

Resource catalog

Publicly available resources for further reading

This catalog of publicly available resources includes all the resources linked in the sections above—and more. You can use the catalog to look up a resource that was referenced in the toolkit, or you can browse it to explore additional resources. **Resources referenced in the toolkit appear in bold.** Rows are (mostly) sorted by when they first appear in the toolkit. The catalog is organized as follows:

- / **Reference number.** Matches the reference number that appears in the toolkit; if the row does not contain a resource that appears in the toolkit, the reference number is n.a. (not applicable)
- / **Toolkit section.** The resource(s) contain content relevant to the sections listed
- / **Relevant topic.** Summarizes the topic(s) discussed in the corresponding toolkit section
- / **Description.** Summarizes the resource's content, purpose, and relevance
- / **Type.** Classifies the resource based on its main purpose and content, using these definitions:
 - **Foundational knowledge** provides background or contextual information on a topic
 - **Guide** includes instruction on how to adopt a practice
 - **Toolkit** offers instruction on how to adopt a practice and accompanying tools or activities (such as worksheets, self-assessments, or templates)
 - **Menu of activities** compiles tools or instructions for completing various activities
 - **Activity** is a single tool or set of instructions
 - **Real-world example** explains how a real program or system has applied a practice

The following categories may be combined with those listed above:

- **Contains additional resources** means the resource integrates and links other public resources for further reading
- **Video** indicates that the resource includes one or more videos

Some resources are also toolkits that touch on multiple sections and topics addressed in this toolkit. Others are a selection of user-friendly resources on a single topic. Multiple resources on a single topic are combined into a single row. The resources are for informational purposes. Their inclusion does not reflect an endorsement from ACF or HRSA.

| Ref. # | Toolkit section | Relevant topic | Description | Type |
|--------|-----------------|---|--|---|
| 1. | Introduction | <ul style="list-style-type: none"> Family and home visitor relationship | <p>Relationship-Based Competencies to Support Family Engagement: A Guide for Early Childhood Professionals Who Make Home Visitsⁱ and companion resources from the National Center on Parent, Family, and Community Engagement describe the knowledge, skills, and practices that home visitors need to engage with parents and families. These relationship-based competencies were developed for Head Start and Early Head Start home visitors but may apply to other home visiting programs. This resource includes examples for building goal-directed partnerships between home visitors and families as well as professional development resources. The ideas are based on the Head Start Parent, Family, and Community Engagement Framework.ⁱⁱ</p> | Foundational knowledge |
| | Strategy 1 | <ul style="list-style-type: none"> Relationship-based competencies | | |
| 2. | Introduction | <ul style="list-style-type: none"> Engagement stages Factors that promote engagement | <p>Understanding Family Engagement in Home Visiting: Literature Synthesisⁱⁱⁱ from the HV-REACH project, informs program practitioners and policymakers about factors and strategies that facilitate family engagement in home visiting and barriers to engagement.</p> | Foundational knowledge |
| 3. | Get started | <ul style="list-style-type: none"> Reviewing program data | <p>HRSA's Summary of MIECHV Program Performance Measures^{iv} defines performance measures that MIECHV grantees are required to collect and report. It may inspire ideas for measures that program teams can more easily monitor.</p> <p>There are 16 performance measures across six benchmark areas. The benchmark areas are listed on HRSA's MIECHV Data & Continuous Quality Improvement webpage.</p> | Foundational knowledge |
| 4. | Self-assess | <ul style="list-style-type: none"> Meeting facilitation Reflecting and setting priorities | <p>The following list is a sample of resources on human-centered design and interactive group facilitation activities:</p> <ul style="list-style-type: none"> The Strengthening Working Families Initiative's Tip Sheet: Team-Based Activities to Address Challenges^v has instructions on conducting team activities for understanding the problem (problem tree analysis and visualize the vote), brainstorming solutions (creative matrix), and prioritizing solutions (importance-difficulty matrix). Luma Institute's compilation of human-centered design methods^{vi} includes guidance for using a problem tree analysis,^{vii} the What's on Your Radar^{viii} method, and an importance-difficulty matrix^{ix} as well as many other methods. Liberating Structures has a menu of creative activities^x to use during team meetings in place of traditional approaches. | Toolkit Menu of activities; activity Menu of activities |

| Ref. # | Toolkit section | Relevant topic | Description | Type |
|---------------|-------------------------------|--|--|--|
| 4. (cont.) | | | <p>These resources focus on a single facilitation activity or approach discussed in the toolkit:</p> <ul style="list-style-type: none"> • Appreciative Inquiry^{xi} is a method for identifying opportunities for improvement by focusing on what's working well. The Center for Appreciative Inquiry offers guidance on framing reflection or interview questions positively. • Plus-Delta^{xii} is an activity to get fast feedback from others on what they like (positives) and what they would change (deltas). Examples of this activity and the others listed are widely available; this example is from Lucid Meetings. • Rose, Bud, Thorn^{xiii} is an activity to identify strengths, challenges, and opportunities. This example is from the University of Colorado-Boulder. • What's on Your Radar^{xiv} is an activity to identify and classify priorities. This example is from Atomic Object. | Foundational knowledge Activity Activity Activity |
| n.a. | Self-assess Strategy 2 | <ul style="list-style-type: none"> • Meeting facilitation • Reflecting and setting priorities <ul style="list-style-type: none"> • Data collection methods | <p>IDEO.org's Design Kit^{xv} is an interactive compilation of IDEO's human-centered design resources for developing solutions to problems and implementing, testing, and scaling those solutions. There are step-by-step strategies for learning more about the problem through individual or group interviews, brainstorming and choosing solutions, analyzing data or feedback, creating implementation plans (or road maps), pilot testing and iterating a solution, assessing whether a solution is working, and scaling it if it is.</p> <p>The design kit includes The Field Guide to Human-Centered Design,^{xvi} which explains the mindset and the method of human-centered design.</p> | Menu of activities; foundational knowledge |
| 5. | Plan | • SMART goals | <p>There are several resources on writing SMART goals, including the following:</p> <ul style="list-style-type: none"> • Guiding CQI with SMART Goals,^{xvii} from the Healthy Marriage and Responsible Fatherhood continuous quality improvement (CQI) Resources website, has tips for writing and measuring SMART goals • How to Create SMART Goals Using a Tree Diagram,^{xviii} is from SMART Learning Systems. | Guide Activity |

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| 6. | Plan | • SMART goals | <p>Continuous Quality Improvement Toolkit: A Resource for Maternal, Infant, and Early Childhood Home Visiting Program Awardees^{xix} from James Bell Associates, is designed to build the capacity of MIECHV awardees and others to conduct CQI. It contains nine modules, which may be delivered individually by CQI staff or as part of a multiday training activity. Each module contains a facilitation guide, PowerPoint slides with facilitation notes, and handouts and activities for participants:</p> <ol style="list-style-type: none"> 1. Introduction to CQI 2. Using Data to Drive CQI and Identify Topics (includes instructions on making a run chart) 3. Creating the CQI Culture and Forming a Team 4. Creating SMART Aims 5. Understanding the Plan-Do-Study-Act (PDSA) Process and Measurement 6. Process Maps 7. Root Cause Analysis Tools 8. Key Driver Diagrams 9. Reliability Concepts and Sustaining Goals | Toolkit |
| 7. | Strategy 1 | Relationship-based competencies | <p>Creating Core Competency Frameworks for Successful Home Visitors^{xx} from the National Home Visiting Resource Center, summarizes the efforts of three states to create core competency frameworks for home visitors.</p> | Real-world example |
| 8. | Strategy 1 | <ul style="list-style-type: none"> • Relationship-based competencies • Family and home visitor relationship • Goal-setting • Strengths-based approach • Reflective supervision • Staff wellness • Reviewing program data | <p>HeadStart.gov has a wealth of resources on fostering a relationship between families and home visitors and supporting home visitors through reflective supervision. Some were specifically developed for home visiting, while others were developed for Head Start or Early Head Start but contain information that applies to home visiting. Most of the resources below were prepared by the National Center on Parent, Family, and Community Engagement or the National Center on Health, Behavioral Health, and Safety:</p> | |

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| 8. (cont.) | | | <ul style="list-style-type: none"> • Home Visiting Series^{xxi} is a webinar series focused on developing responsive relationships with families. • The Building Partnerships with Families Series includes Guidance for Supervisors: Using a Strengths-Based Approach^{xxii}, which describes the importance of using relationship-based competencies and a strengths-based approach and provides supervisors with guidance to help make a program more strengths-based. It also includes a tip sheet, Positive Goal-Oriented Relationships: Reflective Strategies^{xxiii}, that lists strategies for effective self-reflection and reflective supervision. The Building Partnerships: Guide to Developing Relationships with Families^{xxiv} explains why positive, goal-oriented relationships matter, has examples on how to put relationship-based and strengths-based attitudes into practice, and has tips on reflective practice and reflective supervision. • The Best Practices in Family & Community Engagement Video Series^{xxv} contains several videos that highlight real-world examples, including one on using data and reflective practice and one on engaging fathers. • The Parent, Family, and Community Engagement Simulation: Boosting School Readiness Through Effective Family Engagement Series^{xxvi} uses interactive video simulations to develop staff skills in establishing positive, goal-oriented relationships with families. The series includes Engaging Families from the Start^{xxvii} and Engaging Families in Home-Based Programs^{xxviii}, which covers goal-setting, strengths-based approaches, and motivational interviewing. • What Is Motivational Interviewing?^{xxix} explains this method in a brief fact sheet, with links to videos about how use motivational interviewing in everyday conversations. • Program Strategies for Leaders and Supervisors^{xxx} describes strategies that leaders and supervisors can use to promote workplace wellness and staff self-care, including reflective supervision. • Home Visitor Supervisor's Handbook^{xxxi} a comprehensive resource for providing home-based services as part of Head Start, discusses the ways supervisors can support home visitors. It explains the purpose of and steps for providing reflective supervision, nurturing staff wellness, and assuring home visitors' safety and professional boundaries. The reflective supervision section includes a video and further reading. | Foundational knowledge; video Guide Real-world example; video Guide; video Guide; video Guide Guide; video Guide Guide; video |

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| 9. | Plan | • SMART goals | | |
| | Strategy 1 | • Family and home visitor relationship • Goal-setting | Case Management Toolkit: A Roadmap to Best Practices ^{xxxii} a web-based toolkit from the New York City Department of Youth and Community Development and Vibrant Emotional Health, has a section on goal-setting and individualized service planning . This section has concrete guidance and templates for staff to use when working with families to create a plan of action, prioritize needs to formulate short-term and long-term goals, and stay motivated to reach their goals. | Toolkit; video |
| n.a. | Strategy 1 | • Family and home visitor relationship | Tribal Best Practices for Family Engagement Toolkit ^{xxxiii} developed by the National Indian Child Welfare Association, describes a framework and strategies for engaging AI/AN families in services. | Guide; compiles additional resources |
| 10. | Strategy 1 | • Reflective supervision | <p>There are many resources on reflective supervision, including the following:</p> <ul style="list-style-type: none"> • Strengthening Reflective Capacity in Skilled Home Visitors^{xxxiv} from Zero to Three, is an article describing a framework for reflective supervision known as Facilitating Attuned Interactions (FAN). • Supportive Supervision: Promoting Staff and Family Growth Through Positive Relationships^{xxxv} a brief developed by the Family Connections Project at Children's Hospital Boston, identifies strategies that supervisors can use to support staff engagement with families. • Reflective supervision: A planning tool for home visiting supervisors^{xxxvi} from James Bell Associates, has instructions and a worksheet to help home visiting supervisors plan, conduct, and revisit reflective supervision sessions. | Foundational knowledge Guide Activity |
| 11. | Strategy 1 | • Trauma-informed approach | <p>These are a sample of resources describing trauma-informed care and how to implement a trauma-informed approach:</p> <ul style="list-style-type: none"> • SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach^{xxxvii} from the Substance Abuse and Mental Health Services Administration, defines trauma and presents a framework and guidance for implementing a trauma-informed approach. • Implementing Trauma-Informed Approaches in Home Visiting^{xxxviii} a brief from the National Home Visiting Resource Center, summarizes available research on trauma and home visiting, including how home visiting programs can implement a trauma-informed approach. | Foundational knowledge Foundational knowledge |

| Ref. # | Toolkit section | Relevant topic | Description | Type |
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| n.a. | Strategy 1 | <ul style="list-style-type: none"> • Trauma-informed approach | <p>Strengthening Protective Factors in Your Community,^{xxxix} a brief web page from Prevent Child Abuse America, explains what protective factors are and how they can reduce adverse childhood experiences (ACEs) and improve child and family well-being. It links to fact sheets from the Center for the Study of Social Policy for more information about the protective factors.</p> | Foundational knowledge |
| n.a. | Strategy 1 | <ul style="list-style-type: none"> • Staff wellness | <p>These are a sample of resources to support the home visiting workforce:</p> <ul style="list-style-type: none"> • Strengthening the MIECHV Home Visiting Workforce: A Checklist for Staff Recruitment and Staff Retention,^{xl} by the Education Development Center, is a detailed toolkit with information, resources, and tools for programs to use in supporting their home visiting workforce. • Improving Home Visitor Professional Well-Being: A Resource for State and Tribal Home Visiting Programs, Model Representatives, and Local Programs,^{xli} from James Bell Associates, contains strategies for strengthening key aspects of staff well-being, such as flexibility and autonomy, and relationships and connections. It also describes several questionnaires that measure different aspects of staff well-being. | Toolkit; compiles additional resources Guide |
| 12. | Strategy 2 | <ul style="list-style-type: none"> • Drop-off analysis | <p>Washington Courts, Family and Youth Justice Programs, has resources and videos to help programs conduct a drop-off analysis. Although they are designed for court programs, the ideas apply to the home visiting context.</p> <ul style="list-style-type: none"> • Drop Off Analysis Data Collection Toolkit,^{xlii} and accompanying video (available under "Data Tool Kits"), has instructions and tools for breaking out the numbers of families identified, referred, and served. • The web page from the 3rd Annual Washington All Sites Meeting includes the presentation, Drop-Off Analysis.^{xliii} The presentation includes a real-world application of the Children and Family Future's drop-off analysis tool. | Toolkit; video Real-world example |
| 13. | Strategy 1 Strategy 2 Strategy 4 | <ul style="list-style-type: none"> • Goal-setting • Referral tracking • Process map • Gathering input Process map | <p>Family Enrollment, Engagement, & Retention Toolkit,^{xliv} from the Minnesota Department of Health, has many resources and strategies, including a sample referral form and tools for tracking referrals and caseloads; making referral process maps; engaging families; and hearing from them about their experiences, such as with check-in cards.</p> | Toolkit; compiles additional resources |

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| 14. | Strategy 2 Strategy 4 | <ul style="list-style-type: none"> • Referral tracking • Message content • Science of human behavior | <p>Ready, Set ... Go! How to Add a New Program Component to Existing Services^{xlv} by MDRC, is a toolkit to support fatherhood programs. It has strategies and tools for recruitment, including a recruitment builder tip sheet and participant referral tracking tools; enrollment and retention strategies based on insights from behavioral science; program monitoring tools; and ideas for supporting ongoing improvement through peer-to-peer learning.</p> | Toolkit |
| 15. | Strategy 2 Strategy 6 Take action | <ul style="list-style-type: none"> • Community needs assessments • Community resource assessment • Evaluation | <p>Getting to Outcomes for Home Visiting^{xvi} is a 10-step toolkit from RAND for implementing a new home visiting program. Within each step, there are instructions, examples, templates, and links to existing resources. Step 1 has tools and examples for conducting a needs assessment and a community resources assessment, and Steps 7 and 8 focus on the basics of conducting an evaluation.</p> | Toolkit; compiles additional resources |
| 16. | Strategy 3 Strategy 5 | <ul style="list-style-type: none"> • Data collection methods • Involving families | <p>The Home Visiting Collaborative Improvement and Innovation Network [HV-COIN] 2.0: Toolkit to Build Parent Leadership in Continuous Quality Improvement^{xvii} by HV-COIN, supports involvement of parents and parent leadership in local implementing agencies' CQI efforts. It is separated by stages of parent leadership and covers survey basics, parent satisfaction surveys, and focus group basics. It also includes a readiness assessment for parent involvement and leadership in CQI. A brief fact sheet, Home Visiting Collaborative Improvement and Innovation Network 2.0: Parent Leadership in Continuous Quality Improvement^{xviii} is also available. HV-COIN provides technical assistance to support MIECHV awardees and local implementing agencies in conducting quality improvement processes.</p> | Toolkit; compiles additional resources |
| 17. | Strategy 3 | <ul style="list-style-type: none"> • Data collection methods | <p>The following list provides a sample of resources with high-level overviews or tips on data collection:</p> <ul style="list-style-type: none"> • This Centers for Disease Control and Prevention primer^{xlx} provides a high-level overview for conducting focus groups. • Best Practices in Research & Evaluation: Focus Groups^{li} and Best Practices in Research & Evaluation: Interviews^{li}, guides from ETR, offer detailed tips and examples for conducting focus groups and interviews. • How to Conduct Qualitative Interviews (Tips and Best Practices)^{lii}, a tip sheet from Dovetail, offers a user-friendly overview on preparing for and conducting interviews. | Foundational knowledge Guide Foundational knowledge |

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| n.a. | Strategy 3 | <ul style="list-style-type: none"> • Data collection methods | <p>The Healthy Marriage and Responsible Fatherhood (HMRF) CQI Resources website^{lvi} contains many tools and resources for HMRF practitioners and developers to use in their CQI processes, including the following tip sheets:</p> <ul style="list-style-type: none"> • Collecting Data for Improvement: Focus Groups^{lvii} provides guidance on preparing for and analyzing data from focus groups. • Synthesis Matrix^{lviii} includes an example and template for combining different sources of information. • Scaling and Sustaining Improvement Efforts^{lvix} has considerations for sustaining and scaling improvement strategies. | Guide |
| | Take action | <ul style="list-style-type: none"> • Evidence-informed decision making | <ul style="list-style-type: none"> • Collecting Data for Improvement: Focus Groups^{lvii} provides guidance on preparing for and analyzing data from focus groups. • Synthesis Matrix^{lviii} includes an example and template for combining different sources of information. • Scaling and Sustaining Improvement Efforts^{lvix} has considerations for sustaining and scaling improvement strategies. | Guide |
| | | | <ul style="list-style-type: none"> • Evidence-informed decision making | Activity |
| | | | <ul style="list-style-type: none"> • Evidence-informed decision making | Guide |
| 18. | Strategy 3 | <ul style="list-style-type: none"> • Data collection methods | <p>Five Strategies for Successful Recruitment and Retention of Children and Families in Human Services Programs^{lvii} by RAND, discusses the following five strategies to encourage successful recruitment and retention of families and children in human services programs. The toolkit includes discussion of the five strategies, activities, examples, and resources for additional information:</p> <ol style="list-style-type: none"> 1. Conduct outreach to raise awareness of the program 2. Develop and maintain relationships with referral sources 3. Design program infrastructure and procedures that consider families' needs 4. Engage and support families participating in the program 5. Continuously monitor family enrollment and retention and quality of services | Toolkit |
| | Strategy 4 | <ul style="list-style-type: none"> • Gathering input • Tailoring and testing messages • Message content | | |
| | Strategy 6 | <ul style="list-style-type: none"> • Strengthening partnerships | | |
| | Take action | <ul style="list-style-type: none"> • Program monitoring | | |
| 19. | Strategy 4 | <ul style="list-style-type: none"> • Gathering input • Message content | <p>Guide to Recruiting Families for Community Programs^{lviii} developed by LENA (the Language Environment Analysis nonprofit), includes actionable and specific guidance on recruiting families for community programs.</p> | Guide |
| 20. | Strategy 4 | <ul style="list-style-type: none"> • Message content • Science of human behavior | <p>Nudging Change in Human Services^{lx} a report from MDRC, describes behavioral interventions to improve delivery of human services programs and provides examples.</p> | Foundational knowledge |
| n.a. | Strategy 4 | <ul style="list-style-type: none"> • Process map | <p>Process Maps: Many Voices Help Make Change^{lx} from MDRC, describes the purpose of process mapping to support CQI and a real-world example of creating one.</p> | Foundational knowledge; real-world example |

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| 21. | Strategy 1 | <ul style="list-style-type: none"> Family and home visitor relationship Reflective supervision | <p>Tribal Home Visiting Resource Institute for Excellence (THRIVE)^{lxii} provides technical assistance, tools, and resources to help Tribal MIECHV grantees implement home visiting programs and develop integrated early childhood systems that serve AI/AN families. Issue briefs and reports with lessons for implementing home visiting programs in Tribal communities are available on the ACF website^{lxiii} including the following:</p> <ul style="list-style-type: none"> Strong Staff and Family Relationships: The Heart of Tribal Home Visiting Programs^{lxiv} describes engagement between Tribal MIECHV grantees and families. It includes examples of ways grantees encourage family participation, including by using reflective supervision practices. A Journey Toward Strong Programs and Thriving Families: The Story of Three Tribal Home Visiting Grantees^{lxv} summarizes interviews with three Tribal MIECHV grantees and identifies lessons about factors that supported their success—including, the importance of relationships with families, elders, the community, and other agencies and the use of community advisory groups. | |
| | Strategy 5 | <ul style="list-style-type: none"> Involving community members | | Foundational knowledge; real-world example |
| 22. | Strategy 6 | <ul style="list-style-type: none"> Community resource assessment | <p>A Toolkit for Community Assessment: Community Asset Mapping^{lxvi} by C4 Innovations and the Georgia Health Policy Center, explains the purpose and an approach for building a community asset map, including ways to gather information about community resources and organizing the resources into visual models or maps.</p> | Toolkit; contains additional resources |
| 23. | Strategy 6 | <ul style="list-style-type: none"> Strengthening partnerships | <p>There are many resources and tools focused on strengthening partnerships, including the following:</p> <ul style="list-style-type: none"> Strengthening Service Coordination Between Home Visitors and Pediatric Primary Care Providers^{lxvii} a brief from the National Home Visiting Resource Center, has promising approaches and real-world examples of collaborations, and summarizes research on co-locating pediatric primary care and home visiting services. Tip Card for Fatherhood Practitioners: Building Effective Partnerships^{lxviii} from the National Responsible Fatherhood Clearinghouse, is a two-page tip sheet that lists strategies for identifying partners and building partnerships. | Foundational knowledge; real-world example |

| Ref. # | Toolkit section | Relevant topic | Description | Type |
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| 23. (cont.) | | | <ul style="list-style-type: none"> • Strategies and Examples for Community Partnerships^{lxviii} from the National Center on Parent, Family, and Community Engagement, is the second in a three-part Community Engagement Series. The series was written for Head Start and Early Head Start program audiences to partner with families and community providers but can apply to home visiting programs, too. It contains a brief list of strategies for communicating with partner organizations. The center's Sample Memorandum of Understanding Between Head Start and Domestic Violence Programs^{lxix} is a tip sheet for developing a memorandum of understanding. • First Steps Referral Process Map^{lx} offers an example of a referral process map from the Missouri Department of Elementary and Secondary Education's First Steps Program. | Guide Real-world example |
| 24. | Strategy 5 | • Involving community members | Leading by Convening: A Blueprint for Authentic Engagement ^{lxxi} from the IDEA Partnership and National Association of State Directors of Special Education, includes guidance and tools for convening partners on a common issue. It covers fostering authentic engagement, coalescing around an issue (including the Four Simple Questions tool), ensuring relevant participation, and doing the work together. | Toolkit |
| 25. | Strategy 6 | • Strengthening partnerships | These resources focus on the CQI framework (PDSA) discussed in the toolkit. Resources about the PDSA cycle related to home visiting include the following: | Foundational knowledge |
| | | • CQI frameworks | <ul style="list-style-type: none"> • Descriptions of the Breakthrough Series Model and CQI^{lxii} from the Home Visiting Collaborative Improvement and Innovation Network (HV-COIN) include an overview of the Model for Improvement and PDSA cycles. • Understanding and Using the Plan-Do-Study-Act Process in Home Visiting Programs^{lxiii} from James Bell Associates, includes a recorded webinar and a tip sheet about the PDSA process for MIECHV awardees. • PDSA Cycles: Improvement and Implementation^{lxiv} from the National Implementation Research Network (NIRN) at the University of North Carolina, provides an overview of the PDSA improvement cycles. | |
| | Take action | | Learn, Innovate, Improve (LI²) ^{lxv} is another CQI framework and series of activities to help people understand program challenges, identify potential improvements, and test those improvements. | Guide; video |
| | | | Learn, Innovate, Improve (LI²): Enhancing Programs and Improving Lives ^{lxvi} from Mathematica, is a brief summary of LI ² . | Foundational knowledge |

| Ref. # | Toolkit section | Relevant topic | Description | Type |
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| 25. (cont.) | | | Two companion briefs offer applied examples of how grant recipients can use LI ² to address implementation and evaluation challenges: Learn, Innovate, Improve (LI²): How RPG Grantees Can Use Continuous Quality Improvement to Support Program Implementation and Evaluation^{lxvii} and Testing Incremental Improvements to Program Enrollment: An Example of How RPG Projects Can Use the Learn, Innovate, Improve Framework^{lxviii} . | Guide |
| 26. | Take action | • Program monitoring | Run Chart Tool^{lxix} from the Institute for Healthcare Improvement, can be used to monitor data over time. The tool includes instructions, examples, and a template for making a run chart. | Activity; video |
| 27. | Take action | • Program monitoring • Evidence-informed decision making | <p>A Digital Guide to Improvement Science^{lxx} is a web-based toolkit from the New York City Department of Education's Continuous Learning Team. It covers steps in a CQI process, including pilot testing and scaling, with explanations and tools. The guide includes the following:</p> <ul style="list-style-type: none"> • Tool: Community Pulse^{lxxi} is a tip sheet with guidance on creating a pulse survey. • Tool: "What Next?" Leadership Reflection^{lxxii} has guidance for teams to decide what to do at inflection points, such as if the improvement effort gets stuck or the team loses momentum. | Toolkit Activity Guide |
| 28. | Take action | • Evidence-informed decision making | <p>The following are a sample of resources to help teams (1) reflect on what they learned from an improvement effort and (2) decide what to do next, including whether to scale up a strategy:</p> <ul style="list-style-type: none"> • Scaling Checklists: Assessing Your Level of Evidence and Readiness (SCALER)^{lxxiii} from AmeriCorps, is an instructional tool for helping organizations prepare to scale up interventions. • Scaling and Sustaining Improvement Efforts^{lxxiv} a tip sheet in the HMRF Best Practices Series, contains considerations for sustaining and scaling improvement strategies. | Activity Guide |
| 29. | Take action | • Evaluation | <p>These resources offer an overview of evaluation designs and considerations for non-evaluators:</p> <ul style="list-style-type: none"> • Overview of Evaluation Designs^{lxxv} prepared by NORC at the University of Chicago, explains different evaluation designs and considerations for selecting an evaluation design. • The Federal Evaluation Toolkit^{lxxvi} is a set of curated tools, reports, and templates to help public administrators who see the need for evaluation but don't know where to start or who want to use evaluation findings to inform their decisions. | Foundational knowledge Toolkit; compiles additional resources |

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| 30. | Take action | <ul style="list-style-type: none"> • Rapid-cycle evaluation | <p>These resources offer an overview of rapid-cycle approaches to evaluation:</p> <ul style="list-style-type: none"> • Rapid Cycle Evaluation at a Glance^{lxvii} an evaluation brief by James Bell Associates, introduces MIECHV awardees to rapid-cycle evaluation and its potential use in their programs. The brief defines and describes the approach, compares it with traditional evaluation methods, and provides an example. • Rapid Learning: Methods for Testing and Evaluating Change in Social Service Programs^{lxviii} summarizes topics related to rapid-cycle learning methods that were explored at OPRE's 2018 research conference, with links to presentations on the different methods. | Foundational knowledge Foundational knowledge; compiles additional resources |

Resource catalog references

- ⁱ Office of Head Start. "Relationship-Based Competencies to Support Family Engagement: A Guide for Early Childhood Professionals Who Make Home Visits." National Center on Parent, Family, and Community Engagement, Administration for Children and Families, U.S. Department of Health and Human Services, 2018. <https://headstart.gov/family-engagement/relationship-based-competencies-support-family-engagement/home-visitors>.
- ⁱⁱ Office of Head Start. "Parent, Family, and Community Engagement (PFCE) Framework." Administration for Children and Families, U.S. Department of Health and Human Services, May 5, 2025. <https://headstart.gov/school-readiness/article/parent-family-community-engagement-pfce-framework>.
- ⁱⁱⁱ Kleinman, Rebecca, Catherine Ayoub, Patricia Del Grosso, Jessica F. Harding, Ruth Hsu, McMillan Gaither, Christina Mon-di-Rago, et al. "Understanding Family Engagement in Home Visiting: Literature Synthesis." OPRE Report #2023-004. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2023. <https://www.acf.gov/opre/report/understanding-family-engagement-home-visiting-literature-synthesis>.
- ^{iv} Maternal and Child Health Bureau. "Maternal, Infant, and Early Childhood Home Visiting Program." Health Resources and Services Administration, 2022. <https://mchb.hrsa.gov/sites/default/files/mchb/programs-impact/performance-indicators-system-outcomes-summary.pdf>.
- ^v Strengthening Working Families Initiative. "SWFI Tip Sheet: Team-Based Activities to Address Challenges." Employment and Training Administration, U.S. Department of Labor, 2023. https://etagranteeproducts.workforcegps.org/resources/2019/09/26/16/12/SWFI_Tip_Sheet_Team-Based_Activites_to_Address_Challenges.
- ^{vi} LUMA Institute. "LUMA System Methods." November 2, 2021. <https://www.luma-institute.com/about-luma/luma-system-explore-methods>.
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