

# Compendium of Strategies

An AI-Synthesized Collection of Strategies for the Promotive Factors Framework

Home visiting programs change lives, but only when the home visiting workforce thrives. Across the country, states and local programs are grappling with persistent workforce challenges: shortages, high turnover, and committed but over-worked home visitors.

These problems are not new, but concrete, research-informed solutions are often hard to find.

To bridge this gap, James Bell Associates developed a practical resource: a 'strategy menu' for home visiting system and program leaders. Organized into eight promotive factors from the [Promotive Factors Framework](#), this collection of strategies moves beyond deficit-based fixes and provides a framework for growth, leadership, and organizational strength.

## Methodology

This resource was developed through a systematic, artificial intelligence (AI) augmented synthesis to curate a collection of research reports, briefs, and practice tools focused on the home visiting workforce (workforce). AI extracted concrete, actionable strategies from each source, organized under the eight promotive factors of the Promotive Factors Framework. They were then reviewed for accuracy, deduplicated, and grouped into thematic categories within each factor. Rather than being scattered across many publications, the result is a single, centralized resource consolidating strategies for easier use, comparison, and application by state and program leaders. Each strategy is followed by a superscript number linking to the source in the Endnotes.

## How to navigate this resource

To begin, click on any of the eight promotive factors below. You will be directed to a curated list of concrete strategies specific to the factor.

### Promotive factors

1. [Accessible pathways into the workforce](#)
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# Accessible pathways into the workforce

## Pipeline development

- Partner with colleges and universities and present to students an overview of home visiting and how to enter the field.<sup>1</sup>
- Partner with Community Health Worker certification programs to teach students about home visiting and how to enter the field.<sup>2</sup>
- Develop career pathways for parents and families previously served by home visiting to become part of the workforce.<sup>3</sup>

## Recruitment and hiring

- Develop and disseminate clearly written, purpose-forward job descriptions to accurately capture the roles of home visitors and highlight their value to families and communities.<sup>4</sup>
- Announce job openings through a variety of media formats and modalities, ensuring broad dissemination into the communities being served.<sup>1</sup>
- Advertise positions both formally (e.g., on agency websites) and informally (e.g., through word of mouth, professional networks, internal channels) to expand recruitment reach.<sup>4</sup>
- Recruit candidates who already have fundamental home visiting knowledge and skills, including early childhood educators and parents who have graduated from a home visiting program.<sup>5</sup>
- Recruit candidates from within communities served, including parents who have participated in home visiting programs.<sup>4</sup>
- Invite current home visitors to serve on interview panels, assess candidates, and inform hiring decisions.<sup>1</sup>
- Offer sign-on bonuses or financial incentives.<sup>6</sup>



## Adequate and fair compensation

### Policy and funding

- Ensure salaries are at or above a living wage, provide cost-of-living adjustments, and use non-salary compensation (e.g., extra leave, bonuses) to augment.<sup>7</sup>
- Provide wages and benefits commensurate with education, experience, and levels of responsibility; institute a salary structure with minimum, midpoint, and maximum rates comparable to market rates for similar professions; consider relevant experience and nondegree training as well as, or in place of, credentials; and incentivize and reward tenure.<sup>7</sup>
- Review and update pay policies to create competitive wages.<sup>8</sup>
- Advocate for compensation increases for staff who provide services in multiple languages.<sup>8</sup>

### Benefits and incentives

- Provide affordable health insurance.<sup>9</sup>
- Provide on-site childcare.<sup>10</sup>
- Provide housing assistance.<sup>9</sup>
- Provide funding for car maintenance, gas cards, and parking permits.<sup>10</sup>
- Cover copay fees for needed mental health treatment.<sup>11</sup>
- Provide time off for annual and sick leave, family and medical leave, cultural events, holidays, and bereavement.<sup>2</sup>
- Offer health insurance that covers mental health as well as physical health, paid time off, and Employee Assistance Programs (EAPs).<sup>8</sup>
- Provide access to employer-sponsored benefits, including health insurance, paid leave, and mental health services.<sup>4</sup>
- Offer student loan forgiveness for those who enter and stay within the home visiting profession for at least 3 to 5 years.<sup>9</sup>
- Offer scholarship programs or stipends for workers pursuing higher education.<sup>12</sup>
- Implement programs such as the T.E.A.C.H. Iowa Scholarship Program, which provides comprehensive scholarships to family support professionals willing to obtain college credits toward a higher education degree relevant to their work.<sup>6</sup>
- Implement programs such as Performance and Education Yield Success (PEYS), which provides education-based salary supplements between \$400 and \$1,600 annually to MIECHV-funded family support workers based on time worked and successful completion of individual performance benchmarks.<sup>6</sup>

- Following the lead of states like Iowa, collaborate with state or local associations to advocate for scholarship programs, increased compensation, and/or education-based salary supplements for workers pursuing higher education.<sup>6</sup>

## Wage fairness

- Review organizational policies and practices related to pay and sick leave, evaluating how benefits compare to similar organizations.<sup>6</sup>
- Adopt policies that support fair, consistent, and competitive salaries and benefits, including regular reviews of salary structures across home visiting systems.<sup>6</sup>
- Establish pay rates that consider relevant experience and nondegree training in addition to formal credentials.<sup>8</sup>
- Establish consistent compensation policies across agencies and programs for staff who provide multilingual and culturally responsive services<sup>8</sup>
- Provide hiring and retention incentives (e.g., multilingual pay differentials) for workers with skills and experience that support effective community engagement and service delivery.<sup>8</sup>



## Resources and support

### Onboarding

- Develop an onboarding process to extend through the first year of work to ensure new workers demonstrate understanding after the initial training.<sup>13</sup>
- Establish shadowing procedures for new home visitors.<sup>8</sup>
- Design careful and intentional onboarding processes to reduce overwhelming the new worker.<sup>8</sup>
- Invest in structured onboarding programs and ongoing coaching to help build competency and confidence, reduce early attrition, and improve long-term performance.<sup>4</sup>
- Develop and implement an ongoing coaching process to include frequent check-ins during the early months of employment.<sup>13</sup>

### Training and professional development

- Provide professional development tailored to the full range of workforce needs from foundational to advanced training; include topics on trauma-informed practices, supporting families with complex needs, and community resource navigation.<sup>4</sup>
- Implement training aligned with established competencies.<sup>14</sup>
- Set goals with workers to guide training and professional development, and offer in-person and online workshops, conferences, and courses that align with their professional goals.<sup>13</sup>
- Identify opportunities in practice settings to support and sustain the use of newly acquired skills.<sup>14</sup>
- Hold and rotate worker-led trainings to highlight areas of expertise.<sup>8</sup>
- Organize a virtual peer learning network, establish a culture supportive of a range of training opportunities, and ensure opportunities for ongoing shared learning and team support (e.g., supporting communities of practice).<sup>13</sup>
- Offer ongoing professional development, college credits, or continuing education units.<sup>15</sup>

### Workload and caseload management

- Take action to address workload by considering weighted caseloads and providing guidance to help home visitors prioritize their work.<sup>7</sup>
- Establish caseload limits, such as through a point system that accounts for complex family circumstances and lengthy driving distances.<sup>8</sup>

## Technology and infrastructure

- Invest in telehealth services to complement in-home supports, use technology to reduce paperwork burden, and ensure the provided technology tools are reliable.<sup>12</sup>

## Administrative and system support

- Schedule protected time for data entry, scheduling, and travel; ensure the necessary tools are available, including reliable internet connections, cell phones, and laptops; and review and reduce potential duplicative reporting requirements.<sup>7</sup>
- Streamline data systems and documentation requirements to reduce administrative burden, including reviewing reporting requirements for redundancy and investing in user friendly technology tools to support, rather than add to, the workloads.<sup>4</sup>
- Provide communication on setting predictable work schedules and clear boundaries with program participants regarding worker availability outside of business hours with program participants.<sup>13</sup>
- Reduce or lighten administrative burden by ensuring shared responsibility (e.g., rotating tasks and responsibilities) for tedious tasks, finding additional staff (including program leaders when possible) to do translation work for home visitors, and holding workplace gatherings with refreshments, while the team completes nonpreferred tasks (e.g., file reviews, note writing).<sup>8</sup>
- Actively seek to minimize pressure from performance metrics within the home visiting model requirements; for example, emphasize a 75 percent visitation expectation versus 100 percent, particularly in support of workers taking time off.<sup>8</sup>

## Wellness and mental health

- Provide required or regular professional development opportunities related to wellness (e.g., secondary traumatic stress training, mindfulness practices).<sup>8</sup>
- Encourage using stress-reduction techniques (e.g., massage therapy, yoga) and provide a designated time to engage in self-care strategies.<sup>16</sup>
- Provide designated time for self-care; encourage a ‘stop in and talk’ when needed; offer mindfulness activities (e.g., healing circles, yoga); review policies related to pay and sick leave; reward or incentivize for certain achievements; and ensure strategies are culturally relevant.<sup>2</sup>
- Establish a work culture that promotes relationships, reflection, shared values, and self-care.<sup>9</sup>
- Create and support wellness activities and events, such as retreats to de-stress, relax, and connect; paid time (e.g., 30 minutes weekly) devoted to staff-identified wellness activities (e.g., walking, meditation); and a ‘Care & Connect Hour’ to interact around successes, challenges, and anything else that is helpful. Provide professional development credit for attending.<sup>8</sup>
- Expand promising systems-level strategies, such as empowering the workforce to develop and test solutions to prevent burnout and policies to bolster compensation; consider implementing program-level training and support to address secondary trauma, compassion fatigue, and burnout.<sup>6</sup>

- Adopt a multipronged approach to offer self-care strategies to use as needed, while also developing organizational-level policies and practices to promote well-being (e.g., program leader support, paid mental health days).<sup>6</sup>
- Identify ways to ensure staff have protected time to take breaks, learn techniques to manage work-related stress, and receive support from program leaders and peers (e.g., offering group mindfulness-based interventions, dedicating time to practice the techniques learned).<sup>6</sup>
- Offer a range of supports to help home visitors manage sources of stress, including individual and group supervision, stress reduction techniques with time to practice, and guidance on prioritizing workload.<sup>6</sup>
- Implement evidence-informed practices to prevent and address burnout, including access to mental health consultation, peer support groups, reflective supervision, and opportunities to process vicarious trauma and compassion fatigue.<sup>4</sup>
- Use promising systems-level strategies (e.g., empowering workforce to develop and test solutions to prevent burnout, developing policies to bolster compensation) to address perceptions of burnout, role clarity, job satisfaction, agency commitment, and intent to leave.<sup>6</sup>

## Safety

- Adopt policies and protocols to support home visitor safety, including safety related to community violence.<sup>6</sup>
- Establish and communicate clear safety protocols for working in the field, including safety training, check-in systems, and protocols for managing unsafe or high-risk situations during home visits.<sup>4</sup>



## Opportunities for career advancement

### Advancement frameworks

- Develop career ladders for home visitors.<sup>13</sup>
- Establish clear roles and responsibilities, ensuring that employee classifications align with salaries, roles, and responsibilities; identify core competencies.<sup>7,6</sup>
- Implement competency frameworks and career ladder structures to define explicit steps, skills, and requirements for advancement within and across home visiting roles—from home visitor to supervisor, program leader, and beyond.<sup>4</sup>
- Create formal mentorship and leadership development opportunities (e.g., leadership academies) to prepare home visitors for advancement.<sup>4</sup>
- Partner with community colleges, universities, and professional credentialing bodies to create pathways that allow home visitors to earn academic credit for field experience and professional development, lowering barriers to higher education.<sup>4</sup>

### Individualized growth

- Balance program model requirements with individualized training plans to ensure ongoing opportunities for home visitors to pursue personal interests and goals while engaging in learning and skill development to meet the needs of the families being served.<sup>8</sup>
- Develop individualized career goals and advancement plans to build on strengths and career interests; encourage home visitors to set personal goals as part of annual evaluations.<sup>17</sup>
- Use annual performance reviews to help workers understand the expectations and competencies required for advancement, and use competency frameworks, career ladders, and credentialing to providing clearly defined steps and expectations for advancement.<sup>4</sup>



## Flexibility and autonomy

### Schedule and work location

- Allow for a compressed work week and flexibility in scheduling and have clear policies about time off and flex time.<sup>2</sup>
- Provide options for telework.<sup>5</sup>
- Offer remote work options, particularly for those in the workforce who have the autonomy to determine their work schedules while still meeting family needs for visits.<sup>8</sup>
- Create a culture and flexible workplace policies to support a balance between work and life while providing the flexibility client families need to schedule visits outside typical work hours.<sup>6</sup>
- Ensure flexibility is treated as a core component of workforce well-being.<sup>4</sup>

### Job control

- Implement strategies for supporting worker autonomy, including evaluating policies and practices that promote job control and home visitor participation in decision making.<sup>6</sup>
- Ensure autonomy, including meaningful involvement in decision making, is treated as a core component of workforce well-being.<sup>4</sup>



## Relationships and connections

### Mentoring

- Engage in reverse mentoring, identify leadership styles to build on strengths, and identify the specific leadership competencies most relevant to the field.<sup>7</sup>
- Match and assign mentors and new workers based on preferences and needs, and provide mentor training.<sup>7</sup>
- Provide peer mentoring as part of the onboarding program and create a mentoring program for all roles.<sup>13</sup>

### Supervision

- Develop and refine supervision models that are reflective, tailored to individual workforce needs, and structured to support both professional growth and well-being, including access to regular individual and group supervision.<sup>4</sup>
- Hold regular team meetings for group reflective supervision.<sup>5</sup>
- Change the setting of supervision by meeting outside, going for a walk, or getting coffee; and pay attention to ensure the privacy of families.<sup>8</sup>
- Expand supervisory support for holistic staff well-being and have program leaders communicate an open-door policy.<sup>1</sup>
- Maintain an open-door policy so workers feel welcome to ‘check in’ as needed.<sup>8</sup>
- Reach out proactively to ‘check in’ with home visitors, especially before or after a challenging visit.<sup>8</sup>
- Institute open-door policies, address working conditions and program climate, provide management training for leadership skills that promote a positive work environment, and foster a work culture that promotes learning, autonomy, and role clarity.<sup>15</sup>
- Have supervisors participate in trainings to develop their skills in reflective supervision and related approaches, such as Facilitating Attuned Interactions (FAN), Secrets of Supervision, and model-specific supervisor trainings.<sup>8</sup>
- Schedule consistent reflective supervision for all workers with shared agenda setting; implement reflective processes at the organizational level; and supplement individual reflective supervision with group supervision and peer-to-peer consultation.<sup>13</sup>
- Provide reflective supervision practices that go beyond checking on administrative tasks and create an environment of trust where home visitors have space to express their feelings and discuss emotional and mental needs.<sup>8</sup>
- Create a space in reflective supervision to address factors related to a worker’s own trauma, including secondary trauma.<sup>1</sup>

## Leadership

- Provide mentoring, coaching, and leadership programs for all, including tailored opportunities for new and seasoned workers; direct leaders to spend time with home visitors by attending parent groups or shadowing workers; and maintain an open-door policy.<sup>7</sup>
- Require leadership to engage in direct service and training to gain first-hand experience of home visiting.<sup>8</sup>
- Advocate for workforce needs by lobbying for additional resources, meeting with elected officials, and raising workforce well-being issues in board meetings.<sup>8</sup>

## Peer support and collaboration

- Establish organizational structures and practices to provide opportunities for relationships and connections (e.g., retreats).<sup>6</sup>
- Start meetings with ice breakers or connecting activities to help getting to know one another on a personal level.<sup>8</sup>
- Use a 'Question of the Week' to inspire conversations and discussions.<sup>8</sup>
- Encourage having lunch or/and taking breaks together.<sup>8</sup>
- Hold celebrations and potlucks as opportunities for learning about one another's cultures.<sup>8</sup>
- Hold team meetings and group supervision, develop team-building activities, acknowledge birthdays or important personal milestones, and plan annual retreats or picnics for workers and their families.<sup>6</sup>
- Encourage 'leaning on' coworkers to debrief visits, raise questions, request coverage, or problem-solve.<sup>8</sup>
- Use team meetings for discussion of cases, challenges, and resources.<sup>8</sup>
- Identify ways to encourage and promote relationships and connections among workers; encourage peer collaboration at the program level and peer-to-peer support among supervisors across local implementing agencies (LIAs) and program models through virtual meetings and conference calls.<sup>2,6</sup>



## Workforce voice

### Feedback

- Track annual retention and turnover rates and conduct annual worker surveys to identify strengths and weaknesses and highlight systemic issues.<sup>7</sup>
- Provide opportunities for staff to give feedback about worker experiences and needs through surveys or as part of meetings.<sup>8</sup>
- Establish 'open door' policies and clear opportunities for home visiting staff to provide feedback about the organization or program without fear of retaliation.<sup>8</sup>

### Participation in decision making

- Develop ways to have home visitor input on programmatic decisions, evaluate policies and practices that promote home visitor participation in decision-making, and create task forces with home visitors to engage in strategic planning and incentives.<sup>13</sup>
- Foster workplace cultures to involve workers in program decisions, recognize their contributions, and provide opportunities for voice and influence, factors consistently linked to higher retention and well-being.<sup>4</sup>
- Implement design and improvement team interventions, in which teams of employees develop solutions to the causes of turnover identified through agency focus groups and surveys.<sup>18</sup>
- Codesign resources with members of the workforce to help ensure resources are useful and practical.<sup>4</sup>



## Validation and recognition

- Build ways to reward or incentivize workers for certain achievements and recognize them annually for individual performance.<sup>15</sup>
- Create formal mechanisms for recognizing home visitor contributions and achievements, including celebrating family and program successes, acknowledging milestones, and involving workers in organizational growth and development.<sup>4</sup>
- Create peer recognition activities, use team activities to reflect on and celebrate team successes, and use regularly scheduled social events to promote team-building.<sup>7</sup>
- Celebrate successes—big and small—on a ‘Win Wall.’<sup>8</sup>
- Leverage the reasons workers are drawn to the home visiting field by recognizing and celebrating success stories and reconnecting them to sources of job meaning and fulfillment (e.g., by presenting success stories during team meetings, supporting workers to share their stories with funders or other community agencies, exploring sources of job meaning during supervision).<sup>6</sup>
- Foster a strengths-based organizational culture to identify and build on what workers do well, rather than focusing exclusively on challenges, deficits, or performance gaps.<sup>4</sup>
- Sustain ongoing efforts to validate and recognize home visitor contributions to families, children, and communities.<sup>6</sup>

# Endnotes

1. Improving Home Visitor Professional Well-Being: A Resource for State and Tribal Home Visiting Programs, Model Representatives, and Local Programs (Office of Planning, Research, and Evaluation). *Evidence basis: Federal report.*
2. Purposefully Investing in the Tribal Home Visiting Workforce (Administration for Children and Families Tribal Home Visiting). *Evidence basis: Federal report.*
3. Future Directions for Home Visiting in Texas (TexProtects). *Evidence basis: State or program plan.*
4. Recruiting, Supporting, and Retaining a Qualified Home Visiting Workforce: State of the Field and Current Trends (Institute for Home Visiting Workforce Development). *Evidence basis: Federal report.*
5. Home Visiting Career Trajectories (Administration for Children and Families). *Evidence basis: Federal report.*
6. Home Visitor Professional Well-Being: What It Is and Why It Matters (Sparr, Morrison, Joraanstad, Cachat, & West; Office of Planning, Research, and Evaluation). *Evidence basis: Federal report.*
7. Professional Development (Center for Prevention Research and Development at the University of Illinois Urbana-Champaign). *Evidence basis: Practitioner/field study.*
8. Supporting Well-Being for Oregon's Home Visiting Workforce: Policy & Practice Recommendations, Learning Brief #5 (Portland State University; Oregon Health Authority). *Evidence basis: Practitioner/field study.*
9. Region X Home Visiting Workforce Study (Washington State Department of Children, Youth, and Families). *Evidence basis: Practitioner/field study.*
10. Illinois Assessment of Home Visiting Workforce Needs (Illinois Department of Human Services). *Evidence basis: State or program plan.*
11. First 5 California Home Visiting Workforce Policy Recommendations & Supporting Evidence (Child Trends). *Evidence basis: State or program plan.*
12. Three Ways States Can Strengthen Home Visiting (MDRC). *Evidence basis: Practice resource.*
13. Staff Recruitment and Retention Playbook (Education Development Center/Home Visiting Collaborative Improvement and Innovation Network 3.0). *Evidence basis: Practice resource.*
14. Mental Health Workforce Principles and Policy Recommendations (Wisconsin Department of Health Services). *Evidence basis: State or program plan.*
15. Infusing Cultural and Linguistic Competence into the Recruitment and Retention of Home Visitors (Health Resources and Services Administration). *Evidence basis: Federal report.*
16. Statewide Implementation of Virtual Perinatal Home Visiting. *Evidence basis: Peer-reviewed research.*
17. Home Visiting Collaborative Improvement and Innovation Network 3.0 (Education Development Center). *Evidence basis: Practice resource.*

18. Strolin-Goltzman, J., Lawrence, C., Auerbach, C., Caringi, J., Claiborne, N., Lawson, H., McCarthy, M., McGowan, B., Sherman, R., & Shim, M. Design Teams: A Promising Organizational Intervention for Improving Turnover Rates in the Child Welfare Workforce. *Evidence basis: Peer-reviewed research.*

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## Authors

Colleen Morrison, Mariel Sparr, Eleanor Fisk, Emily Heberlein, Mikaila Singleton, James Bell Associates

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