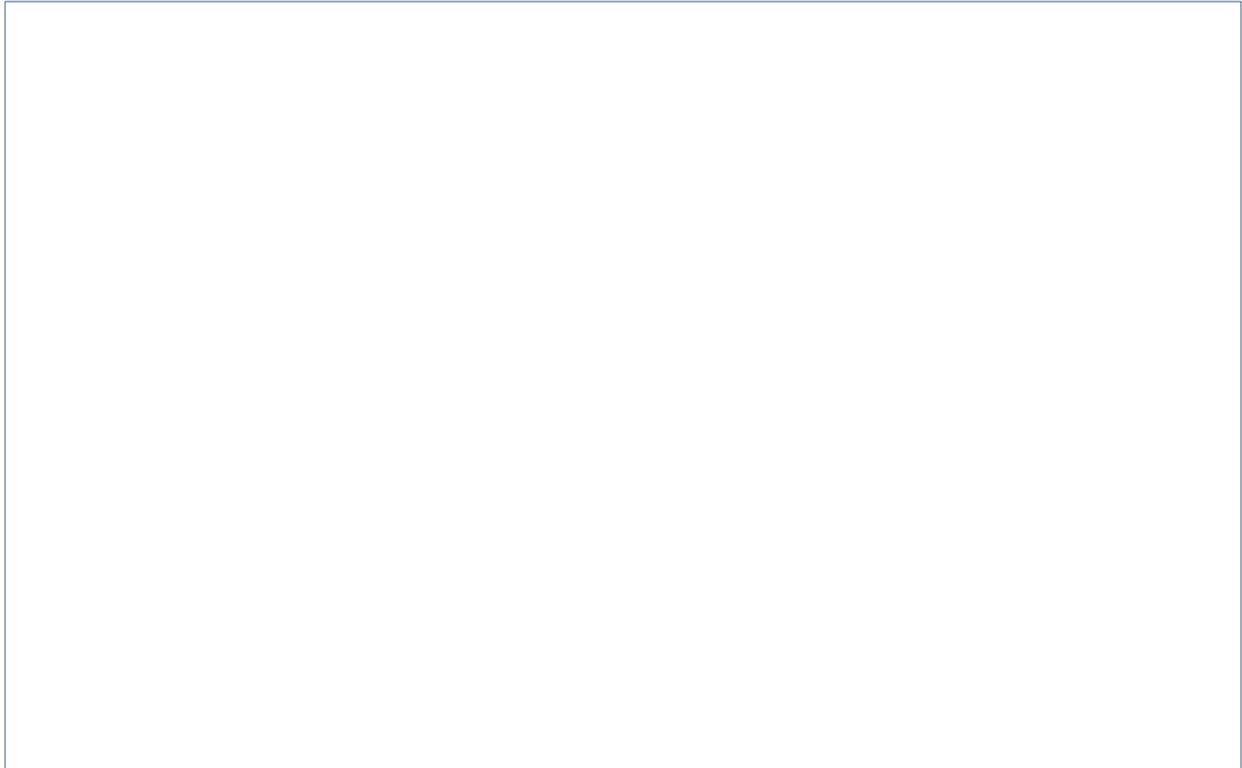
4. What geographic locations most lack services?



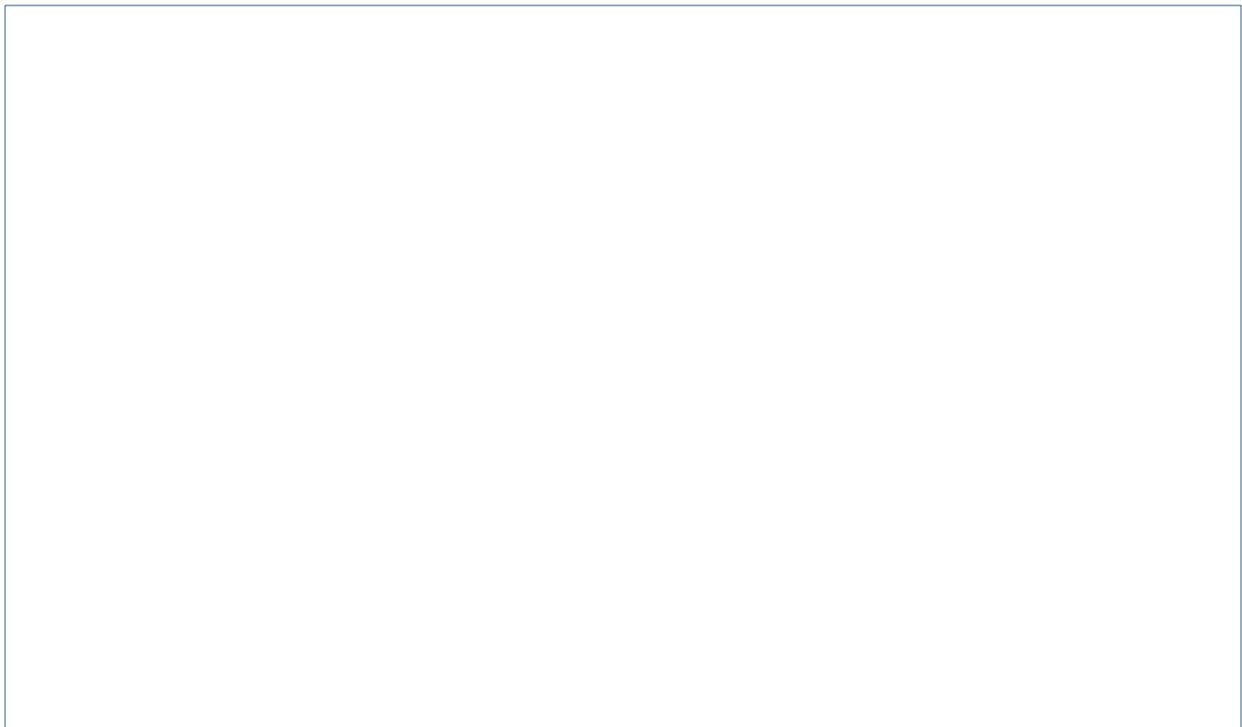
5. What are the gaps that EBHV might fill?



6. What existing networks are present in the community that can assist with building or expanding a HV program and what systems will need to be built?



7. What are the existing resources and gaps related to early childhood and HV professional development and competency building?



8. What community services could provide support to a new, expanded or enhanced home visiting program?

Step 4: Decision Point

Based on the analysis developed in Steps 2 and 3, what is your finding related to the community’s desire to move forward with implementation of EBHV?

- a) Yes Moving forward with the expansion of existing services
- b) Yes Moving forward with implementation of new EBHV programming
- c) Yes Defer future planning in this area
- d) Yes Target efforts in other areas that have been identified as priorities through this process, for example building capacity or readiness, or building early childhood system
- e) Yes Other (note “other” choice in the text field below):

Step 5: If step 4 resulted in a decision to implement EBHV, align your outcomes and assessed needs/priorities in steps 2 and 3 and determine which EBHV Models best fit your community.

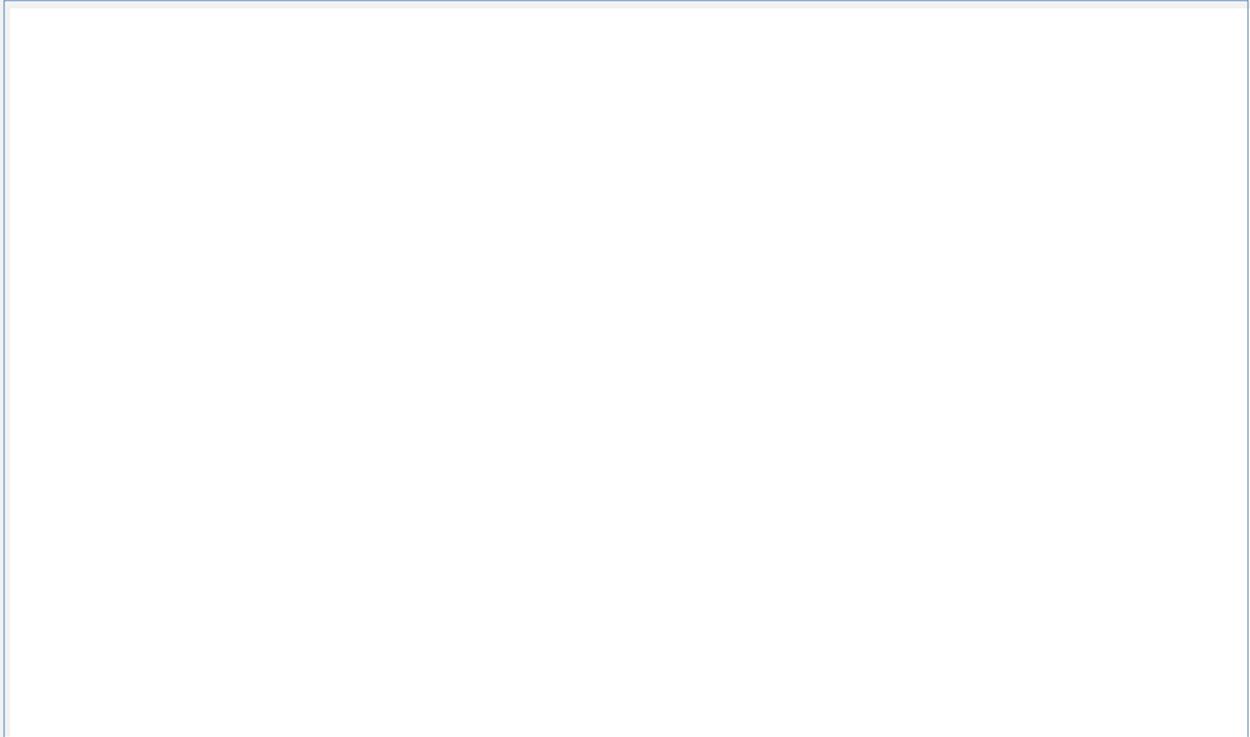
Model Program areas of effectiveness researched by HomVEE are prefilled in columns 3-16. In column 1 provide the top community priorities, needs or outcomes the stakeholder group has identified during step 2 and 3 (for example your community might identify “increasing positive birth outcomes” as a priority). List those community priorities that match or closely relate to the outcome areas for each of the models in the appropriate line. List those that do not match in the empty lines at the bottom of the table. In column 2 identify the risk domains that were identified in the Level 1 Needs Assessment (if your community participated in this assessment).

Community Priorities or Needs	Level 1 Analysis	HFA (Healthy Families America)	Early Start New Zealand	EHS (Early Head Start)	PAT (Parents as Teachers)	Child First	EIP (Early Intervention Program for Adolescent Mothers)	FCU (Family Check Up)	Healthy Steps	HIPPY (Home Instructions for Parents of Preschool Youngsters)	NFP (Nurse Family Partnership)	Oklahoma Community-Based Family Resource and Support Program	PALS (Play and Learning Strategies Infant)	Safe Guard Augmented	Maternal Early Childhood Sustained Home Visiting Program (MESCH)
		Child Dev. & School Readiness	Child Dev. & School Readiness	Child Dev. & School Readiness	Child Dev. & School Readiness	Child Dev. & School Readiness		Child Dev. & School Readiness		Child Dev. & School Readiness	Child Dev. & School Readiness		Child Dev. & School Readiness		
		Child Health and Maternal Health	Child Health			Maternal Health	Child Health	Maternal Health	Child Health		Child Health and Maternal Health	Maternal Health			Child Health

Community Priorities or Needs	Level 1 Analysis	HFA (Healthy Families America)	Early Start New Zealand	EHS (Early Head Start)	PAT (Parents as Teachers)	Child First	EIP (Early Intervention Program for Adolescent Mothers)	FCU (Family Check Up)	Healthy Steps	HIPPY (Home Instructions for Parents of Preschool Youngsters)	NFP (Nurse Family Partnership)	Oklahoma Community-Based Family Resource and Support Program	PALS (Play and Learning Strategies Infant)	Safe Guard Augmented	Maternal Early Childhood Sustained Home Visiting Program (MESCH)
		Family Economic Self-Sufficiency		Family Economic Self-Sufficiency			Family Economic Self-Sufficiency				Family Economic Self-Sufficiency				
		Linkages & Referrals				Linkages & Referrals								Linkages & Referrals	
		Positive Parenting Practices	Positive Parenting Practices	Positive Parenting Practices	Positive Parenting Practices			Positive Parenting Practices	Positive Parenting Practices	Positive Parenting Practices	Positive Parenting Practices	Positive Parenting Practices	Positive Parenting Practices		Positive Parenting Practices
		Reductions in Child Maltreatment	Reductions in Child Maltreatment	Reductions in Child Maltreatment		Reductions in Child Maltreatment					Reductions in Child Maltreatment			Reductions in Child Maltreatment	

Community Priorities or Needs	Level 1 Analysis	HFA (Healthy Families America)	Early Start New Zealand	EHS (Early Head Start)	PAT (Parents as Teachers)	Child First	EIP (Early Intervention Program for Adolescent Mothers)	FCU (Family Check Up)	Healthy Steps	HIPPY (Home Instructions for Parents of Preschool Youngsters)	NFP (Nurse Family Partnership)	Oklahoma Community-Based Family Resource and Support Program	PALS (Play and Learning Strategies Infant)	Safe Guard Augmented	Maternal Early Childhood Sustained Home Visiting Program (MESCH)
		Reductions in Juvenile Delinquency, Family Violence & Crime									Reductions in Juvenile Delinquency, Family Violence & Crime				

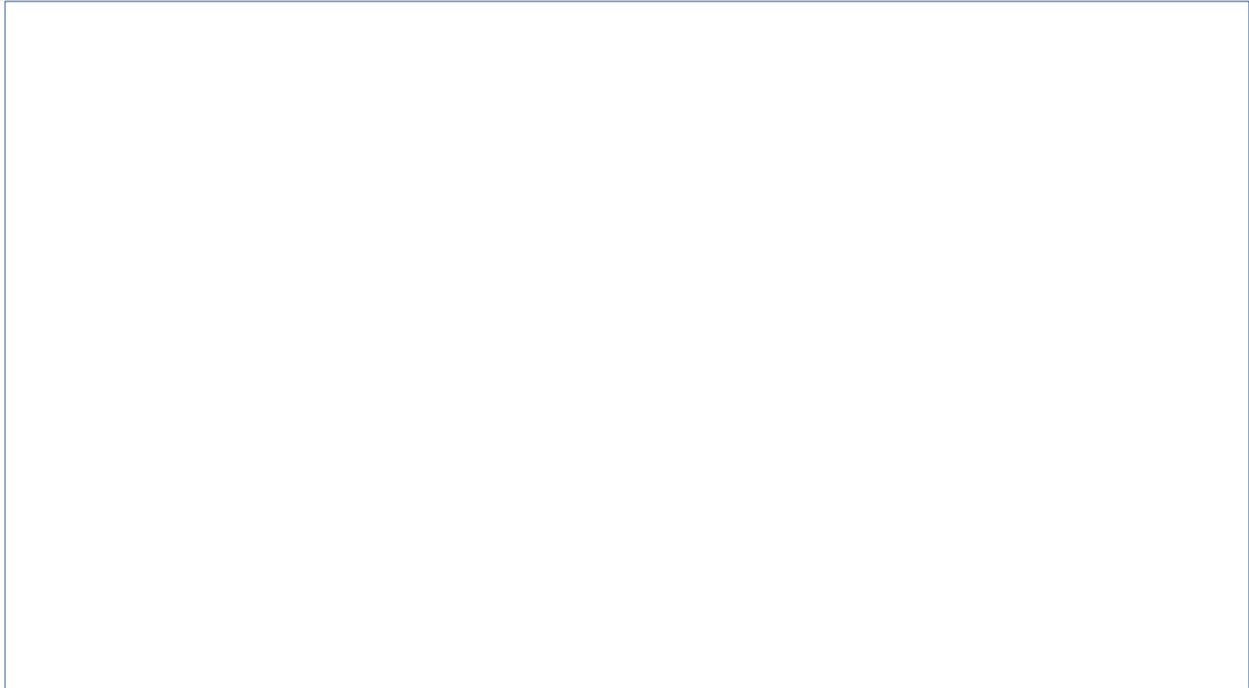
1. If home visiting services exist in your community, have these services been well received by families?



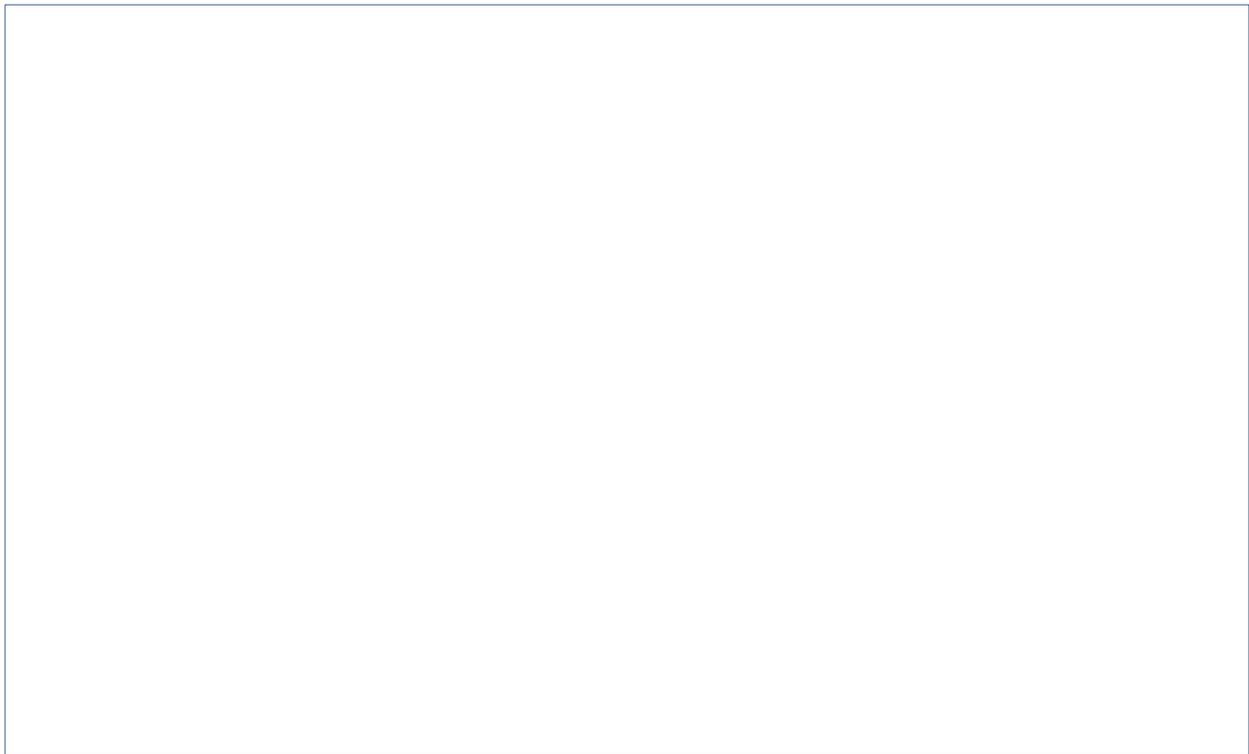
2. How do the areas of effectiveness researched by HomVEE relate to your community priorities and needs?



3. Which model(s) closely relate to your community priorities/risks and expected outcomes?



4. How well is the community able to meet the model's critical elements related to participant recruitment, staff recruitment and retention and referrals to outside services?



5. What is the capacity of the community to sustain the cost of the model long term?

Step 6: Decision Point

Based on the analysis completed in step 5, what is your conclusion?

- a. Yes Approved Evidence Based Model(s) chosen
- b. Yes Moving forward with a home visiting model that is not an approved MIECHV model
- c. Yes Defer future planning in this area
- d. Yes Other (note “other” choice in the text field below):

Step 7: Assess the Infrastructure and Capacity and Readiness for Evidence Based Model Implementation

Examine basic requirements of the selected EBHV model(s) and assess provider and /or community capacity and experience, workforce questions, and access to technical assistance and program support needs. Describe the following strengths, barriers and needs related to:

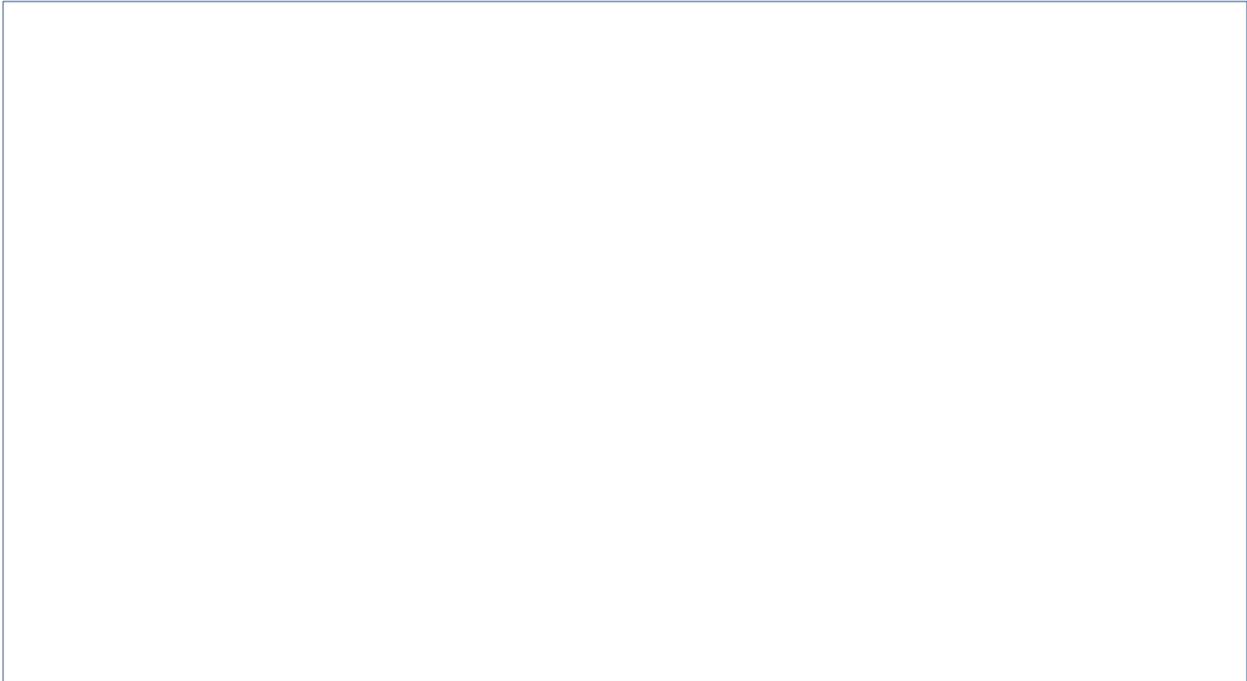
1. Recruitment and engagement of participants

2. Recruitment and retention of qualified staff as required by the model

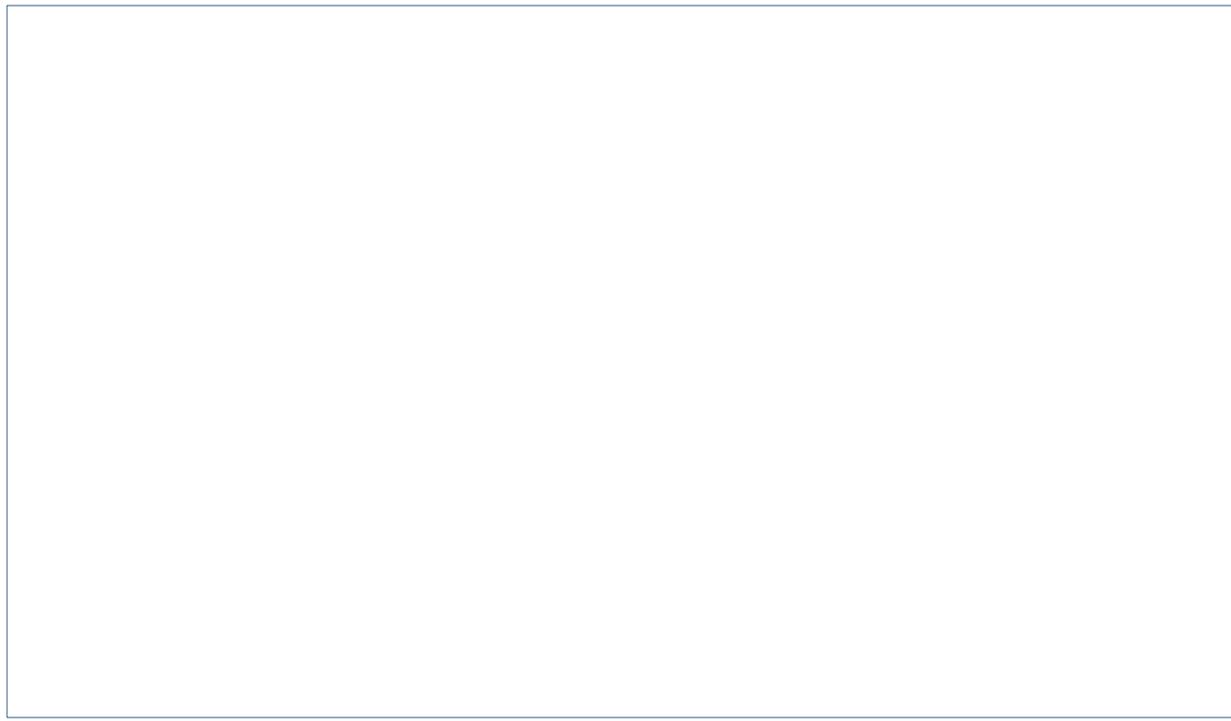
3. Current level of readiness for model accreditation (if an existing program is considered) and maintaining fidelity to the model



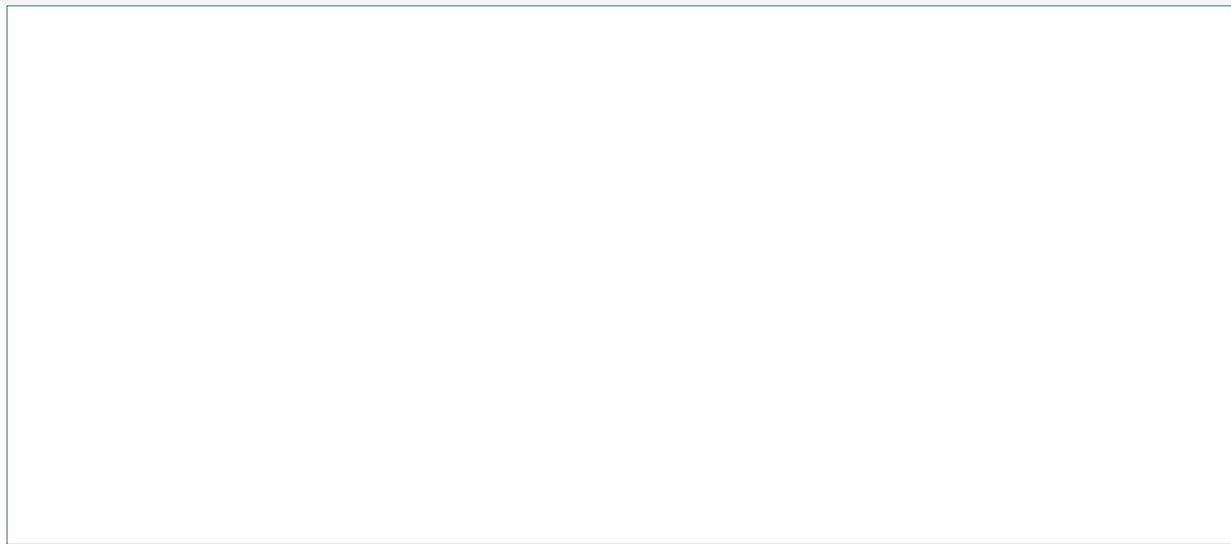
4. Professional development and competency building



5. Connection with and integration into the early childhood system



6. Other



Next Steps:

At this point in the process, your community may desire to move forward with some initial next steps and develop an action plan.