

# Maternal, Infant, and Early Childhood Home Visiting (MIECHV) APPENDICES

**Prepared for:**  
**Washington Department of Children, Youth and Families**  
As part of the Region X Innovation Grant Evaluation Report

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## Table of Contents

Appendix A: Implementation and Data Collection Overview .....	2
Table A1. FAN Innovation and Supports, Cohorts by State .....	2
Table A2. STEPS for Learning NEAR@Home by State, Organization/LIA, and Program .....	4
Table A3. LIA Survey Responses by Training Model/State .....	5
Table A4. Big 3 Design Workshop Survey Details by State .....	6
Table A5. Key Stakeholder Interviews .....	6
Table A6. Research Questions, Data Sources, Methods, Sample and Analysis Overview.....	7
Appendix B: Quantitative Instrument Detail .....	12
Table B1: FAN Outcome Measures and Scale Reliabilities .....	12
Table B2. NEAR@Home Outcome Measures & Scale Reliabilities .....	15
Table B3. FAN Survey Outcome Measures: Map of Items to Subscales & Survey Time Points .....	16
Table B4. NEAR@Home Survey Outcome Measures: Map of Items to Subscales & Survey Time Points.....	22
Table B5. Local Implementing Agency (LIA) Survey Subscales & and Measure Details .....	26
Table B6. FAN and NEAR Response Rate Tables.....	28
Appendix C: FAN Survey Data Results – Participant Satisfaction, Understanding, & Confidence .....	29
Table C1. HOME VISITORS: Immediate Post Training Survey & Final Follow-Up Survey (6 months).....	29
Table C2. FAN Implementation Tools - Home Visitor Self- Assessment.....	31
Table C3. FAN Supervisors: Immediate Post Training Survey & Final Follow-Up Survey (6 months).....	33
Table C4. Changes Over Time in Staff (Home visitors and Supervisors) Reports of FAN Outcomes.....	35
Figure C5. Subgroup Differences for Changes Over Time in Staff (Home visitors and Supervisors) Reports of FAN Outcomes.....	46
Appendix D: NEAR@Home: Survey Data Results: Participant Satisfaction, Understanding, & NEAR Visit Activity with Clients	49
Table D1. NEAR@Home HOME VISITOR Immediate Post Learning Survey & Follow-Up Survey 4 months .....	49
Table D2. NEAR@Home SUPERVISOR Immediate Post Learning Survey & Follow-Up Survey 4 months .....	52
Table D3. NEAR@Home FACILITATOR FEEDBACK Forms [SUPPORTS PHASE – STEP 4].....	55
Table D4. Changes Over Time in Staff (Home visitors and Supervisors) Reports of NEAR@Home Outcomes.....	56
Figure D5. Subgroup Differences for Changes Over Time in Staff (Home visitors and Supervisors) Reports of NEAR@Home Outcomes.....	64
Appendix E. FAN Implementation Tool Completion and FAN Certification Status .....	67
Table E1. FAN Implementation Tools in Dropbox for Cohorts 3 .....	67
Table E2. FAN Level II Certification Status Results (Tracked by Cooper House).....	68
Appendix F. LIA Organization Survey Results: Descriptive Statistics .....	69
Appendix G. Example Qualitative Interview Guides.....	71
Appendix H. Theory of Change .....	82
Figure H1. FAN Theory of Change/Logic Model .....	82
Figure H2. NEAR@Home Theory of Change .....	83
Appendix I. Region X Evaluation Report Abbreviations.....	84

## Appendix A: Implementation and Data Collection Overview

Table A1. FAN Innovation and Supports, Cohorts by State\*

Location/ Cohort	HV Program(s)	Training Phase  1/2 day In Person  3 <sup>rd</sup> Day In Person	Pre Training Survey  collection method/ N	Immed Post Training Survey  collection method/ N	Post – Final Follow-up Survey  response rate	All Surveys  response rate	Interviews  <i>Model staff; HV staff;</i>  <i>Others</i>	Interview  <i>HV -EXIT</i>
Seattle, WA Cohort 1	2 NFP Programs 2 PAT Programs	11/2, 11/3, 2017  5/3/18 N = 23	In person N=21	In person N=22	Online/mailed N=21	97%	NA	2 HV's
Salem, OR Cohort 2	1 HFA Program 1 Relief Nursery Program	2/7, 2/8, 2018  7/20/18 N= 22	Online/In person  N=23	In person N=27	In person N=20	86%	<u>Time 1:</u> 2 model leads, 5 trainers 1 SUP, 2 HVs <u>Time 2:</u> 2 model leads, 5 trainers, 1 SUP, 2 HV's	1 HV
Portland, OR Cohort 3	2 EHS Programs 1 HFA Program	4/11, 4/12, 2018 N= 19  10/11/2018 N= 11	Online/In person  N=16	In person N=13	In person N=9	78%	<u>Time 1:</u> 1 SUP, 2 HVs <u>Time 2:</u> 1 Sup, 2 HV's	2 HV's
Anchorage, AK Cohort 4	2 NFP Programs 1 EHS Program	4/18, 4/19, 2018 N= 23  10/11/2018 N = 25	Online/in person  N=21	In person N=21	In person N=24	93%	NA	0
Olympia, WA Cohort 5	2 NFP Programs 1 PAT Program	5/30, 5/31, 2018 N =22  11/15/18 N=23	Online/ In person N=17	In person N=19	In person N=19	83%	<u>Time 1:</u> 1 SUP, 2 HVs <u>Time 2:</u> 1 SUP, 2 HV's, 1 Program Manager	1 HV
Fairbanks, AK Cohort 6	2 EHS Programs 1 OCS Program	6/7, 6/8, 2018 N= 45  11/30/18 N = 28	Online / In person N=26	In person N=37	In person N=23	76%	<u>Time 1:</u> 1 SUP, 2 HVs <u>Time 2:</u> 1 SUP, 1 HV, 1 Program Manager	1 HV

Location/ Cohort	HV Program(s)	Training Phase  1/2 day In Person  3 <sup>rd</sup> Day In Person	Pre Training Survey  collection method/ N	Immed Post Training Survey  collection method/ N	Post – Final Follow-up Survey  response rate	All Surveys  response rate	Interviews  <i>Model staff; HV staff;  Others</i>	Interview  <i>HV -EXIT</i>
Pocatello, ID Cohort 8*	4 PAT Programs 1 NFP Program	9/26, 9/27, 2018  2/2019 - TBD  N= 23	Online/ In person N=23	In person N=23	TBD	100%	NA	NA
TOTAL	Total number of programs = 24	Total Day 1/2 N = 177 (Cohorts 1-6, 8) Total Day 3 N = 127 (Cohorts 1-6)	N=147  (Cohorts 1- 6, 8)	N=162 (Cohorts 1-6, 8)	N=116 (Cohorts 1-6 only)	89%  Not final	<u>Time 1:</u> 2 model leads, 5 trainers, 4 SUP, 8 HVs <u>Time 2:</u> 2 model leads, 5 trainers, 4 SUP, 7 HV's, 2 Program Managers	7

\*Cohort 8 (Idaho) was scheduled outside the window of the original evaluation/grant plan and data collection period. PSU will provide a 'partial evaluation' to include but not limited to the Pre Training and Immediate Post-Training Surveys. Further discussion with DCYF for 6 month follow-up survey and implementation tool data collection is ongoing.

Table A2. STEPS for Learning NEAR@Home by State, Organization/LIA, and Program <sup>†</sup>

<b>HV Program</b> (# Programs)	<b>Training Dates</b> Step 2 (Call/In Person) Step 3 (In Person Learning) <i>N</i>	<b>Pre (Step 2) &amp; Immed Post (Step 3) Surveys</b> <i>Response Rate</i>	<b>Post - Follow- up Survey</b> (Step 4) <i>Response Rate</i>	<b>Interviews</b> <i>Model staff; HV Staff; Others</i>
<b>Nurse Family Partnership</b> (7)	Step 2: 1/4-6/21/18 Step 3: 2/27-7/16/18 <i>N Participants = 48</i>	Pre N=34 71% Post N=42 88%	N=39 81%	2 Sups, 3 HVs, 1 Program Manager
<b>Parents as Teachers</b> (2)	Step 2: 3/12-8/14/18 Step 3: 5/14-10/22/18 <i>N Participants at Step 3 = 15</i> <i>N Participants at follow-up = 12</i>	Pre N=13 87% Post N=14 93%	N=11 92%	1 Sup, 2 HVs
<b>Early Head Start</b> (3)	Step 2: 2/16-3/27/18 Step 3: 3/19-4/2/18 <i>N Participants at Step 3 = 46</i> <i>N Participants at follow-up = 39</i>	Pre N=31 67% Post N=37 80%	N=29 74%	2 Sups, 3 HVs 2 HV Exit Interview
<b>Healthy Families America</b> (1)	Step 2: 4/11/18 Step 3: 5/14/18 <i>N Participants = 13</i>	Pre N=13 100% Post N=12 92%	N=8 57%	1 SUP, 2 HVs, 1 Program Dir.
<b>Relief Nursery</b> (2)	Step 2: 6/20-8/23/18 Step 3: 8/9-8/24/18 <i>N Participants = 22</i>	Pre N=18 82% Post N=17 77%	N=11 50%	2 HV Exit Interviews
<b>Total number of programs = 16</b>	<b>N Step 3 = 141</b>  <b>N follow-up = 139</b>	Pre N= 109 77% Post N = 129 91%	Follow-up N=98 71%	<u>Time 1:</u> 1 model co-dev, 5 facil, 4 SUPs, 8 HVs, <u>Time 2:</u> 1 model lead, 5 facil, 4 ED/SUP, 6 HV's, 2 Program Dir.  5 HV Exit Interviews

<sup>†</sup> The Steps for Learning NEAR@Home include 4 separate Steps/Activities for participants. PSU administered the pre-learning survey online prior to Step 2 learning (NEAR science conference call); the immediate post-learning survey was given after the Step 3 in-person learning day via paper copy; the follow up survey was completed 4-6 months after Step 3 was complete, and Step 4 support calls were complete.

Table A3. LIA Survey Responses by Training Model/State

MODEL	STATE	# Completed
FAN/NEAR	AK	3/3
NEAR	ID	4/4
NEAR	WA	3/3
NEAR	OR	4/4
NEAR	AK	1/1
FAN	WA	1/3
FAN/NEAR	WA	1/1
FAN	OR	5/5
FAN	AK	4/5
FAN	WA	3/3
TOTALS	AK=8 ID=4 WA=8 OR=9 N=30 94%	

Table A4. Big 3 Design Workshop Survey Details by State

<b>Location</b>	<b>Workshop Date</b>	<b>Workshop Survey Data Collection</b>	<b>Interviews HV Staff*</b>
	<b><i>N of participants</i></b>	<b><i>Response Rate</i></b>	
Boise, ID	10/22/18 N=11	AnthroTech collected N=9 82%	1 HV 1 Sup
Portland, OR	11/1/18 N=14	PSU attended/collected N=12 86%	1 HV 1 Sup
Tukwila, WA	11/6/18 N= 12	PSU attended/collected N=11 92%	2 HVs
Fairbanks, AK	11/29/18 N=9	AnthroTech collected N=7 78%	1 HV 1 Sup
<b>Total</b>	<b>N=46</b>	<b>N=38 83%</b>	<b>5 HVs</b> <b>3 Sups</b>

\*Goal was to conduct interviews with 2 home visiting staff (home visitors and/or supervisors) from each design workshop.

Table A5. Key Stakeholder Interviews

<b>State</b>	<b>Interviews Completed</b>
Washington	1 State Lead/DCYF; 1 DCYF
Oregon	2 State Leads
Alaska	1 State Lead
Idaho	1 State Lead
<b>Total</b>	<b>6</b>

Table A6. Research Questions, Data Sources, Methods, Sample and Analysis Overview

Research Questions <sup>3</sup>	Data Sources <sup>4</sup> & Methods	Sample Size	Analyses <sup>5</sup>
<b><i>11. Implementation Questions Part 1: Describe the Implementation of FAN/NEAR Training &amp; Mentoring Supports, Changes Made to the Expected Implementation (and Why), Cultural Adaptations, and Initial Participant Reactions and Responses to Training</i></b>			
I1a. What are the expectations for training and supports to be provided for FAN/NEAR Innovations?	<u>Qualitative</u> 1. Home visitor & supervisor interviews  2. Master/Local Trainer Interviews  3. Key Stakeholder Interviews	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6  N=11	1, 2 & 3. Content analysis/Atlas Ti
I1b. To what extent were the FAN/NEAR trainings/supports implemented as expected?	<u>Qualitative</u> 1. Home visitor & supervisor interviews  2. Master/Local Trainer Interviews  3. Key Stakeholder Interview  <u>Quantitative</u> 4. NEAR Activity Feedback Forms	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6  N=11  NEAR N=45 (5 Trainers)	1, 2 & 3. Content analysis/Atlas Ti  4. Descriptive analysis
I1c. What changes were made over time (and why)?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews  3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6  N=11	1, 2 & 3. Content analysis/Atlas Ti
I1d. What adaptations are needed to the FAN/NEAR trainings & supports to better meet the needs of culturally/linguistically diverse program staff?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti

<sup>3</sup> Model developer, master trainer, and trainer/facilitator interviews also included gathering information about the “Train the Trainer” approach, the perceptions of quality of support provided by Master trainers, and gathering information from their perspectives on the process of implementing FAN/NEAR. Sustainability was also a topic included in this area.

<sup>4</sup> Participants also provided written comments to open ended questions on quantitative surveys (including RQ topics). Responses were summarized and included in regular feedback reports to DCYF and FAN/NEAR partners as noted in this report.

<sup>5</sup> Numbers refer to data sources.



Research Questions	Data Sources & Methods	Sample Size	Analyses
I1e. How satisfied are HV & Supervisor participants in the FAN trainings and supports?	<u>Qualitative</u> 1. Home visitor & supervisor interviews  2. Master/Local Trainer Interviews  3. Key Stakeholder Interviews  <u>Quantitative</u> 4. FAN/NEAR Immediate Post Training Survey (T2) 5. FAN/NEAR Follow-Up Survey (T3)	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11  FAN T2 HVs N=131 FAN T2 Sups N=45 FAN T3 HVs N=93 FAN T3 Sups N=28 NEAR T2 HVs N=97 NEAR T2 Sups N=26 NEAR T3 HVs N=66 NEAR T3 Sups N=19	1, 2 & 3. Content analysis/Atlas Ti       4 & 5. Descriptive analysis
<b><i>12. Implementation Questions Part 2: Describe the Implementation of the FAN/NEAR Approach with Families – What Strategies Were Implemented? What Changes Were Made &amp; Why? Which Were Successful? Which Were Challenging, and Why?</i></b>			
I2a. What changes did home visitors and supervisors make to the FAN/NEAR model or strategies?	<u>Qualitative</u> 1. Home visitor & supervisor interviews  2. Master/Local Trainer Interviews <sup>6</sup> 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
I2b. Which components of FAN/NEAR do home visitors and supervisors find most helpful?	<u>Qualitative</u> 1. Home visitor & supervisor interviews  2. Master/Local Trainer Interviews  3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
I2c. Which components are more challenging to implement?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interviews  <u>Quantitative</u> 4. FAN/NEAR Immediate Post Training Survey (T2) 5. FAN/NEAR Follow-Up Survey (T3)	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11  FAN T2 HVs N=131 FAN T2 Sups N=45 FAN T3 HVs N=93 FAN T3 Sups N=28 NEAR T2 HVs N=97 NEAR T2 Sups N=26 NEAR T3 HVs N=66 NEAR T3 Sups N=19	1, 2 & 3. Content analysis/Atlas Ti      4 & 5. Descriptive analysis

Research Questions	Data Sources & Methods	Sample Size	Analyses
I2d. What adaptations are needed to the FAN/NEAR model or approach to better serve culturally/linguistically diverse families?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
I2e. What would you change about the FAN/NEAR model to help better support high needs families?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
<b><i>13. Implementation Questions Part 3: What organizational, leadership, and competency drivers facilitate implementation of FAN/NEAR?</i></b>			
I3a. What organizational, leadership and competency factors make it easier for home visitors/supervisors to implement FAN/NEAR?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
I3b. What organizational, leadership and competency factors make it more difficult to implement FAN/NEAR?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
I3c. What are the challenges for organizations in implementing FAN/NEAR?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
<b><i>14. What are the Perceived Benefits of FAN/NEAR model for families &amp; staff?</i></b>			
I4a. How does FAN/NEAR support family outcomes? What are the benefits for families?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
I4b. How does FAN/NEAR support staff wellbeing/other outcomes? What are the benefits for staff?	<u>Qualitative</u> 1. Home visitor & supervisor interviews 2. Master/Local Trainer Interviews 3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti

<b>15. What are the next steps for sustainability for the FAN/NEAR model?</b>			
	<u>Qualitative</u> 1. Home visitor & supervisor interviews  2. Master/Local Trainer Interviews  3. Key Stakeholder Interview	FAN N=12 NEAR N=12  FAN N=7 NEAR N=6 N=11	1, 2 & 3. Content analysis/Atlas Ti
<b>B. Outcomes.</b>			
<b>01. Outcome Question 1:</b> To what extent do home visiting staff receiving FAN/NEAR report improved knowledge, attitudes, and skills?	<u>Quantitative</u> 1. FAN/NEAR Pre-training survey (T1) 2. FAN/NEAR Immediate Post Training Survey (T2) 3. FAN/NEAR Follow-Up Survey (T3)	FAN T1-T3 N=93 FAN T1-T3 HVs only N=69 FAN T2-T3 N=101 FAN T2-T3 HVs only N=76  NEAR T1-T3 N=76 NEAR T1-T3 HVs only N=59 NEAR T2-T3 N=88 NEAR T2-T3 HVs only N=66	1, 2 & 3. Repeated Measures ANOVA
<b>02. Outcome Question 2:</b> To what extent do home visiting staff report changes in competency, self-efficacy, and resiliency?	<u>Quantitative</u> 1. FAN/NEAR Pre-training survey (T1) 2. FAN/NEAR Immediate Post Training Survey (T2) 3. FAN/NEAR Follow-Up Survey (T3)	FAN T1-T3 N=93 FAN T1-T3 HVs only N=69 FAN T2-T3 N=101 FAN T2-T3 HVs only N=76  NEAR T1-T3 N=76 NEAR T1-T3 HVs only N=59 NEAR T2-T3 N=88 NEAR T2-T3 HVs only N=66	1, 2 & 3. Repeated Measures ANOVA
<b>03. Outcome Question 3:</b> What organizational and other characteristics are associated with home visiting staff changes in FAN/NEAR skill confidence, competency, self-efficacy, and resiliency?	<u>Quantitative</u> 1. FAN/NEAR Pre-training survey (T1) 2. FAN/NEAR Immediate Post Training Survey (T2) 3. FAN/NEAR Follow-Up Survey (T3)	FAN T1-T3 N=93 FAN T1-T3 HVs only N=69 FAN T2-T3 N=101 FAN T2-T3 HVs only N=76  NEAR T1-T3 N=76 NEAR T1-T3 HVs only N=59 NEAR T2-T3 N=88 NEAR T2-T3 HVs only N=66	1, 2 & 3. Repeated Measures ANOVA
<b>04. Outcome Question 4:</b> To what extent does participation in FAN/NEAR improve the level of support home visiting staff perceive from organizations and that home visitors perceive from supervisors?	<u>Quantitative</u> 1. FAN/NEAR Pre-training survey (T1) 2. FAN/NEAR Immediate Post Training Survey (T2) 3. FAN/NEAR Follow-Up Survey (T3)	FAN T1-T3 N=93 FAN T1-T3 HVs only N=69 FAN T2-T3 N=101 FAN T2-T3 HVs only N=76  NEAR T1-T3 N=76 NEAR T1-T3 HVs only N=59 NEAR T2-T3 N=88 NEAR T2-T3 HVs only N=66	1, 2 & 3. Repeated Measures ANOVA
<b>C. Exit Interviews</b>			
1. What were the primary reasons or factors that contributed to home visitors' decisions to leave the workforce?	<u>Qualitative</u> 1. Interviews with home visitors	N=12	1. Content analysis/Atlas Ti

Research Questions	Data Sources & Methods	Sample Size	Analyses
2. What additional workforce supports/modifications would encourage home visitors to remain in the workforce?	<u>Qualitative</u> 1. Interviews with home visitors	N=12	1. Content analysis/Atlas Ti
<b>D. Big 3 Design Workshops</b>			
1. What was it like to be part of the human-centered design process for home visiting staff?	<u>Qualitative</u> 1. Interviews with home visiting staff <u>Quantitative</u> 2. Big 3 design workshop surveys	N=8  N=38	1. Content analysis/Atlas Ti  2. Descriptive analysis
2. How does engagement in the design process influence their perceptions of the usefulness/motivation to implement changes to address the Big 3 issues?	<u>Qualitative</u> 1. Interviews with home visiting staff <u>Quantitative</u> 2. Big 3 design workshop surveys	N=8  N=38	1. Content analysis/Atlas Ti  2. Descriptive analysis

## Appendix B: Quantitative Instrument Detail

The table below summarizes the descriptive information and reliability statistics for the FAN outcome measures. As can be seen, most scales showed good ( $\alpha > .80$ ) to adequate ( $\alpha > .60 < .80$ ) reliability. One exception to this was the Maslach Burnout Scale. At both Baseline, the total score showed adequate reliability; however this dropped to  $\alpha = .55$  at the follow up. In particular, it appeared that the depersonalization subscale was problematic, with very poor reliability, especially at baseline. This scale was therefore not included in outcome analyses.

Table B1: FAN Outcome Measures and Scale Reliabilities

	Pre-training or Immediate Post Training						Final Follow-up					
	N	Reliability	Mean	Median	Std. Deviation	Range	N	Reliability	Mean	Median	Std. Deviation	Range
Total Work Stress	90	0.60	2.22	2.20	0.53	2.40	91	0.66	2.28	2.40	0.59	2.80
Ash Reflective Supervision Rating Scale - all items	61	0.96	3.34	3.65	0.75	3.00	61	0.94	3.48	3.71	0.60	2.35
Ash Reflective Supervision Rating Subscale - Mentoring	65	0.92	3.48	3.80	0.75	3.00	65	0.87	3.56	3.80	0.60	2.60
Ash Reflective Supervision Rating Subscale - Reflective Process and Skills	64	0.88	3.10	3.20	0.84	3.00	63	0.90	3.29	3.60	0.81	3.00
Ash Reflective Supervision Rating Subscale - Supervision Structure	67	0.82	3.43	3.67	0.76	3.00	67	0.72	3.50	3.67	0.62	2.33

	Pre-training or Immediate Post Training						Final Follow-up					
	N	Reliability	Mean	Median	Std. Deviation	Range	N	Reliability	Mean	Median	Std. Deviation	Range
Ash Reflective Supervision Rating Subscale - Mentalization	64	0.91	3.45	3.75	0.79	3.00	65	0.80	3.61	3.88	0.58	2.75
Five Facets of Mindfulness Questionnaire - all items	86	0.88	3.54	3.53	0.54	2.73	84	0.84	3.68	3.67	0.45	2.20
Five Facets of Mindfulness Questionnaire Subscale - Act with Awareness	87	0.91	3.68	3.75	0.70	3.00	86	0.87	3.74	3.75	0.62	2.75
Five Facets of Mindfulness Questionnaire Subscale – Nonreact	88	0.88	3.38	3.43	0.66	3.14	86	0.81	3.62	3.71	0.55	2.86
Total Reflective Functioning	87	0.78	5.21	5.38	0.93	4.00	87	0.80	5.42	5.50	0.92	3.88
Total Self-Efficacy	82	0.79	4.14	4.00	0.49	2.00	91	0.79	4.20	4.00	0.47	2.20
Total Maslach Burnout Inventory	49	0.66	2.18	2.11	0.67	3.00	69	0.52	2.13	2.06	0.61	2.63
Maslach Burnout Inventory - Personal Accomplishment Subscale	56	0.73	5.14	5.33	0.95	5.00	84	0.77	5.07	5.33	1.09	4.67

	Pre-training or Immediate Post Training						Final Follow-up					
	N	Reliability	Mean	Median	Std. Deviation	Range	N	Reliability	Mean	Median	Std. Deviation	Range
Maslach Burnout Inventory - Depersonalization Subscale	51	0.03	1.46	1.00	0.71	3.00	74	0.47	1.42	1.00	0.66	3.67
Maslach Burnout Inventory - Emotional Exhaustion Subscale	74	0.68	3.06	3.00	1.24	5.00	83	0.81	3.03	3.00	1.29	4.67
Organizational Learning Culture scale	46	0.77	4.28	4.33	0.68	2.67	46	0.77	4.03	4.00	0.68	3.60
Parker Psychological Climate scale	46	0.83	3.98	4.08	0.60	2.67	46	0.83	3.96	3.92	0.63	2.75
Confidence in FAN elements	100	0.78	3.06	3.00	0.50	2.33	99	0.80	3.04	3.00	0.50	3.00
Skill in FAN elements	100	0.81	3.13	3.17	0.48	2.50	98	0.81	3.30	3.33	0.42	1.67

Table B2. NEAR@Home Outcome Measures & Scale Reliabilities

	Pre-training or Immediate Post-training						Final Follow-up					
			Mean	Median	Std. Deviation	Range			Mean	Median	Std. Deviation	Range
	N	Reliability					N	Reliability				
Total Work Stress	65	0.69	2.20	2.20	0.57	2.80	76	0.77	2.14	2.00	0.62	3.80
Total Reflective Supervision	43	0.91	3.43	3.58	0.51	2.33	63	1.00	4.58	3.92	2.07	6.54
Ash Reflective Supervision Rating Subscale - Mentoring	46	0.85	3.56	3.80	0.50	2.40	64	1.00	4.70	4.00	2.03	6.80
Ash Reflective Supervision Rating Subscale - Reflective Process and Skills	44	0.85	3.17	3.30	0.66	2.80	64	0.99	4.48	4.00	2.22	7.00
Ash Reflective Supervision Rating Subscale - Supervision Structure	48	0.60	3.52	3.67	0.51	2.00	71	0.99	4.66	4.00	2.02	6.00
Total Self-Efficacy	65	0.85	4.29	4.20	0.48	1.60	76	0.84	4.36	4.20	0.44	1.40
Total Maslach Burnout Inventory	24	0.73	3.74	3.80	1.07	4.50	64	0.59	2.32	2.17	0.85	3.50
Total Maslach Burnout Inventory - Personal Accomplishment Subscale	24	0.63	5.27	5.50	0.83	3.50	68	0.73	5.28	5.67	0.98	4.00
Total Maslach Burnout Inventory - Emotional Exhaustion Subscale	57	0.88	2.69	2.33	1.40	5.00	67	0.87	2.92	2.67	1.42	5.00
Learning culture scale	44	0.87	4.41	4.60	0.55	2.20	75	0.72	3.92	3.92	0.57	2.83
Parker Psychological Climate	44	0.68	4.02	4.08	0.56	2.33	73	0.70	3.44	3.40	0.65	2.80
Skill in NEAR elements	86	0.90	2.99	3.00	0.49	2.33	85	0.90	3.07	3.00	0.59	2.43



**Table B3. FAN Survey Outcome Measures: Map of Items to Subscales & Survey Time Points**

Time 1 – Pre-training survey (before two day training)

Time 2 – Immediate Post Training survey (after two day training)

Time 3 – Final Follow-up survey (after six months of mentor supports and Day 3 of training)

*Workforce Survey administered by Butler Institute to sample of HV field early 2018*

Scale	Item	T1	T2	T3	Workforce Survey
	Participant tracking: Training attendance, completion/upload to Dropbox of mentor logs, HV self-assessments, HV reflective learning tools, Supervisor logs			X	
	Demographics: organization, HV program, highest ed level, race/ethnicity, time in HV field	X			X
	Additional training experience	X		X	
Teacher Opinion Survey (TOS)	On a typical day, I feel a sense of accomplishment in my job. REVERSED	X		X	
TOS	I have a clear understanding of my role in our program. REVERSED	X		X	
TOS	I often have a hard time managing the stress I experience in my job.	X		X	
TOS	I frequently feel overwhelmed in my job.	X		X	
TOS	Our program provides me with the emotional and personal support I need to do my job most effectively. REVERSED	X		X	
Reflective Supervision(RS): Mentoring Subscale	My sup and I have formed a trusting relationship. (Rarely, Sometimes, Usually, Almost Always, NA)	X		X	
RS: Mentoring	My sup is both a teacher and a guide.	X		X	
RS: Mentoring	My sup makes me feel nurtured, safe and supported during supervision.	X		X	
RS: Mentoring	My sup allows me time to come to my own solutions during supervision.	X		X	
RS: Sup Structure	My sup and I have established a consistent supervision schedule.	X		X	
RS: Sup Structure	My sup asks questions that encourage details about my practice to be shared and explored within the supervision session.	X		X	
RS: Sup Structure	My sup is engaged throughout the entire session.	X		X	
RS: Reflective Process and Skills	My sup shows me how to integrate emotion and reason into case analysis.	X		X	
RS: Ref Process and Skills	My sup has improved my ability to be reflective.	X		X	
RS: Ref Process and Skills	My sup explores my thoughts and feelings about the supervisory process itself.	X		X	

Scale	Item	T1	T2	T3	Workforce Survey
RS: Ref Process and Skills	My sup and I together set the agenda for supervision.	X		X	
RS: Ref Process and Skills	My sup thinks with me about how to improve my observation and listening skills.	X		X	
RS: Mentalization	My sup listens carefully for the emotional experiences I am expressing.	X		X	
RS: Mentalization	My sup encourages me to talk about emotions I have felt while consulting and working with families.	X		X	
RS: Mentalization	My sup keeps families' and children's unique experiences in mind during supervision.	X		X	
RS: Mentalization	My sup wants to know how I feel about my consultation or practice experiences.	X		X	
Five Facets of Mindfulness Questionnaire (FFMQ): Nonreact Subscale	When I have distressing thoughts or images, I just notice them and let them go. (Never or rarely true, rarely true, sometimes true, often true, very often or always true)	X		X	
FFMQ: Nonreact	I perceive my feelings and emotions without having to react to them.	X		X	
FFMQ: Nonreact	I watch my feelings without getting lost in them.	X		X	
FFMQ: Nonreact	When I have distressing thoughts or images, I "step back" and am aware of the thought or image without being taken over by it.	X		X	
FFMQ: Nonreact	In difficult situations, I can pause without immediately reacting.	X		X	
FFMQ: Nonreact	When I have distressing thoughts or images, I feel calm soon after.	X		X	
FFMQ: Nonreact	When I have distressing thoughts or images, I am able to just notice them without reacting.	X		X	
FFMQ: Act with Awareness	When I do things, my mind wanders off and I'm easily distracted. REVERSED	X		X	
FFMQ: Act with Aware	I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted. REVERSED	X		X	
FFMQ: Act with Aware	I am easily distracted. REVERSED	X		X	
FFMQ: Act with Aware	I find it difficult to stay focused on what's happening in the present. REVERSED	X		X	
FFMQ: Act with Aware	I find myself doing things without paying attention. REVERSED	X		X	
FFMQ: Act with Aware	It seems I am "running on automatic" without much awareness of what I'm doing. REVERSED	X		X	
FFMQ: Act with Aware	I rush through activities without being really attentive to them. REVERSED	X		X	
FFMQ: Act with Aware	I do jobs or tasks automatically without being aware of what I'm doing. REVERSED	X		X	
Reflective Functioning Questionnaire (RFQ)	People's thoughts are a mystery to me. (Strongly disagree, somewhat disagree, disagree, neutral, agree, somewhat agree, strongly agree) REVERSED	X		X	
RFQ	I don't always know why I do what I do. REVERSED	X		X	
RFQ	When I get angry I say things without really know why I am saying them. REVERSED	X		X	

Scale	Item	T1	T2	T3	Workforce Survey
RFQ	When I get angry I say things that I later regret. REVERSED	X		X	
RFQ	If I feel insecure, I can behave in ways that make others annoyed or offended. REVERSED	X		X	
RFQ	Sometimes I do things without really knowing why. REVERSED	X		X	
RFQ	I always know what I feel.	X		X	
RFQ	Strong feelings often cloud my thinking. REVERSED	X		X	
Self-efficacy (SE)	I have the skills that I need to do my job effectively.	X		X	
SE	I usually accomplish whatever I set my mind to.	X		X	
SE	I consistently ahead plan and carry out my plans.	X		X	
SE	I am effective and confident in doing my job.	X		X	
SE	I have been effective in my work within my organization.	X		X	
Maslach Burnout Inventory (MBI): Personal Accomplishment	I deal very effectively with the problems of the families or home visitors on my caseload. (Never, few times a week, once a week, a few times a month, once a month, a few times a year, NA) REVERSED	X		X	X
MBI: Depersonalization	I feel I treat some families or home visitors as if they were personal objects.	X		X	X
MBI: Emotional Exhaustion	I feel emotionally drained from my work.	X		X	X
MBI: Emotional Exhaust; higher is more emotional exhaustion.	I feel fatigued when I get up in the morning and have to face another day on the job.	X		X	X
MBI: Depersonalization	I've become more callous towards people since I took this job.	X		X	X
MBI: Personal Accomplish; higher is better	I feel I'm positively influencing other people's lives through my work. REVERSED	X		X	X
MBI: Emotional Exhaust.	Working with people all day is really a strain for me.	X		X	X
MBI: Depersonalization	I don't really care what happens to some families or home visitors.	X		X	X
MBI: Personal Accomp	I feel exhilarated after working closely with my families or my home visitors.	X		X	X
Confidence in FAN elements	Empathic Inquiry (Feeling – validating and exploring). (Not very confident, somewhat confident, confident, very confident)		X	X	
Conf. in FAN	Mindful self-regulation (Calming – using grounding techniques)		X	X	
Conf. in FAN	Collaborative exploration (Thinking – when the parent is ready, initiate sorting out what happened together)		X	X	
Conf. in FAN	Capacity building (Doing – setting goals, thinking about what to do differently next time)		X	X	

Scale	Item	T1	T2	T3	Workforce Survey
Conf. in FAN	Integration (Reflecting – what the parent would like to hold on to from the visit)		X	X	
Conf. in FAN	ARC Questions – beginning, middle, and end		X	X	
Skill in FAN	Reading parents’ cues for engagement during home visits. (Not at all skilled, a little skilled, somewhat skilled, very skilled)		X	X	
Skill in FAN	Matching my interactions based on parents’ cues.		X	X	
Skill in FAN	Exploring parents’ concerns together before finding solutions.		X	X	
Skill in FAN	Recognizing my own feelings during visits with families.		X	X	
Skill in FAN	Maintaining focus on parenting throughout the visit.		X	X	
Skill in FAN	Encouraging the parent to lead the visit and help set our agenda.		X	X	

**FAN Organization Survey Questions** -LIA Survey – administered to program managers/directors or supervisors

Scale	Item	T1	T3	Workforce Survey	LIA Survey
Organizational Health Assessment: Learning Culture Scale	Home visiting staff work together to find new and better ways to meet the needs of families. (Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)		X	X	
OHA: Learning Cult	Home visiting staff take time together to reflect about the work.		X	X	
OHA: Learning Cult	Home visiting staff feel comfortable seeking support from colleagues.		X	X	
OHA: Learning Cult	Supervisors are open to feedback about how things can be improved.		X	X	
OHA: Learning Cult	My home visiting program uses data to make decisions.		X	X	
OHA: PD and Prep for work scale	The training I receive from my agency prepares me well for this job.		X	X	
Organizational Climate	My job responsibilities are clearly defined.		X	X	
Organizational Climate	I know what is expected of me in my organization.		X	X	
Organizational Climate	I have to do things for my job that are against my better judgement. REVERSED		X	X	
Organizational Climate	I am held responsible for things which I have no control. REVERSED		X	X	
Organizational Climate	I feel that my job is important to the functioning of my team.		X	X	
Organizational Climate	I feel that my work makes a meaningful contribution.		X	X	
Organizational Climate	I have a great deal of freedom to decide how to do my job.		X	X	
Organizational Climate	I am able to make full use of my knowledge and skills in my job.		X	X	
Organizational Climate	My agency encourages me to find new ways around old problems.		X	X	
Organizational Climate	Decisions about my job are made in a fair manner.		X	X	

Scale	Item	T1	T3	Workforce Survey	LIA Survey
Organizational Climate	My agency really cares about my well-being.		X	X	
Organizational Climate	My agency cares about my general satisfaction at work.		X	X	
Butler	My agency has given me tools and training to help families with a range of challenging issues.		X	X	
Butler	My agency prepares me for how to keep myself safe during a home visit.		X	X	
Butler	My agency recognizes the importance of my personal safety during home visits.		X	X	
Readiness for Evidence Based Interventions	I like to use new types of interventions and strategies. (Not at all, to a slight extent, to a moderate extent, to a great extent, to a very great extent)	X			X
REDI	I would try a new intervention or strategy even if it were very different from what I am used to doing.	X			X
REDI	I am open to trying new strategies, but only if I have a choice about how and when to implement them.	X			X
REDI	I feel like the strategies and approaches I currently use in my practice are effective. REVERSED	X			X
REDI	I am excited about learning new strategies and interventions to use in my work.	X			X
PSU	Provides strong mentoring for new employees.				X
PSU	Develops and encourages a culture of sharing and peer support.				X
PSU	Encourages ongoing learning among staff.				X
PSU	Provides resources (time, fees) for staff to attend conferences, training, and educational opportunities.				X
PSU	Rewards staff through promotions and salary increases.				X
PSU	Recognizes and shows appreciation to staff for pursuing self-defined learning goals.				X
PSU	Provides flexible hours.				X
PSU	Encourages self-care.				X
PSU	Encourages staff to work collaboratively with clients.				X
PSU	Encourages staff to work collaboratively with other staff.				X
PSU	Works around the requirements of funders in order to maintain a commitment to client empowerment approaches.				X
PSU	Starts new initiatives without stopping other activities or starts too many initiatives at the same time.				X
PSU	Believes its employees can create solutions to problems within the organization				X
PSU	Periodically assesses staff's workload and makes adjustments if needed.				X
PSU	Sequences and paces the flow of work for staff.				X
PSU	Struggles with turnover of home visiting staff.				X

Scale	Item	T1	T3	Workforce Survey	LIA Survey
PSU	Struggles with turnover of supervisory staff.				X
PSU	Has a continuous process of evaluating itself (regular data review meetings, etc.)				X
PSU	Makes time to stop to reflect how organizational actions impact staff and clients.				X
PSU	Invites comments and critiques from a wide range of trusted sources.				X
PSU	Seeks out staff recommendations and preferences.				X
PSU	Responds to staff input.				X
PSU	Assesses staff training and resource needs on a regular basis.				X
PSU	Provides quality training for new staff and continuing staff.				X
PSU	Creates supervision processes that provide emotional support to home visiting staff.				X
PSU	Encourages supervision practices that model how to be with the client and family.				X
PSU	Encourages supervisors to be empathetic, open, and self-aware during supervision with home visitors.				X
PSU	Supports supervisors to help home visitors regulate and manage their own feelings so they can be fully present during home visits.				X
PSU	Encourages supervisors and home visitors to have an open, two-way communication style.				X
PSU	Encourages supervisors and home visitors to have clearly identified and agreed-upon mutual expectations of each other.				X

#### Scale Sources

Butler Institute for Families (2014). *Learning Culture*. Unpublished measure, University of Denver, Denver, CO.

Baltes, B. B., Zhdanova, L. S., & Parker, C. P. (2009). Psychological climate: A comparison of organizational and individual level referents. *Human Relations*, 62(5), 669-700. doi: 10.1177/0018726709103454

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**Table B4. NEAR@Home Survey Outcome Measures: Map of Items to Subscales & Survey Time Points**

Time 1 – Pre-training survey (before one day in-person training)

Time 2 – Immediate Post Training survey (after one day training)

Time 3 – Final Follow-up survey (after four months of mentor support calls with program teams)

*Workforce Survey administered by Butler Institute to sample of HV field early 2018*

Scale	Item	T1	T2	T3	Workforce Survey
	Participant tracking: Training attendance			X	
	Demographics: organization, HV program, highest ed level, race/ethnicity, time in HV field	X			X
	Additional training experience	X		X	
Teacher Opinion Survey (TOS)	On a typical day, I feel a sense of accomplishment in my job. REVERSED	X		X	
TOS	I have a clear understanding of my role in our program. REVERSED	X		X	
TOS	I often have a hard time managing the stress I experience in my job.	X		X	
TOS	I frequently feel overwhelmed in my job.	X		X	
TOS	Our program provides me with the emotional and personal support I need to do my job most effectively. REVERSED	X		X	
Reflective Supervision(RS): Mentoring Subscale	My sup and I have formed a trusting relationship. (Rarely, Sometimes, Usually, Almost Always, NA)	X		X	
RS: Mentoring	My sup is both a teacher and a guide.	X		X	
RS: Mentoring	My sup makes me feel nurtured, safe and supported during supervision.	X		X	
RS: Mentoring	My sup allows me time to come to my own solutions during supervision.	X		X	
RS: Sup Structure	My sup and I have established a consistent supervision schedule.	X		X	
RS: Sup Structure	My sup asks questions that encourage details about my practice to be shared and explored within the supervision session.	X		X	
RS: Sup Structure	My sup is engaged throughout the entire session.	X		X	
RS: Reflective Process and Skills	My sup shows me how to integrate emotion and reason into case analysis.	X		X	
RS: Ref Process and Skills	My sup has improved my ability to be reflective.	X		X	
RS: Ref Process and Skills	My sup explores my thoughts and feelings about the supervisory process itself.	X		X	
RS: Ref Process and Skills	My sup and I together set the agenda for supervision.	X		X	

Scale	Item	T1	T2	T3	Workforce Survey
RS: Ref Process and Skills	My sup thinks with me about how to improve my observation and listening skills.	X		X	
RS: Mentalization	My sup listens carefully for the emotional experiences I am expressing.	X			
RS: Mentalization	My sup encourages me to talk about emotions I have felt while consulting and working with families.	X			
RS: Mentalization	My sup keeps families' and children's unique experiences in mind during supervision.	X			
RS: Mentalization	My sup wants to know how I feel about my consultation or practice experiences.	X			
Self-efficacy (SE)	I have the skills that I need to do my job effectively.	X		X	
SE	I usually accomplish whatever I set my mind to.	X		X	
SE	I consistently plan ahead and carry out my plans.	X		X	
SE	I am effective and confident in doing my job.	X		X	
SE	I have been effective in my work within my organization.	X		X	
Maslach Burnout Inventory (MBI): Personal Accomplishment	I deal very effectively with the problems of the families or home visitors on my caseload. (Never, a few times a year, once a month, a few times a month, once a week, few times a week, NA) REVERSED	X		X	X
MBI: Depersonalization	I feel I treat some families or home visitors as if they were personal objects.	X			X
MBI: Emotional Exhaustion	I feel emotionally drained from my work.	X		X	X
MBI: Emotional Exhaust.	I feel fatigued when I get up in the morning and have to face another day on the job.	X		X	X
MBI: Depersonalization	I've become more callous towards people since I took this job.	X			X
MBI: Personal Accomplish	I feel I'm positively influencing other people's lives through my work. REVERSED	X		X	X
MBI: Emotional Exhaust.	Working with people all day is really a strain for me.	X		X	X
MBI: Depersonalization	I don't really care what happens to some families or home visitors.	X			X
MBI: Personal Accomp	I feel exhilarated after working closely with my families or my home visitors.	X		X	X
Skill in NEAR	Introducing and talking to families about NEAR/ACEs information. (Not at all skilled, a little skilled, somewhat skilled, very skilled)		X	X	
Skill in NEAR	Practicing self-regulation skills to be calm and fully present with clients.		X	X	
Skill in NEAR	Making time and space to gather ACEs at a NEAR visit.		X	X	
Skill in NEAR	Being able to ask my clients to do the ACEs questionnaire.		X	X	
Skill in NEAR	Being comfortable with a client refusing to do the ACEs questionnaire.		X		
Skill in NEAR	Being quiet and pausing for a long period after the ACEs score has been shared.		X	X	
Skill in NEAR	Listening and practicing self-regulation (e.g., breathing, self-talk) when my client talks about adverse childhood experiences.		X	X	
Skill in NEAR	Providing firm, calm support to clients who are experiencing a flood of strong feelings.		X	X	



Scale	Item	T1	T2	T3	Workforce Survey
Skill in NEAR	Transitioning into talking about goals and building resilience after the client's ACEs score is revealed.		X	X	
Skill in NEAR	Revisiting an aspect of the NEAR visit after things had not gone as well as I had hoped.		X	X	
Skill in NEAR	Bringing other assessments into the visits that may seem relevant to the client's ACEs score (e.g., depression screening).		X	X	

### Organization Survey Questions

Scale	Item	T1	T3	Workforce Survey	LIA Survey
Organizational Health Assessment: Learning Culture Scale	Home visiting staff work together to find new and better ways to meet the needs of families. (Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)		X	X	
OHA: Learning Cult	Home visiting staff take time together to reflect about the work.		X	X	
OHA: Learning Cult	Home visiting staff feel comfortable seeking support from colleagues.		X	X	
OHA: Learning Cult	Supervisors are open to feedback about how things can be improved.		X	X	
OHA: Learning Cult	My home visiting program uses data to make decisions.		X	X	
Organizational Climate	My job responsibilities are clearly defined.		X	X	
Organizational Climate	I know what is expected of me in my organization.			X	
Organizational Climate	I have to do things for my job that are against my better judgement. REVERSED			X	
Organizational Climate	I am held responsible for things which I have no control. REVERSED		X	X	
Organizational Climate	I feel that my job is important to the functioning of my team.			X	
Organizational Climate	I feel that my work makes a meaningful contribution.			X	
Organizational Climate	I have a great deal of freedom to decide how to do my job.		X	X	
Organizational Climate	I am able to make full use of my knowledge and skills in my job.			X	
Organizational Climate	My agency encourages me to find new ways around old problems.		X	X	
Organizational Climate	Decisions about my job are made in a fair manner.			X	
Organizational Climate	My agency really cares about my well-being.		X	X	
Organizational Climate	My agency cares about my general satisfaction at work.		X	X	
Readiness for Evidence Based Interventions	I like to use new types of interventions and strategies. (Not at all, to a slight extent, to a moderate extent, to a great extent, to a very great extent)	X			X
REDI	I would try a new intervention or strategy even if it were very different from what I am used to doing.	X			X

Scale	Item	T1	T3	Workforce Survey	LIA Survey
REDI	I am open to trying new strategies, but only if I have a choice about how and when to implement them.	X			X
REDI	I feel like the strategies and approaches I currently use in my practice are effective. REVERSED	X			X
REDI	I am excited about learning new strategies and interventions to use in my work.	X			X

### Scale Sources

Butler Institute for Families (2014). *Learning Culture*. Unpublished measure, University of Denver, Denver, CO.

Baltes, B. B., Zhdanova, L. S., & Parker, C. P. (2009). Psychological climate: A comparison of organizational and individual level referents. *Human Relations*, 62(5), 669-700. doi: 10.1177/0018726709103454

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Bohlmeijer, E., ten Klooster, P. M., Fledderus, M., Veehof, M., & Baer, R. (2011). Psychometric properties of the five facet mindfulness questionnaire in depressed adults and development of a short form. *Assessment*, 18(3), 308-320.

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Schutte, N., Toppinen, S., Kalimo, R., & Schaufeli, W. (2000). The factorial validity of the Maslach Burnout Inventory-General Survey (MBI-GS) across occupational groups and nations. *Journal of Occupational and Organizational psychology*, 73(1), 53-66.

Table B5. Local Implementing Agency (LIA) Survey Subscales & and Measure Details

Scale (Sub-Scale Concept) <sup>7</sup>	Example Items	Source
Readiness for Implementation	<p>My organization likes to use new types of interventions and strategies. (Not at all, to a slight extent, to a moderate extent, to a great extent, to a very great extent).</p> <p>My organization would try a new intervention or strategy even if it were very different from what the organization is used to doing.</p>	Adapted from the Readiness for Evidence Based Interventions scale (REDI).
Positive Organization Climate	<p>Provides strong mentoring for new employees.</p> <p>Provides resources (time, fees) for staff to attend conferences, training, and educational opportunities.</p>	Created by PSU informed by Ellett, A.J. (2009). Intentions to remain employed in child welfare: The role of human caring, self-efficacy beliefs, and professional organizational culture. <i>Children and Youth Services Review</i> , 31(1), 78-88
Organizational Learning Culture	<p>Develops and encourages a culture of sharing and peer support.</p> <p>Encourages ongoing learning among staff.</p>	
Organizational. Learning Culture	Rewards staff through promotions and salary increases.	
Positive Organization Climate	Provides flexible hours.	
Positive Organization Climate	Encourages self-care.	
Organizational Learning Culture	Encourages staff to work collaboratively with clients.	
Positive Organization Climate	Encourages staff to work collaboratively with other staff.	Created by PSU informed by Gutiérrez, L., GlenMaye, L., & DeLois, K. (1995). The Organizational Context of Empowerment Practice: Implications for Social Work Administration. <i>Social Work</i> , 40(2), 249-258.
Organizational Learning Culture	Works around the requirements of funders in order to maintain a commitment to client empowerment approaches.	
Positive Organization Climate	Believes its employees can create solutions to problems within the organization.	
Turnover and Workload	Periodically assesses staff's work load and makes adjustments if needed.	Created by PSU informed by Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership.
Turnover and Workload	Struggles with turnover of supervisory staff.	

<sup>7</sup> Determined by factor analysis

Turnover and Workload	Struggles with turnover of home visiting staff.	<i>Harvard Business Review</i> , 75(1), 124
Turnover and Workload	Sequences and paces the flow of work for staff.	
Turnover and Workload	Starts new initiatives without stopping other activities or starts too many initiatives at the same time.	
Positive Organization Climate	My organization has a continuous process of evaluating itself (regular meetings to review data, productivity, open positions, staff/client survey results).	
Positive Organization Climate	My organization makes time to stop to reflect how organizational actions impact staff and clients.	
Organizational Learning Culture	My organization invites comments and critiques and carefully gathers information from a wide range of trusted sources.	
Positive Organization Climate	My organization seeks out staff recommendations and preferences and responds to staff input.	
Positive Organization Climate	My organization creates supervision processes that provide emotional support to home visiting staff.	Created by PSU – Referencing the Reflective Supervision Section of NEAR@Home Toolkit
Positive Organization Climate	My organization encourages supervision practices that model how to be with the client and family.	
Positive Organization Climate	My organization encourages supervisors to be empathetic, open, and self-aware during supervision with home visitors.	
Positive Organization Climate	My organization supports supervisors to help home visitors regulate and manage their own feelings so they can be fully present during home visits.	Adapted from Chapin Hall 2016 Supervisors and Self-assessed Change in FAN skills over time
Positive Organization Climate	My organization supports supervisors to encourage home visitors to take a step back to understand what interactions with client's mean and how that can inform the work.	
Positive Organization Climate	My organization encourages supervisors and home visitors to have an open, two-way communication.	PSU created - Many, M. M., Kronenberg, M. E. and Dickson, A. B. (2016), CREATING A "NEST" OF EMOTIONAL SAFETY: REFLECTIVE SUPERVISION IN A CHILD-PARENT PSYCHOTHERAPY CASE. <i>Infant Ment. Health J.</i> , 37: 717-727. doi:10.1002/imhj.21603
Positive Organization Climate	My organization encourages supervisors and home visitors to have clearly identified and agreed-upon mutual expectations of each other.	

## Table B6. FAN and NEAR Response Rate Tables

Table B6a. Sample Sizes and Survey Response Rates for FAN Surveys

	Total Possible N	% complete (n)
Point in Time Response Rate Per Wave		
Baseline (T1)	166	80% (132)
Immediate Post (T2)	166	90% (150)
6-Month Follow Up (T3)	154	79% (121)
Completed T1 & T2 Surveys	132	80% (105)
Completed T2 & T3 Surveys	150	71% (107)
Completed T1 & T3 Surveys	132	73% (96)

Table B6b. Sample Sizes and Survey Response Rates for NEAR@Home Surveys

	Total Possible N	% complete (n)
Point in Time Response Rate Per Wave		
Baseline (T1)	126	78% (99)
Immediate Post (T2)	126	91% (115)
4-Month Follow Up (T3)	126	80% (101)
Completed T1 & T2 Surveys	99	90% (89)
Completed T2 & T3 Surveys	115	81% (93)
Completed T1 & T3 Surveys	99	79% (78)

## Appendix C: FAN Survey Data Results – Participant Satisfaction, Understanding, & Confidence

Table C1. HOME VISITORS: Immediate Post Training Survey & Final Follow-Up Survey (6 months)

### C1a. Immediate Post Training Survey Data

Training Feedback (Immediate Post Training)	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The trainer(s) were was organized and prepared. N=131, Mean=3.76	-	1%	22%	77%
b. I was encouraged to ask questions. N=131, Mean=3.80	-	-	20%	80%
c. I felt that my questions were answered. N=131, Mean=3.73	-	1%	25%	74%
d. I had the opportunity to discuss what I was learning with other training participants. N=131, Mean=3.84	-	2%	13%	86%
e. I would recommend this training to others. N=112, Mean=3.72	-	2%	24%	74%
f. I felt safe to share my thoughts, opinions, and experiences. N=112, Mean=3.77	-	-	23%	77%

Understanding, impressions, and integration of FAN (Immediate Post Training)	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I feel ready to start implementing FAN with families. N=131, Mean=3.31	1%	5%	58%	37%

### C1b. 6-Month Final Follow Up Survey Data

Understanding, impressions, and integration of FAN	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The FAN model helps me in my work with families. N=93, Mean=3.37	-	2%	59%	39%
b. I am excited about continuing to use the FAN model with families. N=92, Mean=3.27	2%	7%	53%	38%
c. The FAN training and coaching I have received has prepared me well to continue to use the FAN model with families. N=94, Mean=3.22	-	4%	69%	27%

Understanding, impressions, and integration of FAN	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. It was challenging to regularly complete the HV reflective learning tool and self-assessment. N=91, Mean=3.67	7%	10%	22%	33%	29%
b. Completing the FAN tools was a helpful way to learn the FAN essential elements. N=93, Mean=3.55	2%	5%	39%	43%	11%

Since participating in the FAN trainings and mentor supports over the past 6 months...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I am more confident as a home visitor. N=93, Mean=3.00	2%	15%	63%	19%
b. I am less stressed as a home visitor. N=93, Mean=2.83	3%	25%	58%	14%
c. I am more satisfied with supervision. N=89, Mean=2.66	6%	34%	49%	11%
d. I feel less pressure to fix problems. N=93, Mean=2.96	5%	14%	60%	20%
e. I am better able to stay calm in challenging situations. N=92, Mean=2.97	3%	12%	70%	15%
f. I am better able to support the parent/child relationship. N=91, Mean=2.88	2%	14%	77%	7%
g. The FAN is helpful to me in my personal life. N=92, Mean=2.80	8%	17%	62%	13%

**How confident do you feel about using each of the following components of the FAN?<sup>8</sup>**

	Not very confident	Somewhat Confident	Confident	Very Confident
a. Empathic Inquiry (Feeling). N=94, Mean=3.23	3%	6%	54%	36%
b. Mindful Self-regulation (Calming). N=94, Mean=3.34	1%	7%	48%	44%
c. Collaborative Exploration (Thinking). N=94, Mean=2.89	3%	18%	65%	14%
d. Capacity Building (Doing). N=95, Mean=2.86	4%	21%	59%	16%
e. Integration (Reflecting). N=94, Mean=2.84	5%	26%	49%	20%
f. ARC Questions – beginning, middle, and end. N=95, Mean=2.89	4%	27%	43%	25%
g. Putting all core components together – meeting families where they are and moving them along the FAN. N=95, Mean=2.76	3%	27%	60%	10%

**How skilled do you currently feel in the following areas? <sup>9</sup>**

	Not at all skilled	A little skilled	Somewhat skilled	Very skilled
a. Reading parents' cues for engagement during home visits. N=93, Mean=3.37	-	5%	53%	42%
b. Matching my interactions based on parents' cues. N=94, Mean=3.30	-	7%	55%	37%
c. Exploring parents' concerns together before finding solutions. N=94, Mean=3.23	-	7%	62%	31%
d. Recognizing my own feelings during visits with families. N=92, Mean=3.45	-	8%	40%	52%
e. Maintaining focus on parenting throughout the visit. N=91, Mean=3.29	-	6%	60%	34%
f. Encouraging the parent to lead the visit and help set our agenda. N=93, Mean=3.19	-	15%	51%	34%

<sup>8</sup> Means are calculated from coding "Not Very Confident"= 1; "Somewhat Confident"= 2; "Confident"= 3; and "Very Confident"= 4.

<sup>9</sup> Means are calculated from coding "Not at all Skilled"= 1; "A little Skilled"= 2; "Somewhat Skilled"= 3; and "Very Skilled"= 4.

Table C2. FAN Implementation Tools - Home Visitor Self- Assessment

*Averages are across all submitted tool*

Please reflect on your use of the ARC and FAN and indicate your response.	Never	Rarely	Sometimes	Often	Always
1. Uses the Beginning Arc of the Visit question on visits. N=54, Mean=2.44	11%	11%	24%	30%	24%
2. Uses the Middle Arc of the Visit question on visits. N=54, Mean=1.98	15%	7%	44%	32%	2%
3. Uses the “3 words” Arc of the Visit question at the end of visits. N=53, Mean=1.89	21%	23%	15%	30%	11%
4. Asks parents what they want to remember at the end of visits. N=54, Mean=1.24	35%	28%	17%	19%	2%
5. Matches a parent’s cues to the core process needed in the moment. N=54, Mean=2.93	6%	-	15%	56%	24%
6. Reflects on where s/he has tried the FAN during supervision. N=54, Mean=2.93	16%	14%	28%	29%	14%
<b>Mindful Self-Regulation</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1. Recognizes when activated and in need of Mindful Self-Regulation. N=54, Mean=3.06	-	2%	13%	63%	22%
2. Have strategies I use to stay regulated in the moment. N=54, Mean=3.04	-	7%	24%	41%	28%
3. Able to reflect on my own responses in supervision. N=54, Mean=2.89	-	7%	24%	41%	28%
<b>Empathic Inquiry</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1. Notices when parents are having feelings. N=54, Mean=3.22	2%	-	6%	59%	33%
2. Able to validate parents’ feelings. N=54, Mean=3.20	2%	-	9%	54%	35%
3. Listen empathically to parent’s strong feelings without jumping in “to fix” or reassure. N=54, Mean=2.65	2%	-	48%	32%	19%
<b>Collaborative Exploration</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1. Asks clarifying questions when parent describes a problem or asks a question. N=54, Mean=3.11	2%	-	7%	67%	24%
2. Tries to learn more about parent's concern before offering a solution. N=54, Mean=2.87	2%	-	26%	54%	19%
3. Tries to understand parent's perception of the child ("see the baby the parent sees"). N=53, Mean=2.68	2%	4%	34%	45%	15%



<b>Capacity Building</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1. Identifies when parent is focused and ready to try a new way. N=52, Mean=2.75	2%	2%	25%	62%	10%
2. Waits to demonstrate a skill until parent gives explicit permission to do so. N=52, Mean=2.33	2%	15%	39%	37%	8%
3. Supports parent through difficult moments with the child rather than "doing" for the parent. N=52, Mean=3.06	2%	-	17%	52%	29%
4. In giving information, I offer just enough information and then explore it with parent. N=52, Mean=3.08	2%	8%	56%	25%	10%
5. Affirms things parent has tried that have worked for the baby. N=, Mean=	2%	-	14%	58%	27%
6. Points out parent moments of real connection with baby. N=52, Mean=3.19	2%	2%	14%	40%	42%
7. Validates parent insights related to baby. N=53, Mean=3.34	2%	-	6%	47%	45%
<b>Integration</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1. Helps parent reflect on new ideas and discoveries. N=53, Mean=2.75	2%	-	34%	49%	15%

Table C3. FAN Supervisors: Immediate Post Training Survey & Final Follow-Up Survey (6 months)  
**Immediate Post Training Survey**

Training Feedback & Satisfaction	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The trainer(s) were was organized and prepared. N=45, Mean= 3.78	-	-	22%	78%
b. I was encouraged to ask questions. N=45, Mean=3.89	-	-	11%	89%
c. I felt that my questions were answered. N=45, Mean=3.84	-	-	16%	84%
d. I had the opportunity to discuss what I was learning with other training participants. N=45, Mean=3.82	-	-	18%	82%
e. I would recommend this training to others. N=112, Mean=3.72	-	-	11%	90%
f. I felt safe to share my thoughts, opinions, and experiences. N=38, Mean=3.89	-	-	11%	90%

### Final 6-Month Follow Up Survey

Understanding, impressions, and integration of FAN	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The FAN model helps me in my work with home visitors. N=28, Mean=3.46	-	-	54%	46%
b. I am excited about continuing to use the FAN model with home visitors. N=27, Mean=3.48	-	-	52%	48%
c. The FAN training and coaching I have received has prepared me well to continue to use the FAN model with home visitors. N=28, Mean=3.339	-	7%	46%	46%

Understanding, impressions, and integration of FAN	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. It was challenging to regularly complete the supervisor log and supervisor review tool. N=27, Mean=3.74	7%	11%	11%	41%	30%
b. Completing the HV reflective learning tool and self-assessment was a helpful way to learn the FAN essential elements. N=27, Mean=3.41	-	22%	26%	41%	11%

In thinking about how your participation in the FAN may have helped you over the past 6 months...	Strongly Disagree	Dis-agree	Agree	Strongly Agree
a. I am more confident as a supervisor. N=28, Mean=3.11	-	18%	54%	29%
b. I am less stressed as a supervisor. N=28, Mean=2.68	-	43%	46%	11%
c. I am more satisfied with supervision. N=28, Mean=3.00	-	18%	64%	18%
d. I feel less pressure to fix problems. N=28, Mean=3.00	-	21%	57%	21%
e. I am better able to stay calm in challenging situations. N=28, Mean=3.11	-	11%	68%	21%
f. I am better able to help home visitors support the parent/child relationship. N=28, Mean=3.07	-	14%	64%	21%
g. The FAN is helpful to me in my personal life. N=28, Mean=3.11	-	14%	61%	25%

How confident do you feel about using each of the following components of the FAN?<sup>10</sup>

	Not very confident	Somewhat Confident	Confident	Very Confident
a. Empathic Listening (Feeling) N=28, Mean=3.29	-	11%	50%	39%
b. Mindful Self-regulation (Calming) N=28, Mean=3.39	-	14%	32%	54%
c. Collaborative Exploration (Thinking) N=28, Mean=3.04	-	25%	46%	29%
d. Capacity Building (Doing) N=28, Mean=3.21	-	7%	64%	29%
e. Integration (Reflecting) N=28, Mean=3.11	-	21%	46%	32%
f. ARC Questions N=28, Mean=3.04	-	18%	61%	21%
g. Putting all core components together – meeting home visitors where they are and moving them along the FAN. N=28, Mean=3.18	-	11%	61%	29%

How skilled do you currently feel in the following areas? <sup>11</sup>

	Not at all Skilled	A little skilled	Somewhat Skilled	Very Skilled
a. Reading home visitors' cues for engagement during home visits. N=28, Mean=3.25	-	7%	61%	32%
b. Matching my interactions based on home visitors' cues. N=28, Mean=3.21	-	4%	71%	25%
c. Exploring home visitors' concerns together before finding solutions. N=28, Mean=3.25	-	7%	61%	32%
d. Recognizing my own feelings during supervision with home visitors. N=28, Mean=3.46	-	7%	39%	54%
e. Maintaining focus on home visiting throughout supervision. N=28, Mean=3.21	-	14%	50%	36%
f. Encouraging the home visitors to lead the visit and help set our agenda. N=28, Mean=3.29	-	18%	36%	46%

<sup>10</sup> Means are calculated from coding "Not Very Confident" = 1; "Somewhat Confident" = 2; "Confident" = 3; and "Very Confident" = 4.

<sup>11</sup> Means are calculated from coding "Not at all Skilled" = 1; "A little Skilled" = 2; "Somewhat Skilled" = 3; and "Very Skilled" = 4.

Table C4. Changes Over Time in Staff (Home visitors and Supervisors) Reports of FAN Outcomes

**C4a. Changes Over Time in Staff Reports of Key Short Term FAN Outcomes: Confidence in FAN Elements & FAN-Related Skills (All Participants; Baseline to 6 month Follow Up)**

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T2 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Short Term Outcome: Confidence in FAN Elements								
Full Model	T1-T3 Change	1.57	.21	.02	89	3.04 (.05)	3.02 (.06)	NS
	Education	2.76	.10	.03				
	HV Program	.01	.92	.00				
	Race – White/Latinx	.00	.97	.00				
	Race – Latinx/Other	.51	.48	.01				
	Language	.04	.85	.00				
Moderator Models	T1-T3 Change	.29	.59	.00	93			
	Education X Time Interaction	1.91	.16	.04				
	T1-T3 Change	.13	.72	.00	94			
	HV Program Type X Time Interaction	.06	.81	.00				
	T1-T3 Change	.02	.88	.00	92			
	Race/ethnicity X Time Interaction	.25	.78	.01				
T1-T3 Change	.42	.52	.01	90				
	Language X Time Interaction	.51	.48	.01				
Short Term Outcome: Skills in FAN Elements								
Full Model	T1-T3 Change	1.76	.19	.02	88	3.13 (.05)	3.29 (.05)	.00
	Education	4.28	.04	.05				
	HV Program	2.72	.10	.03				
	Race – White/Latinx	1.69	.20	.02				
	Race – Latinx/Other	4.14	.05	.05				
	Language	.53	.47	.01				
Moderator Models	T1-T3 Change	6.56	.01	.07	92			
	Education X Time Interaction	3.99	.02	.08				
	Less than BA				14	3.26 (.13)	3.17 (.12)	NS
	BA				58	3.13 (.06)	3.34 (.06)	.00
	More than BA				20	3.03 (.11)	3.30 (.10)	.00
	T1-T3 Change	5.22	.03	.05	93			
	HV Program Type X Time Interaction	2.59	.11	.11				
	T1-T3 Change	2.51	.12	.03	91			
	Race/ethnicity X Time Interaction	5.42	.01	.11				
	White				57	3.06 (.06)	3.33 (.06)	.00
Latinx				22	3.22 (.10)	3.32 (.09)	NS	
Other				12	3.28 (.14)	3.15 (.13)	NS	
T1-T3 Change	8.00	.01	.08	89				

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T2 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	Language X Time Interaction	.27	.60	.00				

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

#### C4b. Changes Over Time in Staff Reports of Key Intermediate FAN Outcomes: Mindfulness and Self-Reflective Skills (All Participants; Baseline to 6 month Follow Up)

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Intermediate Outcome: Five Facets of Mindfulness – Nonreactivity to Inner Experience								
Full Model	T1-T3 Change	4.32	.04	.06	81	3.37 (.08)	3.61 (.06)	.00
	Education	.10	.75	.00				
	HV Program	.04	.84	.00				
	Race – White/Latinx	6.75	.01	.08				
	Race – Latinx/Other	.00	1.00	.00				
	Language	8.19	.01	.10				
Moderator Models	T1-T3 Change	11.58	.00	.12	85			
	Education X Time Interaction	.01	.99	.00				
	T1-T3 Change	13.01	.00	.14	85			
	HV Program Type X Time Interaction	.19	.67	.00				
	T1-T3 Change	11.30	.00	.12	84			
	Race/ethnicity X Time Interaction	.10	.91	.00				
	T1-T3 Change	6.98	.01	.08	82			
	Language X Time Interaction	1.52	.22	.02				
Intermediate Outcome: Five Facets of Mindfulness – Acting with Awareness								
Full Model	T1-T3 Change	1.24	.27	.02	81	3.65 (.07)	3.71 (.06)	NS
	Education	.08	.78	.00				
	HV Program	3.68	.06	.05				
	Race – White/Latinx	.39	.53	.01				
	Race – Latinx/Other	1.69	.20	.02				
	Language	1.47	.23	.02				
Moderator Models	T1-T3 Change	.16	.69	.00	85			
	Education X Time Interaction	.52	.60	.01				
	T1-T3 Change	.07	.79	.00	85			
	HV Program Type X Time Interaction	3.52	.06	.06				
	NFP				18	3.50 (.17)	3.36 (.14)	NS
	All others				67	3.73 (.09)	3.83 (.07)	.08
	T1-T3 Change	.00	.97	.00	84			
		.78	.46	.02				

		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	Race/ethnicity X Time Interaction							
	T1-T3 Change	.04	.85	.00	82			
	Language X Time Interaction	1.00	.32	.01				
<b>Intermediate Outcome: Reflective Functioning</b>								
Full Model	T1-T3 Change	.02	.88	.00	80	5.21 (.10)	5.38 (.10)	.08
	Education	.16	.70	.00				
	HV Program	.91	.34	.01				
	Race – White/Latinx	.10	.75	.00				
	Race – Latinx/Other	2.21	.14	.03				
	Language	.78	.38	.01				
Moderator Models	T1-T3 Change	2.40	.13	.03	84			
	Education X Time Interaction	.05	.96	.01				
	T1-T3 Change	1.50	.23	.02	84			
	HV Program Type X Time Interaction	.23	.63	.00				
	T1-T3 Change	.69	.41	.01	83			
	Race/ethnicity X Time Interaction	1.80	.17	.04				
	T1-T3 Change	5.64	.02	.07	81			
	Language X Time Interaction	1.97	.17	.02				

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

#### C4c. Changes Over Time in Staff Reports of Longer Term FAN Outcomes: Work Stress, Job-Related Burnout, and Self-Efficacy (All Participants; Baseline to 6 month Follow Up)

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Longer Term Outcome: Work Stress								
Full Model	T1-T3 Change	.16	.69	.00	86	2.20 (.06)	2.27 (.06)	NS
	Education	.04	.84	.00				
	HV Program	.86	.36	.01				
	Race – White/Latinx	.34	.56	.00				
	Race – Latinx/Other	.94	.36	.01				
	Language	.13	.72	.00				
Moderator Models	T1-T3 Change	.33	.56	.00	90			
	Education X Time Interaction	.22	.80	.01				
	T1-T3 Change	1.78	.19	.02	90			
	HV Program Type X Time Interaction	.77	.38	.01				
	T1-T3 Change	2.92	.09	.03	89			

		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	Race/ethnicity X Time Interaction	1.44	.24	.03				
	T1-T3 Change	2.72	.10	.03	87			
	Language X Time Interaction	1.79	.19	.02				
Longer Term Outcome: Burnout - Emotional Exhaustion								
Full Model	T1-T3 Change	1.60	.21	.03	67	2.99 (.15)	3.11 (.15)	NS
	Education	2.40	.13	.04				
	HV Program	3.24	.14	.04				
	Race – White/Latinx	.44	.51	.01				
	Race – Latinx/Other	2.26	.14	.04				
	Language	.02	.90	.00				
Moderator Models	T1-T3 Change Education X Time Intervention	.37 1.30	.54 .28	.01 .04	71			
	T1-T3 Change HV Program Type X Time Interaction	1.42 1.87	.24 .18	.02 .03	71			
	T1-T3 Change Race/ethnicity X Time Interaction	.56 1.6	.46 .20	.01 .05	70			
	T1-T3 Change Language X Time Interaction	.03 1.86	.85 .18	.00 .03	68			
Longer Term Outcome: Burnout - Personal Accomplishment								
Full Model	T1-T3 Change	.84	.36	.01	68	5.13 (.11)	5.12 (.12)	NS
	Education	.02	.88	.00				
	HV Program	.02	.88	.00				
	Race – White/Latinx	.68	.41	.01				
	Race – Latinx/Other	1.39	.24	.02				
	Language	3.40	.07	.05				
Moderator Models	T1-T3 Change Education X Time Interaction	1.17 .96	.28 .39	.02 .03	72			
	T1-T3 Change HV Program Type X Time Interaction	.27 .25	.61 .62	.00 .00	72			
	T1-T3 Change Race/ethnicity X Time Interaction	1.48 1.78	.23 .32	.02 .03	71			
	T1-T3 Change Language X Time Interaction	2.01 4.17	.16 .05	.03 .06	69			
	English				58	5.21 (.12)	5.32 (.14)	NS
	English and/or Spanish				11	4.17 (.29)	4.11 (.32)	.06
Longer Term Outcome: Self-efficacy								
Full Model	T1-T3 Change	.36	.55	.01	76	4.12 (.06)	4.18 (.06)	NS
	Education	.34	.56	.01				

		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	HV Program	3.79	.06	.05				
	Race – White/Latinx	.21	.65	.00				
	Race – Latinx/Other	3.39	.07	.05				
	Language	.08	.78	.00				
Moderator Models	T1-T3 Change Education X Time Interaction	.89 .01	.35 1.00	.01 .00	80			
	T1-T3 Change HV Program Type X Time Interaction	.00 3.69	.96 .06	.00 .05	80			
	NFP				18	4.12 (.11)	4.00 (.11)	NS
	All others				62	4.15 (.06)	4.26 (.06)	.05
	T1-T3 Change Race/ethnicity X Time Interaction	.02 1.79	.89 .17	.00 .05	79			
	T1-T3 Change Language X Time Interaction	1.06 .11	.31 .75	.01 .00	77			

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

#### C4d. Influences of Staff Perceptions of Organizational Learning Culture, Supportive Climate, and Quality of Supervision on FAN Outcomes

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Short Term Outcome: Confidence in FAN Elements								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.46 .34	.50 .56	.01 .01	50	3.04 (.07)	3.09 (.08)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.15 .24	.70 .62	.00 .01	50	3.04 (.07)	3.09 (.08)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	.04 .01	.84 .94	.00 .00	65	3.02 (.06)	2.99 (.06)	NS
Short Term Outcome: Skills in FAN Elements								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.93 .01	.34 .91	.02 .00	50	3.09 (.07)	3.38 (.06)	.00
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.51 .00	.48 .96	.01 .00	50	3.09 (.07)	3.38 (.06)	.00
	T1-T3 Change	.35	.56	.01	64	3.13 (.05)	3.31 (.05)	.00



		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	Ref Sup – HV only X Time Interaction	.03	.88	.00				
<b>Intermediate Outcome: Five Facets of Mindfulness – Nonreactivity to Inner Experience</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	1.69 .88	.20 .35	.04 .02	42	3.51 (.10)	3.71 (.10)	.01
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	1.87 1.00	.18 .32	.05 .02	42	3.51 (.10)	3.71 (.09)	.01
	T1-T3 Change Ref Sup – HV only X Time Interaction	1.30 .18	.26 .67	.02 .00	60	3.33 (.09)	3.57 (.07)	.00
<b>Intermediate Outcome: Five Facets of Mindfulness – Acting with Awareness</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.21 .35	.65 .56	.01 .01	42	3.59 (.12)	3.66 (.11)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.02 .07	.89 .78	.00 .00	42	3.59 (.12)	3.66 (.11)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	1.99 2.77	.16 .10	.03 .05	60	3.73 (.17)	3.97 (.14)	NS
<b>Intermediate Outcome: Reflective Functioning</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.13 .09	.72 .77	.00 .00	42	5.42 (.14)	5.48 (.15)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.51 .42	.48 .52	.01 .01	42	5.42 (.14)	5.48 (.15)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	.07 .01	.80 .91	.00 .00	59	5.16 (.13)	5.36 (.13)	.10
<b>Longer Term Outcome: Work Stress</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	2.95 3.21	.09 .08	.06 .07	45			
	Low				19	2.43 (.13)	2.35 (.14)	NS
	High				26	2.02 (.11)	2.13 (.12)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.08 .06	.78 .81	.00 .00	45	2.19 (.08)	2.22 (.09)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	.03 .10	.86 .76	.00 .00	64	2.23 (.06)	2.28 (.07)	NS

		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
<b>Longer Term Outcome: Burnout - Emotional Exhaustion</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.31 .28	.58 .60	.01 .01	37	3.00 (.23)	3.05 (.21)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.04 .03	.84 .87	.00 .00	37	3.00 (.22)	3.05 (.21)	NS
	T1-T3 Change Reflective Supervision – HV only X Time Interaction	3.82 3.47	.06 .07	.07 .07	51			
	Low <sup>12</sup> High				22 29	2.97 (.28) 3.06 (.24)	3.31 (.27) 2.97 (.24)	NS NS
<b>Longer Term Outcome: Burnout – Personal Accomplishment</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	1.53 1.44	.22 .24	.04 .04	38	5.28 (.12)	5.34 (.15)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	1.71 1.61	.20 .21	.05 .04	38	5.28 (.12)	5.34 (.15)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	1.04 1.08	.31 .31	.02 .02	52	5.09 (.14)	5.09 (.18)	NS
<b>Longer Term Outcome: Self-efficacy</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.90 1.53	.35 .22	.02 .04	40	4.12 (.09)	4.25 (.08)	.10
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.07 .26	.80 .61	.00 .01	40	4.12 (.09)	4.25 (.08)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	4.01 5.98	.05 .02	.07 .10	54			
	Low High				23 31	4.19 (.10) 4.07 (.09)	4.15 (.11) 4.28 (.09)	NS .02

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

<sup>w</sup>Time 1 data taken from the Region X Workforce Study survey.

#### C4e. Effects of Baseline Mindfulness, Reflective Functioning, and Prior Training on FAN Outcomes

<sup>12</sup> Low=Below 50<sup>th</sup> percentile; High= Above 50<sup>th</sup> percentile

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Short Term Outcome: Confidence in FAN Elements								
Moderator Models	T1-T3 Change Mindful – Awareness X Time Interaction	.28 .35	.60 .56	.00 .00	91	3.07 (.05)	3.05 (.06)	NS
	T1-T3 Change Mindful – Nonreactivity X Time Interaction	.74 .85	.39 .36	.01 .01	91	3.06 (.05)	3.05 (.06)	NS
	T1-T3 Change Reflective Functioning X Time Interaction	.76 .85	.38 .36	.01 .01	91	3.07 (.05)	3.05 (.06)	NS
	T1-T3 Change Previous Training Exp. X Time Interaction	.78 .89	.38 .35	.01 .01	93	3.05 (.05)	3.05 (.05)	NS
	T1-T3 Change Reflective Sup Training X Time Interaction	.29 .37	.59 .55	.00 .00	88	3.05 (.05)	3.04 (.05)	NS
Short Term Outcome: Skill in FAN Elements								
Moderator Models	T1-T3 Change Mindful – Awareness X Time Interaction	3.07 .72	.08** .40	.03 .01	90	3.12 (.05)	3.31 (.05)	.00
	T1-T3 Change Mindful – Nonreactivity X Time Interaction	.32 2.34	.57 .13	.00 .03	90	3.12 (.05)	3.31 (.04)	.00
	T1-T3 Change Reflective Functioning X Time Interaction	.00 .71	.98 .40	.00 .01	89	3.12 (.05)	3.31 (.05)	.00
	T1-T3 Change Previous Training Exp. X Time Interaction	.73 1.23	.39 .27	.01 .01	92	3.13 (.05)	3.30 (.04)	.00
	T1-T3 Change Reflective Sup Training X Time Interaction	8.29 .04	.01 .85	.09 .00	87	3.12 (.05)	3.30 (.05)	.00
Longer Term Outcome: Work Stress								
Moderator Models	T1-T3 Change Mindful – Awareness X Time Interaction	.09 .26	.76 .61	.00 .00	88	2.22 (.06)	2.28 (.06)	NS
	T1-T3 Change Mindful – Nonreactivity X Time Interaction	.53 .90	.47 .35	.01 .01	88	2.22 (.06)	2.28 (.06)	NS
	T1-T3 Change Reflective Functioning X Time Interaction	.27 .50	.60 .48	.00 .01	87	2.22 (.06)	2.28 (.06)	NS
	T1-T3 Change	1.25 .54	.27 .47	.01 .01	90	2.22 (.06)	2.28 (.06)	NS

		F	P	Eta <sup>2</sup> (effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	Previous Training Exp. X Time Interaction							
	T1-T3 Change Reflective Sup Training X Time Interaction	.88 .14	.35 .71	.01 .00	85	2.22 (.06)	2.28 (.07)	NS
<b>Longer Term Outcome: Burnout - Emotional Exhaustion</b>								
Moderator Models	T1-T3 Change Mindful – Awareness X Time Interaction	.07 .03	.79 .86	.00 .00	71	3.02 (.14)	3.09 (.14)	NS
	T1-T3 Change Mindful - Nonreactivity X Time Interaction  Low <sup>13</sup> High	4.10 4.69	.05 .03	.06 .06	71			
					29 42	3.35 (.23) 2.80 (.19)	3.01 (.23) 3.15 (.19)	NS .05
	T1-T3 Change Reflective Functioning X Time Interaction  Low High	7.11 7.87	.01 .01	.09 .10	71			
					34 37	3.38 (.21) 2.69 (.20)	3.07 (.22) 3.11 (.21)	NS .03
	T1-T3 Change Previous Training Experience X Time Interaction	.00 .10	.96 .76	.00 .00	71	3.02 (.15)	3.09 (.15)	NS
	T1-T3 Change Reflective Supervision Training X Time Interaction	.04 .61	.84 .44	.00 .01	66	3.07 (.16)	3.15 (.16)	NS
<b>Longer Term Outcome: Burnout – Personal Accomplishment</b>								
Moderator Models	T1-T3 Change Mindful – Awareness X Time Interaction  Low High	5.47 5.98	.02 .02	.07 .08	72			
					43 29	5.20 (.15) 5.04 (.18)	5.36 (.17) 4.72 (.21)	NS NS
	T1-T3 Change Mindful – Nonreactivity X Time Interaction  Low High	2.92 3.25	.09 .08	.04 .04	72			
					31 41	4.81 (.17) 5.39 (.14)	5.02 (.21) 5.16 (.18)	NS NS
	T1-T3 Change Reflective Functioning X Time Interaction  Low High	3.23 3.54	.08 .06	.04 .05	72			
					34 38	4.76 (.15) 5.47 (.15)	4.88 (.20) 5.30 (.18)	NS NS
	T1-T3 Change	.38	.54	.01	72	5.14 (.11)	5.10 (.13)	NS

<sup>13</sup> Low=Below 50<sup>th</sup> percentile; High=Above 50<sup>th</sup> percentile

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	Previous Training Exp. X Time Interaction	.72	.40	.01				
	T1-T3 Change	.02	.89	.00	68	5.24 (.10)	5.20 (.13)	NS
	Reflective Sup Training X Time Interaction	.24	.62	.00				
<b>Longer Term Outcome: Self-efficacy</b>								
Moderator Models	T1-T3 Change	.66	.42	.01	79	4.14 (.06)	4.21 (.05)	NS
	Mindful – Awareness X Time Interaction	.36	.55	.01				
	T1-T3 Change	2.86	.10	.04	79	4.14 (.05)	4.21 (.06)	NS
	Mindful – Nonreactivity X Time Interaction	2.21	.14	.03				
	T1-T3 Change	2.29	.13	.13	79	4.14 (.05)	4.21 (.06)	NS
	Reflective Functioning X Time Interaction	1.76	.19	.19				
	T1-T3 Change	.24	.62	.00	80	4.14 (.06)	4.20 (.05)	NS
	Previous Training Exp. X Time Interaction	1.38	.24	.02				
	T1-T3 Change	.45	.50	.01	76	4.12 (.06)	4.17 (.05)	NS
	Reflective Sup Training X Time Interaction	.01	.94	.00				

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

\*\*While this finding shows a trend approaching significance, the result appears to have been influenced by the presence of a statistical outlier; when this outlier is removed, this effect is reduced to non significance.

#### C4f. Changes in Organizational Learning Culture, Organizational Climate, and Receipt of Reflective Supervision for FAN (All Participants; Baseline to 6-month Follow Up)

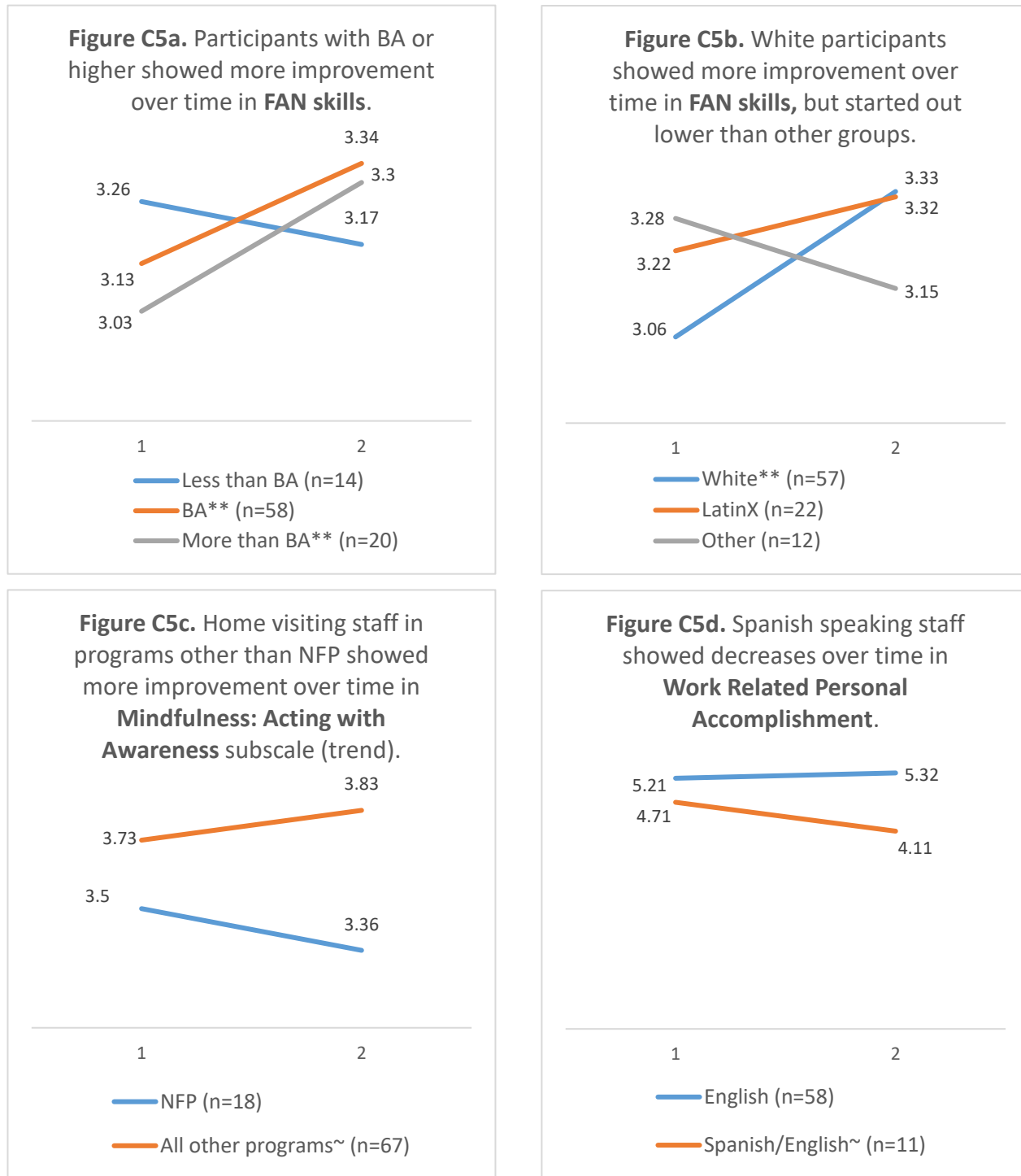
		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Organizational Outcome: Organizational Learning Culture <sup>w</sup>								
Full Model	T1-T3 Change	.54	.47	.02	42	4.28 (.10)	4.03 (.11)	.08
	Education	1.66	.21	.04				
	HV Program	.37	.55	.01				
	Race – White/Latinx	.07	.80	.00				
	Race – Latinx/Other	2.13	.15	.06				
	Language	.21	.65	.01				
Moderator Models	T1-T3 Change	2.99	.09	.07	46			
	Education X Time Interaction	2.27	.12	.10				
	T1-T3 Change	3.25	.08	.07	46			

		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	HV Program Type X Time Interaction	.10	.75	.00				
	T1-T3 Change Race/ethnicity X Time Interaction	.13 1.17	.73 .32	.00 .05	45			
	T1-T3 Change Language X Time Interaction	.20 1.50	.66 .23	.01 .04	43			
<b>Organizational Outcome: Positive Organizational Climate<sup>w</sup></b>								
Full Model	T1-T3 Change	3.31	.08	.09	41	4.02 (.09)	4.16 (.10)	.03
	Education	2.17	.15	.06				
	HV Program	.02	.90	.00				
	Race – White/Latinx	.18	.67	.01				
	Race – Latinx/Other	.45	.51	.01				
	Language	5.23	.03	.13				
Moderator Models	T1-T3 Change Education X Time Interaction	4.81 .31	.03 .74	.10 .01	45			
	T1-T3 Change HV Program Type X Time Interaction	3.84 .03	.06 .88	.08 .00	45			
	T1-T3 Change Race/ethnicity X Time Interaction	5.07 .95	.03 .40	.11 .04	44			
	T1-T3 Change Language X Time Interaction	9.40 3.22	.00 .08	.19 .08	42			
	English				35	4.00 (.11)	4.10 (.11)	NS
	English and/or Spanish				7	3.92 (.23)	4.30 (.25)	.01
<b>Organizational Outcome: Ash Reflective Supervision</b>								
Full Model	T1-T3 Change	.59	.45	.01	63	3.34 (.09)	3.49 (.07)	.05
	Education	.13	.73	.00				
	HV Program	3.39	.07	.06				
	Race – White/Latinx	.00	.95	.00				
	Race – Latinx/Other	.78	.38	.01				
	Language	.33	.57	.01				
Moderator Models	T1-T3 Change Education X Time Interaction	3.32 .36	.07 .70	.05 .01	64			
	T1-T3 Change HV Program Type X Time Interaction	6.84 2.59	.01 .11	.10 .04	64			
	T1-T3 Change Race/ethnicity X Time Interaction	2.03 .29	.16 .75	.03 .01	63			
	T1-T3 Change Language X Time Interaction	1.78 .55	.19 .46	.03 .01	64			

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

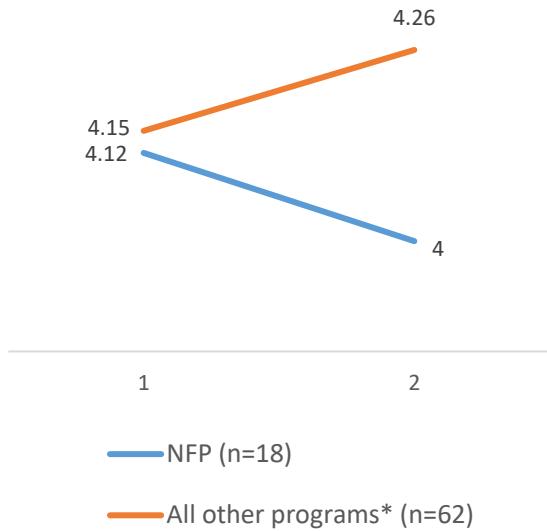
<sup>w</sup>Time 1 data taken from the Region X Workforce Study survey.

Figure C5. Subgroup Differences for Changes Over Time in Staff (Home visitors and Supervisors) Reports of FAN Outcomes

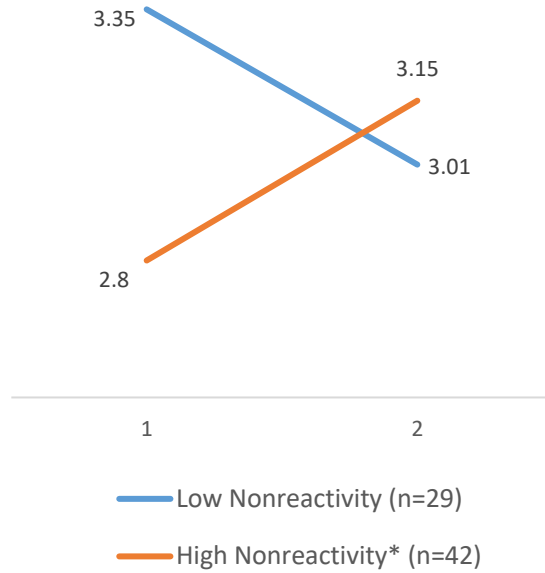


\*P= or <.01; ~P=.06-.10; \*P=.02-.05

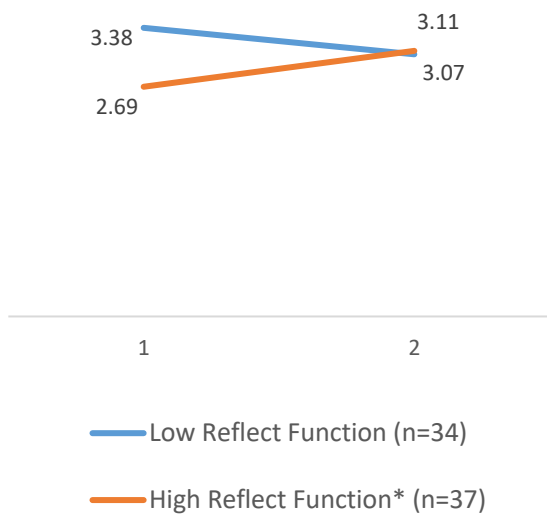
**Figure C5e.** Home visiting staff in programs other than NFP showed more improvement over time in **Work Related Self-efficacy (trend).**



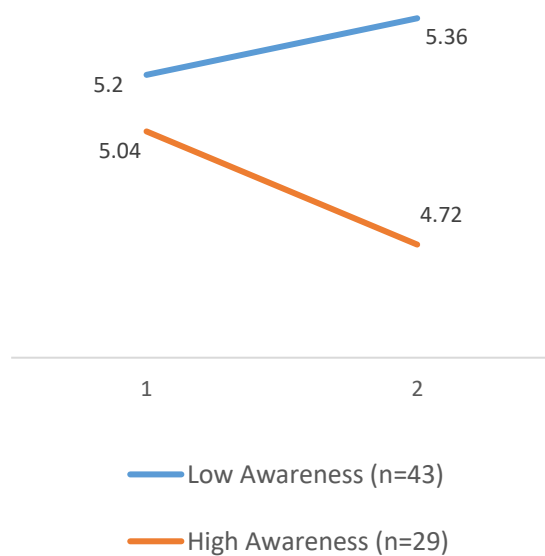
**Figure C5f.** Staff with initially low levels of nonreactivity to inner experience showed decreases in **Burnout - Emotional Exhaustion** over time.



**Figure C5g.** Staff with lower reflective functioning decreased in **Burnout - Emotional Exhaustion** more over time, relative to those with higher reflective function.



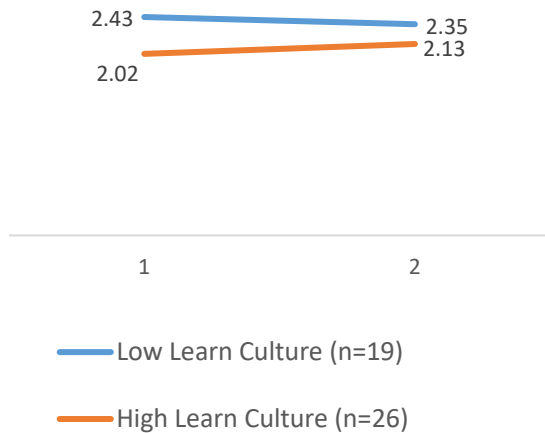
**Figure C5h.** Those with more awareness of their behavior decreased in their sense of work-related **Personal Accomplishment.**



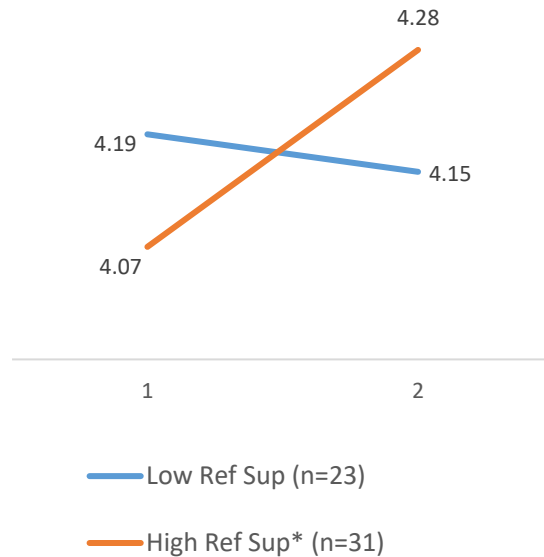
\*P= or <.01; ~P=.06-.10; \*P=.02-.05



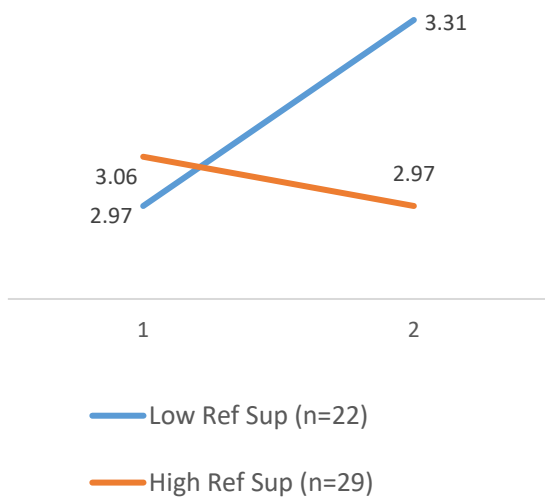
**Figure C5i.** Those experiencing a less **Learning-oriented Organizational Culture** showed decreased **Work Stress** relative to those in learning-oriented organizations.



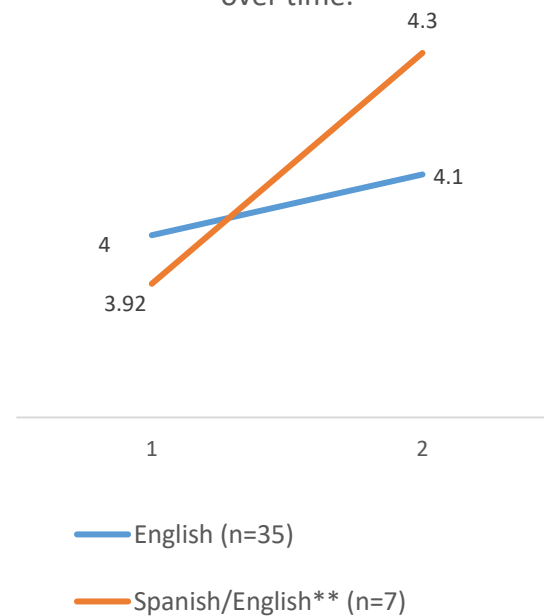
**Figure C5j.** Staff with higher reflective supervision showed more improvements of **Work Related Self-efficacy** over time.



**Figure C5k.** Those with low initial reflective supervision showed increased **Burnout - Emotional Exhaustion (trend)**.



**Figure C5l.** Spanish speaking staff showed more improvements in **Positive Organizational Climate** over time.



\*P= or <.01; ~P=.06-.10; \*P=.02-.05

## Appendix D: NEAR@Home: Survey Data Results: Participant Satisfaction, Understanding, & NEAR Visit Activity with Clients

Table D1. NEAR@Home HOME VISITOR Immediate Post Learning Survey & Follow-Up Survey 4 months

### Immediate Post Training Survey

Training Feedback & Satisfaction	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The trainer(s) were was organized and prepared. N=97, Mean=3.68	1%	-	29%	70%
b. I was encouraged to ask questions. N=97, Mean=3.76	1%	-	21%	78%
c. I felt that my questions were answered. N=96, Mean=3.68	1%	-	29%	70%
d. I had the opportunity to discuss what I was learning with other training participants. N=97, Mean=3.70	1%	1%	25%	73%
e. I would recommend this training to others. N=97, Mean=3.64	1%	-	33%	66%
f. I felt safe to share my thoughts, opinions, and experiences. N=95, Mean=3.64	1%	1%	31%	67%
g. The training materials shared were helpful. N=97, Mean=3.61	1%	2%	32%	65%
h. I feel ready to start doing NEAR visits with families. N=97, Mean=2.94	2%	18%	65%	16%

### Final Follow-up Survey – 4 months

#### Understanding

Please rate your agreement with the statements. I think that...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The 'Step 2 – Foundational Science/Principles Review' gave me a strong understanding of the content and alignment of the theories that inform the NEAR@Home approach. N=66, Mean=2.98	3%	14%	65%	18%
b. At the 'Step 3 - In-Person Learning Day', I received enough time in coached role play to practice how to do a NEAR home visit. N=67, Mean =3.09	5%	9%	60%	27%
c. At the 'Step 3 In -Person Learning Day', I wrote personal goals that I later integrated into my practice with NEAR@Home approaches. N=68, Mean =2.90	2%	18%	71%	10%
d. At the 'Step 3 -In-Person Learning Day', I learned how to seek support in reflective supervision to provide NEAR home visits. N=66, Mean=2.95	5%	11%	70%	15%
e. In the 'Step 3 –Person Learning Day', I learned how to provide a NEAR home visit. N=64, Mean=3.17	2%	5%	69%	25%
f. During 'Step 4 -Integration Support', I participated in at least 1 call or meeting with the NEAR facilitator (in the 4 months following the In-Person Learning Day). N= 64, Mean = 3.14	2%	-	60%	38%
g. During 'Step 4 -Integration Support', I was able to develop my skills in providing NEAR home visits. N=65, Mean=3.28	2%	3%	75%	20%
h. During 'Step 4 Integration Support', the group discussed concerns and shared stories of NEAR home visits. N=65, Mean=3.28	-	3%	66%	31%

### Staff Completing the ACEs Questionnaire

Please mark your level of agreement with each statement regarding your personal experience with completing the ACE questionnaire, for yourself.	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Completing the ACEs questionnaire for myself was a difficult activity. N=71, Mean=1.87	32%	48%	20%	-
b. I talked with my supervisor and/or coworker(s) about my experience of taking the ACEs questionnaire and/or about my score. N=70, Mean=2.43	17%	31%	43%	9%
c. I needed additional supports after I completed the ACEs questionnaire. N=71, Mean=1.63	47%	47%	4%	3%
d. Completing the ACEs questionnaire for myself helped me in my practice with clients and families. N=71, Mean=2.99	4%	13%	63%	20%

### Perceptions of NEAR@Home

I think that...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. ...bringing the ACEs/NEAR information and the ACEs questionnaire into my practice was a burden on my time. N=71, Mean=1.89	28%	58%	11%	3%
b. ...bringing the ACEs/NEAR information and questionnaire to clients and families supported their engagement in the home visiting program. N=68, Mean=3.09	-	18%	56%	27%
c. ...bringing the ACEs/NEAR information and questionnaire to clients and their families helped them think about how to make positive changes in their lives. N=67, Mean=3.16	-	9%	66%	25%
d. ...the benefits of bringing the ACEs/NEAR information and questionnaire to clients and their families outweighed the potential stress or emotional distress they may have experienced. N=66, Mean=3.03	2%	18%	56%	24%
e. ...doing NEAR visits using the ACEs questionnaire built trust with clients and their families. N=64, Mean=2.98	2%	22%	53%	23%
f. ...doing NEAR visits was a significant challenge for me. N=66, Mean=2.18	14%	56%	29%	2%
g. ...I was able to connect with coworkers to share ideas on practices around NEAR visits. N=68, Mean=3.19	3%	6%	60%	31%
h. ...I needed a lot of support from my supervisor to do NEAR visits. N=68, Mean=1.90	27%	60%	10%	3%

### Skills in NEAR@Home Elements

When thinking about NEAR visits with your clients and families, please rate how skilled you currently feel in the specific areas listed.	Not at all Skilled	A little Skilled	Moderately Skilled	Very Skilled
a. Making time and space to introduce NEAR/ACEs information and gather ACEs history at a NEAR visit. N=72, Mean=3.04	1%	21%	50%	28%
b. Doing a NEAR visit that fits with the home visiting model and curriculum I work in. N=72, Mean=3.00	1%	28%	40%	31%

When thinking about NEAR visits with your clients and families, please rate how skilled you currently feel in the specific areas listed.	Not at all Skilled	A little Skilled	Moderately Skilled	Very Skilled
c. Being quiet, listening, and practicing self-regulation (e.g., breathing, self-talk) when my clients score is shared or they talk about adverse childhood experiences. N=71, Mean=3.27	-	16%	42%	42%
a. Transitioning into talking about goals and building resilience after the client's ACEs score is revealed. N=72, Mean=3.04	1%	24%	44%	31%
b. Providing firm, calm support to clients who are experiencing a flood of strong feelings and/or persist in talking about adverse childhood experiences. N=71, Mean=3.18	1%	14%	49%	35%
c. Revisiting an aspect of the NEAR visit after things had not gone as well as I had hoped. N=70, Mean=2.83	1%	31%	50%	17%
d. Bringing other assessments into visits that may seem relevant to the client's ACEs score (e.g., depression screening). N=72, Mean=3.13	6%	17%	38%	40%

NEAR Visit Activity with Families	None of my families	Some	Most	All of my families
a. I have <u>talked about NEAR science and/or ACEs</u> but have not offered the ACEs questionnaire. N=72, Mean=2.14	15%	58%	24%	3%
b. I have <u>talked about NEAR science/ACEs, and provided the ACEs questionnaire</u> , but did <i>not</i> discuss resiliency factors. N=71, Mean=1.48	56%	39%	4%	-
c. I have <u>talked about NEAR science/ACEs, provided the ACEs questionnaire, and discussed resiliency factors</u> . N=71, Mean=2.41	13%	44%	34%	10%
d. I have <u>talked a little about NEAR science/ACEs but mostly about resiliency factors</u> . N=72, Mean=2.18	21%	50%	19%	10%
e. I have <u>provided additional resource or referral information</u> , after the score was shared and discussed. N=71, Mean=2.28	16%	49%	27%	9%
f. I have <u>revisited an aspect of the NEAR visit</u> after things had not gone as well as I had hoped. N=69, Mean=1.68	46%	42%	9%	3%

Table D2. NEAR@Home SUPERVISOR Immediate Post Learning Survey & Follow-Up Survey 4 months

### Immediate Post Training Survey

#### Satisfaction

How satisfied are HV & Supervisor participants in the NEAR@Home trainings and mentoring supports?	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The trainer(s) were was organized and prepared. N=26, Mean=3.77	-	-	23%	77%
b. I was encouraged to ask questions. N=26, Mean=4.00	-	-	-	100%
c. I felt that my questions were answered. N=26, Mean=3.77	-	-	23%	77%
d. I had the opportunity to discuss what I was learning with other training participants. N=26, Mean=3.81	-	-	19%	81%
e. I would recommend this training to others. N=26, Mean=3.85	-	-	15%	85%
f. I felt safe to share my thoughts, opinions, and experiences. N=26, Mean=3.88	-	-	12%	89%
g. The training materials shared were helpful. N=26, Mean=3.73	-	-	27%	73%
h. I feel ready to start doing NEAR visits with families. N=25, Mean=3.28		8%	56%	36%

#### Final Follow-up Survey- 4 months

Please rate your agreement with the statement. I feel that....	Strongly Disagree	Disagree	Agree	Strongly Agree
a. During the 'Step 1 Readiness Assessment' conference call, the NEAR facilitator and I <u>decided together</u> if the program and staff were ready to integrate the NEAR@Home approach. N=19, Mean=3.74	-	-	26%	74%
b. The NEAR@Home 'Step 2 Foundational Science Review' provided me with a <u>strong understanding</u> of the content and alignment of the theories that inform the approach. N=20, Mean=3.40	-	5%	50%	45%
c. At the 'Step 3 In-Person Learning Day', I received enough <u>time in coached role-play</u> to practice how to do a NEAR home visit. N=20, Mean=3.35	5%	-	50%	45%
d. At the 'Step 3 In-Person Learning Day', I <u>wrote personal goals that I later integrated into my practices</u> with NEAR@Home approaches. N=16, Mean=2.88	6%	19%	56%	19%
e. At the 'Step 3 In-Person Learning Day, home visiting staff <u>learned to seek support in reflective supervision</u> for providing NEAR home visits. N=23, Mean=3.26	-	4%	65%	30%
f. During the 'Step 3 In-Person Learning Day', our home visiting program staff learned <u>how to provide a NEAR home visit</u> . N=24, Mean=3.29	-	13%	46%	42%
g. During 'Step 4 Integration Support', I participated in at least 1 call or <u>meeting with the NEAR facilitator</u> (in the 4 months following the In-Person Learning Day). N=21, Mean=3.57	-	5%	33%	62%
h. During 'Step 4 Integration Support', home visiting staff were <u>able to develop their skills in providing NEAR home visits</u> . N=21, Mean=3.10	5%	10%	57%	29%
i. During 'Step 4 Integration Support', <u>the group discussed concerns and shared stories of NEAR home visits</u> . N=22, Mean=3.41	-	-	59%	41%

### Completing Staff ACEs Questionnaires

Please mark your level of agreement with each statement regarding your personal experience with completing the ACEs questionnaire, for yourself.	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Completing the ACEs questionnaire for myself was a difficult activity. N=27, Mean=1.81	33%	57%	7%	4%
b. I talked with my supervisor and/or coworker(s) about my experience of taking the ACEs questionnaire and/or about my score. N=27, Mean=2.04	26%	44%	30%	-
c. I needed additional supports after I completed the ACEs questionnaire. N=27, Mean=1.56	48%	48%	4%	-
d. Completing the ACEs questionnaire for myself helped me in my support of home visitors and their practices with clients and families. N=27, Mean=3.11	4%	15%	48%	33%

### Attitudes about NEAR MODEL

I think that...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Bringing the ACEs/NEAR information and the ACEs questionnaire into my program was a burden on my time because my program has so many other assessments to complete. N=24, Mean=1.79	29%	63%	8%	-
b. Bringing the ACEs/NEAR information and questionnaire to clients and families supported their engagement in the home visiting program. N=22, Mean=3.23	-	9%	59%	32%
c. Bringing the ACEs/NEAR information and questionnaire to clients helped clients and their families to think about how to make positive changes in their lives. N=22, Mean=3.23	-	5%	68%	27%
d. The benefits of bringing the ACEs/NEAR information and questionnaire to clients or families outweighed the potential stress or emotional distress they may have experienced. N=22, Mean=3.27	-	9%	55%	36%
e. Doing a NEAR visit using the ACEs questionnaire built trust with clients and their families. N=20, Mean=3.15	-	10%	65%	25%
f. Doing NEAR visits was a significant challenge for my program. N=25, Mean=2.28	12%	52%	32%	4%
g. I was able to connect with other supervisors and colleagues to share ideas for practices related to NEAR visits. N=23, Mean=2.83	4%	35%	35%	26%
h. I needed a lot of support to help home visitors do NEAR visits. N=23, Mean=2.13	13%	65%	17%	4%

## SKILLS

When thinking about supporting your home visiting staff in attempting or doing NEAR home visits with their clients, please rate how skilled you currently feel in supporting staff in the specific areas listed.	Not at all Skilled	A little Skilled	Moderately Skilled	Very Skilled
a. Making time and space to introduce NEAR/ACEs information and gather ACEs history at a NEAR visit. N=27, Mean=3.00	4%	19%	52%	26%
b. Doing a NEAR visit that fits with the home visiting model and curriculum of our program. N=26, Mean=2.81	8%	15%	65%	12%
c. Being quiet, listening, and practicing self-regulation (e.g., breathing, self-talk) when a client's score is shared or they talk about adverse childhood experiences. N=27, Mean=3.07	-	19%	56%	26%
d. Transitioning into talking about goals and building resilience after the client's ACEs score is revealed. N=27, Mean=2.93	-	15%	78%	7%
e. Providing firm, calm support to clients who are experiencing a flood of strong feelings and/or persist in talking about adverse childhood experiences. N=27, Mean=3.19	-	7%	67%	26%
f. Revisiting an aspect of the NEAR visit after things had not gone as well as hoped. N=27, Mean=2.74	7%	26%	52%	15%
g. Bringing other assessments into visits that may seem relevant to the client's ACEs score (e.g., depression screening). N=27, Mean=3.15	7%	4%	56%	33%

Table D3. NEAR@Home FACILITATOR FEEDBACK Forms [SUPPORTS PHASE – STEP 4]

Mean number of Step 4 calls across 16 programs = 3.5

Range number of Step 4 calls = 5

Please estimate the amount of time the group spent on the topics listed below during this Step 4 activity. N=45	More than 50% of the time	25-50% of the time	Less than 25% of the time	None of the time
g. Concerns that home visiting staff have about aspects of the NEAR@Home approach or NEAR home visits. Mean=2.49	22%	29%	27%	22%
h. Topics specifically related to feeling safe (either home visitor or client/family) during a NEAR visit. Mean=2.42	24%	22%	40%	13%
i. Success with attempting or completing a NEAR home visit. Mean=1.89	36%	44%	16%	4%
j. Using the NEAR approach specifically in working with clients/families with high needs. Mean=2.20	22%	42%	29%	7%
k. Using the NEAR approach specifically in working with linguistically or culturally diverse clients/families. Mean=2.89	11%	16%	47%	27%
l. Providing home visiting staff with ideas for resources or tools related to the NEAR learnings. Mean=2.91	9%	13%	56%	22%
m. Helping home visiting staff with other support, unrelated to the NEAR learnings or home visits. Mean=3.58	0%	9%	24%	67%
n. Catching up with each other, not specifically related to support or on topics unrelated to NEAR@Home. Mean=3.49	0%	4%	42%	53%



Table D4. Changes Over Time in Staff (Home visitors and Supervisors) Reports of NEAR@Home Outcomes

**D4a. Changes in NEAR@Home Skills from Immediate Post Learning Session to 4-month Follow-up**

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T2 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
<b>Short Term Outcome: Skill in NEAR Elements</b>								
Full Model	T1-T3 Change	3.16	.08	.05	60	3.04 (.05)	3.15 (.07)	.07
	Education	1.64	.21	.03				
	HV Program	8.75	.01	.14				
	Race – White/Other	.87	.36	.02				
	Language	3.19	.08	.06				
Moderator Models	T1-T3 Change	.02	.88	.00	70			
	Education X Time Interaction	4.16	.02	.11				
	Less than BA				18	2.95 (.11)	2.99 (.14)	NS
	BA				40	2.97 (.07)	3.22 (.09)	.01
	More than BA				12	3.28 (.13)	3.02 (.17)	NS
	T1-T3 Change	5.65	.02	.08	71			
	HV Program Type X Time Interaction	10.53	.00	.13				
	NFP				26	2.93 (.09)	3.30 (.11)	.00
	All others				45	3.06 (.07)	3.00 (.09)	NS
	T1-T3 Change	.89	.35	.01	70			
	Race/ethnicity X Time Interaction	.29	.59	.00				
	T1-T3 Change	4.40	.04	.07	61			
	Language X Time Interaction	1.93	.17	.03				

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

**D4b. Changes Over Time in Longer Term NEAR@Home Outcomes – Work Stress, Burnout & Self-Efficacy**

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
<b>Longer Term Outcome: Work Stress</b>								
Full Model	T1-T3 Change	2.12	.15	.04	64	2.20 (.07)	2.12 (.07)	NS
	Education	1.92	.17	.03				
	HV Program	.39	.54	.01				
	Race – White/Other	.03	.87	.00				
	Language	.57	.45	.01				
Moderator Models	T1-T3 Change	2.78	.10	.04	65			
	Education X Time Interaction	.76	.47	.02				

		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	T1-T3 Change HV Program Type X Time Interaction	2.13 .05	.15 .82	.03 .00	66			
	T1-T3 Change Race/ethnicity X Time Interaction	2.02 .26	.16 .61	.03 .00	65			
	T1-T3 Change Language X Time Interaction	1.90 .35	.17 .56	.03 .01	65			
<b>Longer Term Outcome: Burnout Emotional Exhaustion</b>								
Full Model	T1-T3 Change	.28	.60	.01	58	2.74 (.18)	2.78 (.15)	NS
	Education	.67	.42	.01				
	HV Program	.26	.61	.01				
	Race – White/Other	.02	.90	.00				
	Language	.34	.56	.01				
Moderator Models	T1-T3 Change	.02	.89	.00	58			
	Education X Time Interaction	1.64	.20	.06				
	T1-T3 Change HV Program Type X Time Interaction	.14 .43	.71 .52	.00 .01	59			
	T1-T3 Change Race/ethnicity X Time Interaction	.06 .00	.81 .95	.00 .00	58			
	T1-T3 Change Language X Time Interaction	.28 .40	.60 .53	.01 .01	59			
<b>Longer Term Outcome: Burnout Personal Accomplishment</b>								
Full Model	T1-T3 Change	.22	.64	.00	55	5.31 (.11)	5.34 (.13)	NS
	Education	1.00	.32	.02				
	HV Program	.22	.64	.00				
	Race – White/Other	.95	.34	.02				
	Language	.06	.81	.00				
Moderator Models	T1-T3 Change	.08	.78	.00	56			
	Education X Time Interaction	1.30	.78	.05				
	T1-T3 Change HV Program Type X Time Interaction	.02 .20	.90 .65	.00 .00	57			
	T1-T3 Change Race/ethnicity X Time Interaction	.05 .24	.83 .63	.00 .00	56			
	T1-T3 Change Language X Time Interaction	.11 .02	.74 .88	.00 .00	56			
<b>Longer Term Outcome: Self-efficacy</b>								
Full Model	T1-T3 Change	3.23	.08	.05	63	4.29 (.06)	4.36 (.05)	NS
	Education	1.95	.17	.03				
	HV Program	.04	.84	.00				

		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Moderator Models	Race – White/Other	2.69	.11	.04				
	Language	.35	.56	.01				
	T1-T3 Change Education X Time Interaction	1.38 1.55	.24 .22	.02 .05	64			
	T1-T3 Change HV Program Type X Time Interaction	1.29 .19	.26 .67	.02 .00	65			
	T1-T3 Change Race/ethnicity X Time Interaction	.02 3.80	.89 .06	.00 .06	64			
	White				49	4.27 (.07)	4.40 (.06)	.04
	Other				15	4.37 (.13)	4.25 (.11)	NS
	T1-T3 Change Language X Time Interaction	.08 2.17	.78 .15	.00 .03	64			

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

#### D4c. Influence of Organizational Learning Culture, Organization Climate, and Level of Reflective Supervision on Changes in NEAR@Home Outcomes Over Time

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Short Term Outcome: Skills in NEAR Elements								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.09 .25	.77 .62	.00 .01	42	3.00 (.07)	3.14 (.08)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.39 .20	.53 .66	.01 .01	42	3.00 (.07)	3.14 (.08)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	.38 .07	.54 .79	.01 .00	46	3.01 (.07)	3.19 (.09)	.03
	T1-T3 Change Reflective Supervision X Time Interaction	.02 .17	.89 .68	.00 .00	60	3.03 (.06)	3.30 (.08)	NS
Longer Term Outcome: Work Stress								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.01 .01	.94 .91	.00 .00	34	2.14 (.09)	2.00 (.09)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.21 .06	.65 .80	.01 .00	34	2.14 (.09)	2.00 (.09)	NS

		F	P	Eta <sup>2</sup> effect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	T1-T3 Change Ref Sup – HV only X Time Interaction	4.55 3.66	.04 .06	.09 .07	48			
	Low				23	2.30 (.12)	2.12 (.11)	NS
	High				25	2.07 (.12)	1.99 (.11)	NS
	T1-T3 Change Reflective Supervision X Time Interaction	4.36 3.29	.04 .08	.07 .05	60			
	Low				31	2.36 (.10)	2.18 (.09)	.06
	High				29	2.03 (.10)	1.95 (.10)	NS
<b>Longer Term Outcome: Burnout - Emotional Exhaustion</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.01 .00	.92 .97	.00 .00	31	2.86 (.23)	2.95 (.22)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.06 .10	.82 .75	.00 .00	31	2.86 (.24)	2.95 (.23)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	7.56 7.53	.01 .01	.15 .15	44			
	Low <sup>14</sup>				20	2.55 (.30)	2.24 (.26)	NS
	High <sup>15</sup>				24	2.83 (.28)	3.04 (.24)	NS
	T1-T3 Change Reflective Supervision X Time Interaction	5.35 5.42	.03 .03	.09 .09	54			
	Low				27	2.65 (.27)	2.40 (.23)	NS
	High				27	2.74 (.27)	2.98 (.23)	NS
<b>Longer Term Outcome: Burnout – Personal Accomplishment</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.26 .17	.62 .68	.01 .01	31	5.48 (.10)	5.58 (.11)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.33 .22	.57 .64	.01 .01	31	5.48 (.10)	5.58 (.11)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	3.23 3.53	.08 .07	.07 .08	43			
	Low				18	5.09 (.19)	4.89 (.17)	NS
	High				25	5.54 (.16)	5.76 (.15)	NS
	T1-T3 Change Reflective Supervision X Time Interaction	.71 .79	.40 .38	.01 .02	53	5.30 (.11)	5.33 (.13)	NS

<sup>14</sup> Below 50<sup>th</sup> percentile

<sup>15</sup> Above 50<sup>th</sup> percentile

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
<b>Longer Term Outcome: Self-efficacy</b>								
Moderator Models	T1-T3 Change Learning Culture <sup>w</sup> X Time Interaction	.08 .14	.78 .71	.00 .01	33	4.32 (.08)	4.39 (.08)	NS
	T1-T3 Change Organization Climate <sup>w</sup> X Time Interaction	.01 .00	.91 .99	.00 .00	33	4.32 (.07)	4.39 (.08)	NS
	T1-T3 Change Ref Sup – HV only X Time Interaction	2.28 2.14	.14 .15	.05 .04	48	4.34 (.07)	4.38 (.06)	NS
	T1-T3 Change Reflective Supervision X Time Interaction	3.98 3.40	.05 .07	.07 .06	59			
	Low High				30 29	4.16 (.08) 4.44 (.08)	4.32 (.08) 4.41 (.08)	.05 NS

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

<sup>w</sup>Time 1 data taken from the Region X Workforce Study survey.

#### D4d. Influence of Staff Baseline Mindfulness and Prior Training on NEAR@Home Outcomes

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
<b>Short Term Outcome: Skill in NEAR Elements</b>								
Moderator Models	T1-T3 Change Mindful – Awareness X Time Interaction	.00 .09	.96 .77	.00 .00	60	3.05 (.06)	3.16 (.07)	NS
	T1-T3 Change Mindful – Nonreactivity X Time Interaction	2.89 2.11	.10 .15	.05 .04	59	3.04 (.06)	3.15 (.07)	.10
	T1-T3 Change Previous Training Exp. X Time Interaction	.67 2.22	.42 .14	.01 .04	62	3.05 (.05)	3.15 (.07)	NS
	T1-T3 Change Reflective Sup Training X Time Interaction	.01 .76	.92 .39	.00 .01	68	3.01 (.06)	3.10 (.07)	NS
<b>Longer Term Outcome: Work Stress</b>								
Moderator Models	T1-T3 Change Mindful – Awareness X Time Interaction	.05 .19	.82 .67	.00 .00	65	2.19 (.07)	2.09 (.06)	NS
	T1-T3 Change Mindful – Nonreactivity X Time Interaction	.00 .02	.95 .89	.00 .00	64	2.18 (.07)	2.09 (.07)	NS

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	T1-T3 Change	1.71	.20	.03	65			
	Previous Training Exp X Time Interaction	3.46	.07	.05				
	Lowest Prior Training				17	2.29 (.14)	2.25 (.13)	NS
	Low Prior Training				19	2.20 (.13)	2.17 (.12)	NS
	Medium Prior Training				15	2.05 (.15)	2.03 (.14)	NS
	Highest Prior Training				15	2.23 (.15)	1.91 (.14)	.03
	T1-T3 Change	.62	.44	.01	65	2.19 (.07)	2.10 (.07)	NS
	Reflective Sup Training X Time Interaction	.00	.99	.00				
<b>Longer Term Outcome: Burnout - Emotional Exhaustion</b>								
Moderator Models	T1-T3 Change	.92	.34	.02	59	2.71 (.16)	2.75 (.15)	NS
	Mindful – Awareness X Time Interaction	1.01	.32	.02				
	T1-T3 Change	1.18	.28	.02	58	2.73 (.18)	2.76 (.17)	NS
	Mindful – Nonreactivity X Time Interaction	1.26	.27	.02				
	T1-T3 Change	1.05	.31	.02	59	2.71 (.18)	2.75 (.16)	NS
	Previous Training Exp. X Time Interaction	1.38	.25	.02				
	T1-T3 Change	3.00	.09	.05	58			
	Reflective Sup Training X Time Interaction	5.16	.03	.08				
	Never				12	2.44 (.41)	2.44 (.37)	NS
	A little				16	3.06 (.35)	2.54 (.32)	.03
	Some				16	2.96 (.35)	3.02 (.32)	NS
	A lot				14	2.36 (.38)	3.01 (.34)	.01
<b>Longer Term Outcome: Burnout – Personal Accomplishment</b>								
Moderator Models	T1-T3 Change	.98	.33	.02	57	5.28 (.11)	5.28 (.13)	NS
	Mindful – Awareness X Time Interaction	.99	.32	.02				
	T1-T3 Change	1.00	.32	.02	57	5.28 (.11)	5.28 (.14)	NS
	Mindful – Nonreactivity X Time Interaction	1.04	.31	.02				
	T1-T3 Change	1.20	.28	.02	57	5.28 (.10)	5.28 (.13)	NS
	Previous Training Exp. X Time Interaction	1.37	.25	.02				
	T1-T3 Change	.00	.97	.00	56	5.28 (.12)	5.26 (.14)	NS
	Reflective Sup Training X Time Interaction	.01	.94	.00				
<b>Longer Term Outcome: Self-efficacy</b>								
Moderator Models	T1-T3 Change	3.37	.07	.05	64	4.29 (.06)	4.37 (.05)	NS
	Mindful – Awareness X Time Interaction	2.75	.10	.04				
	T1-T3 Change	.11	.74	.00	63	4.30 (.06)	4.37 (.06)	NS

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
	Mindful – Nonreactivity X Time Interaction	.02	.89	.00				
	T1-T3 Change Previous Training Exp. X Time Interaction	.39 .03	.53 .86	.01 .00	65	4.29 (.06)	4.36 (.05)	NS
	T1-T3 Change Reflective Sup Training X Time Interaction	.02 .52	.88 .48	.00 .01	64	4.28 (.06)	4.35 (.05)	NS

\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

#### D4d. Changes in Organizational Culture, Organizational Climate, and Level of Reflective Supervision Over Time for NEAR@Home Participants

		F	P	Eta <sup>2</sup> leffect size)	N	Means*			
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)	
Organizational Outcome: Organizational Learning Culture <sup>w</sup>									
Full Model	T1-T3 Change	3.70	.07	.12	34	4.42 (.09)	3.51 (.08)	.00	
	Education	5.74	.02	.17					
	HV Program	.61	.44	.02					
	Race – White/Other	.07	.79	.00					
	Language	1.48	.23	.05					
	REDI	2.31	.14	.08					
Moderator Models	T1-T3 Change	58.07	.00	.59	44				
	Education X Time Interaction	2.14	.13	.10					
	T1-T3 Change	76.99	.00	.65	44				
	HV Program Type X Time Interaction	1.34	.25	.03					
	T1-T3 Change	45.46	.00	.52	44				
	Race/ethnicity X Time Interaction	.11	.74	.00					
	T1-T3 Change	42.43	.00	.56	35				
	Language X Time Interaction	2.26	.14	.06					
	T1-T3 Change	70.26	.00	.69	34				
	REDI X Time Interaction	1.90	.17	.11					
	Organizational Outcome: Organization Climate <sup>w</sup>								
	Full Model	T1-T3 Change	2.44	.13	.08	34	4.04 (.09)	4.12 (.07)	NS
Education		1.23	.28	.04					
HV Program		1.42	.24	.05					
Race – White/Other		2.46	.13	.08					
Language		2.77	.11	.09					
REDI		.21	.65	.01					

		F	P	Eta <sup>2</sup> leffect size)	N	Means*		
						T1 M (SE)	T3 M (SE)	Sig diff between T1-T3 (P)
Moderator Models	T1-T3 Change	.02	.90	.00	44			
	Education X Time Interaction	.21	.81	.01				
	T1-T3 Change	.08	.77	.00	44			
	HV Program Type X Time Interaction	.36	.55	.01				
	T1-T3 Change	.15	.71	.00	44			
Moderator Models	Race/ethnicity X Time Interaction	.81	.38	.02				
	T1-T3 Change	1.97	.17	.06	35			
	Language X Time Interaction	.96	.33	.03				
	T1-T3 Change	.63	.43	.02	34			
	REDI X Time Interaction	.64	.53	.04				
<b>Organizational Outcome: Reflective Supervision – HV only</b>								
Full Model	T1-T3 Change	1.74	.20	.04	44	3.47 (.07)	3.54 (.09)	NS
	Education	1.33	.26	.03				
	HV Program	.29	.60	.01				
	Race – White/Other	1.05	.31	.03				
	Language	1.04	.32	.03				
	REDI	.00	.95	.00				
Moderator Models	T1-T3 Change	.02	.90	.00	44			
	Education X Time Interaction	.98	.38	.05				
	T1-T3 Change	.72	.40	.02	45			
	HV Program Type X Time Interaction	.11	.75	.00				
	T1-T3 Change	.05	.83	.00	44			
	Race/ethnicity X Time Interaction	.82	.37	.02				
Moderator Models	T1-T3 Change	.89	.35	.02	45			
	Language X Time Interaction	.27	.60	.01				
	T1-T3 Change	.80	.38	.02	45			
Moderator Models	REDI X Time Interaction	.35	.71	.02				

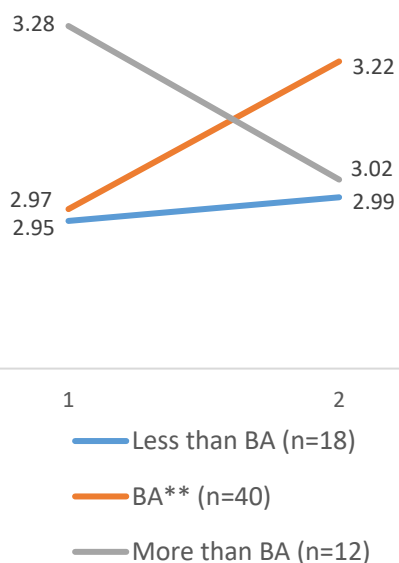
\*Means for Full Model are adjusted means. Means for moderator (interaction) effects only shown if test of moderation (interaction) was significant at  $p < .10$ . In some cases, the overall T1-T3 change was significant when moderators were not included in the models but were not significant in final (full) models due to these subgroup differences in patterns of change over time.

<sup>w</sup> Time 1 data taken from the Region X Workforce Study survey.

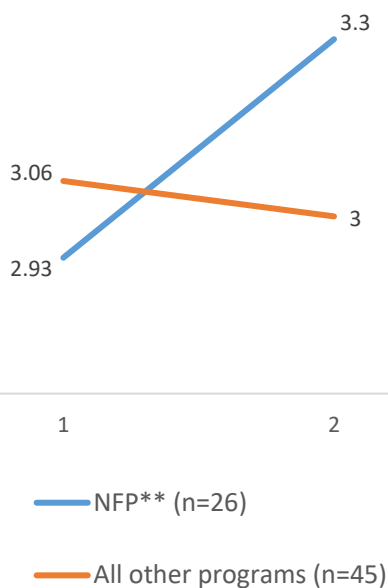


Figure D5. Subgroup Differences for Changes Over Time in Staff (Home visitors and Supervisors) Reports of NEAR@Home Outcomes

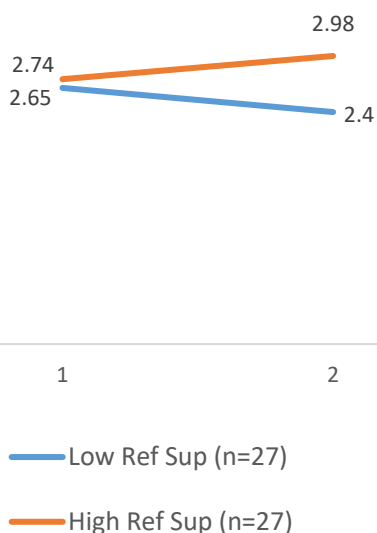
**Figure D5a.** Staff with a BA showed more improvements over time in **NEAR Skills**.



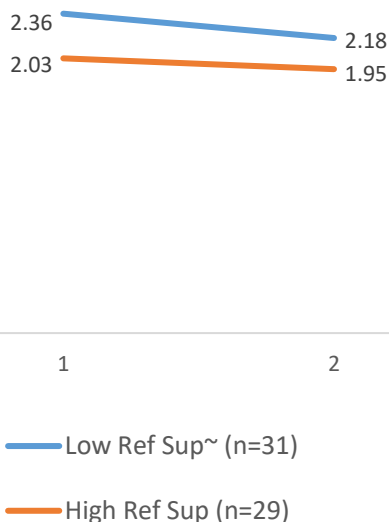
**Figure D5b.** NFP staff showed more improvements over time in **NEAR Skills**.



**Figure D5c.** Staff with lower initial reflective supervision showed decreased **Burnout - Emotional Exhaustion**.

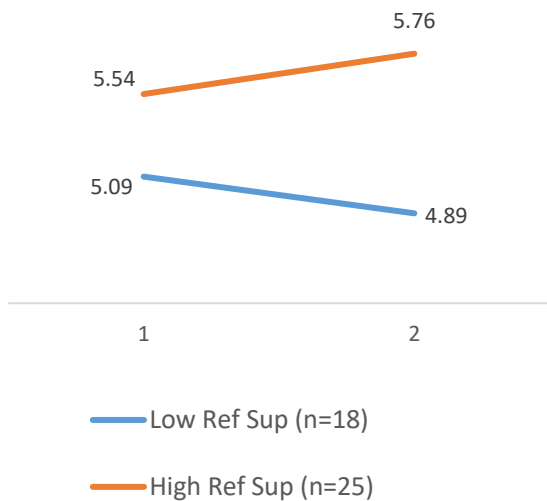


**Figure D5d.** Staff with lower initial reflective supervision showed decreased **Work Stress** over time (trend).

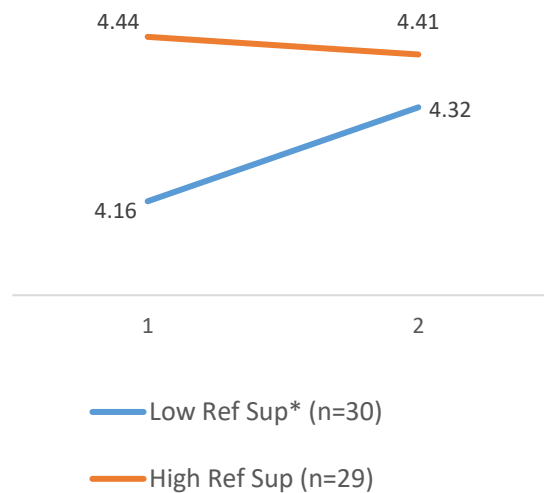


\*\*P=or<.01; \*P=.02-.05; ~P=.06-.10

**Figure D5e.** Home visitors with lower initial reflective supervision showed decreases in **Personal Accomplishment**, while those with high reflective supervision improved over time (trend).



**Figure D5f.** Staff with lower initial reflective supervision showed increases in **Work Related Self-efficacy** (trend).



\*\*P=or<.01; \*P=.02-.05; ~P=.06-.10



## Appendix E. FAN Implementation Tool Completion and FAN Certification Status

This table summarizes completion details for 3 FAN implementation tools included in the evaluation, following the FAN Day1 /Day 2 in person training during the 6-month mentor/coaching period. These data were only available for Cohorts 3-6. As can be seen, cohorts varied considerably in the extent to which these tools were submitted to Cooper House for monitoring. For ‘missing’ tools, it is unclear whether the tools were not completed by staff, or just not uploaded to the Cooper House system. Qualitative interviews suggested that more tools were, in fact, completed, but that sites varied in whether they uploaded tool files to Dropbox. *[Ns and %s only represent those who consented to the evaluation.]*

Table E1. FAN Implementation Tools in Dropbox for Cohorts 3

Location/ Cohort	FAN Training Day 1/2 date  Day 3 date	Expected Completion of Tools	Sups/HVs consented	Home Visitor Self- Assessment			Supervisor Logs			Mentor Logs		
				In Dropbox	Expected	%	In Dropbox	Expected	%	In Dropbox	Expected	%
Portland, OR Cohort 3	4/11-12/18  10/11/18	  10/31/2018	Sups = 3/3 HVs = 9/10	  17	  18	  94%	  6	  9	  67%	  15	  15	  100%
Anchorage, AK Cohort 4	4/18-19/18  10/11/18	  10/31/2018	Sups = 5/5 HVs = 17/17	  24	  34	  71%	  4	  17	  24%	  13	  25	  52%
Olympia, WA Cohort 5	5/30-31/18  11/15/18	  11/30/2018	Sups = 4/4 HVs = 14/15	  13	  28	  46%	  3	  14	  21%	  5	  20	  25%
Fairbanks, AK Cohort 6 <sup>16</sup>	6/7-8/18  11/30/18	  12/15/2018	Sups = 4/6 HVs = 23/23	  3	  46	  7%	  0	  23	  0%	  11	  20	  55%
<b>Totals</b>				57	126	45%	13	63	21%	44	80	55%

<sup>16</sup> TCC in Cohort 6 was closed for a majority of the 6 months between trainings and some FNA staff in Cohort 6 did not have time to complete the tools.

Table E2. FAN Level II Certification Status Results (Tracked by Cooper House)

Cooper House recorded whether trained home visitors and supervisors reached “level two” certification, indicating they had completed all required elements during the coaching phase; as can be seen, most participants did obtain level two certification with the exception of Washington and Fairbanks cohorts.

Location/ Cohort	Total N of all Training Participants (HVs, Sups, Other*)	% (n) Level II Certified Participants	Notes
Seattle, WA Cohort 1	22	100% (22)	Cooper House wasn't tracking tool usage, so may or may not have completed all requirement for certification
Salem, OR Cohort 2	26	100% (26)	Cooper House wasn't tracking tool usage, so may or may not have completed all requirement for certification
Portland, OR Cohort 3	25	100% (25)	Cooper House wasn't tracking tool usage, so may or may not have completed all requirement for certification
Anchorage, AK Cohort 4	25	100% (25)	Cooper House wasn't tracking tool usage, so may or may not have completed all requirement for certification
Olympia, WA Cohort 5	22	59% (13)	
Fairbanks, AK Cohort 6	42	12% (5)	
Totals		116	

## Appendix F. LIA Organization Survey Results: Descriptive Statistics

### LIA Organizational Survey Results

<b>Innovation</b>	<b>N</b>	<b>Percent (%)</b>
NEAR	11	39%
FAN	11	39%
Both	6	21%
Total # organizations	28	

### Primary role of respondent (N=28)

<b>Role</b>	<b>N</b>	<b>Percent (%)</b>
Home Visitor	1	4%
Supervisor	11	39%
Assistant Program manager	1	4%
Program Manager	11	39%
Program Director	2	7%
Executive Director	2	7%

### Organizational Characteristics

	<b># HV employed</b>	<b># of Supervisors Employed</b>	<b># families services</b>
Mean	10.97	2.54	154
Range	3-45	1-9	12-570

### Organizations provide services in the following languages:

<b>Language</b>	<b>N</b>	<b>Percent (%)</b>
English Only	6	21%
Spanish at all	20	71%
Other Responses: <ul style="list-style-type: none"> <li>ASL (2)</li> <li>Interpreter/Translation services as needed (2)</li> <li>Vietnamese, Somali, Tagalog</li> <li>Arabic, French, Swahili, Kurdish</li> <li>Amharic, Oromo, French</li> </ul>	7	25%

<b>Positive Organizational Climate<sup>17</sup></b>		<b>Not at All</b>	<b>To a Slight Extent</b>	<b>To a Moderate Extent</b>	<b>To a Great Extent</b>	<b>To a Very Great Extent</b>
N=29, Mean=3.93		-	3% (1)	24% (7)	48% (14)	24% (7)
Scale item examples	<p>This organization believes its employees can create solutions to problems within the organization.</p> <p>This organization encourages supervisors and home visitors to have clearly identified and agreed-upon, mutual expectations of each other.</p>					

<b>Turnover &amp; Workload<sup>18</sup></b>		<b>Not at All</b>	<b>To a Slight Extent</b>	<b>To a Moderate Extent</b>	<b>To a Great Extent</b>	<b>To a Very Great Extent</b>
N=29, Mean=2.52 <i>lower scores reflect more positive workload/less turnover</i>		-	55% (16)	41% (12)	-	3% (1)
Scale item examples	<p>This organization struggles with turnover of home visiting staff.</p> <p>This organization sequences and paces the flow of work for staff. (reverse coded)</p>					

<b>Organizational Learning Culture<sup>19</sup></b>		<b>Not at All</b>	<b>To a Slight Extent</b>	<b>To a Moderate Extent</b>	<b>To a Great Extent</b>	<b>To a Very Great Extent</b>
N=29, Mean=3.76		-	7% (2)	31% (9)	41% (12)	21% (6)
Scale item examples	<p>This organization develops and encourages a culture of sharing and peer support.</p> <p>This organization encourages ongoing learning among staff.</p>					

<sup>17</sup> Positive Organizational Climate means are calculated from coding “Not at all”= 1; “To a slight extent”= 2; “To a moderate extent”= 3; “To a great extent”= 4; and “To a very great extent”= 5.

<sup>18</sup> Turnover & Workload means are calculated from coding “Not at all”= 1; “To a slight extent”= 2; “To a moderate extent”= 3; “To a great extent”= 4; and “To a very great extent”= 5.

<sup>19</sup> Learning Climate means are calculated from coding “Not at all”= 1; “To a slight extent”= 2; “To a moderate extent”= 3; “To a great extent”= 4; and “To a very great extent”= 5.

## Appendix G. Example Qualitative Interview Guides

### MIECHV REGION X HOME VISITING INNOVATIONS EVALUATION EXIT INTERVIEW

Interview Protocol:

Thank you for participating in this interview. The interview is part of the work we are doing with Region X MIECHV partners to help understand the reasons that staff leave their home visiting position and what might help increase job satisfaction and retention for home visitors. All of the information you share with me will be kept CONFIDENTIAL and will not be shared in any way that identifies you. We understand that sometimes leaving a position can be difficult and that your situation may be sensitive – you do not have to answer any question that you don't want to answer.

Before we start, I'd like to review the consent form with you.

[REVIEW CONSENT – Ask for permission to record and certify consent has been provided on the consent form.]

Do you have any questions before I begin?

1. How long were you in your position as a home visitor/supervisor? What is your current position/next career step?
2. People move on to new positions for a number of different reasons. Can you tell me a little about your decision to leave your position as a home visitor/supervisor? [Probe: What most influenced you to leave job: Work-related stress? Lack of support? Career advancement? Workplace issues? Financial concerns?]
3. How would you describe the “fit” of the home visiting position you recently left ?  
[Probe: Was it a good fit? Why or why not? How did you come to that conclusion?]
4. Tell me about what you enjoyed most about your work as a home visitor/supervisor.
5. Describe any aspects of your job that you found stressful. [Probe: What might have helped in these areas?]
6. How would you describe your previous work environment? Tell me about any resources and support you received in your former home visiting position. [Probe: Did you feel that they were what you needed? If not, why not?]
7. How would you describe the support and supervision you received from your supervisor? (Probe: coaching, reflective supervision, administrative or clinical supervision. What did you like? Anything you would have changed)
8. How did your program show that they valued your work? You as a team member?  
[Probe: If they didn't, how could they have shown that they valued your work?]
9. Tell me a bit about your experience with the FAN or NEAR@Home trainings. You might remember that there was a 2-day training for FAN followed 6 months later by a 1-day training. For NEAR@Home, there was an initial 1-day training followed 6 months later by a 2nd day of training. [Probe: Did you participate in FAN trainings? NEAR@Home trainings?]
10. How engaged were you in these trainings and support? How engaged was your supervisor?



11. How helpful to you in your work was the FAN/NEAR@Home approach? [Probe: Examples of collaboration with parent, staying calm in stressful interactions...seeing from parent's perspective.]
12. Which FAN/NEAR@Home tools were most helpful in your work with families? [Probe: mindful self-regulation, grounding, ARC questions, etc.]
13. How did the FAN/NEAR@Home trainings and supports effect the support(s) you received from your supervisor? [Probe: Sense of support from team?]
14. How did the FAN/NEAR@Home trainings and tools impact your job satisfaction? Work stress?
15. What other trainings or supports could have helped you in your work as a home visitor?
16. Is there anything else you think is important for me to know about why you left your position? [Probe: If applicable, is there anything that could have made a difference your leaving your position?]

## **REGION X HOME VISITING INNOVATIONS EVALUATION**

### **STEPS TO NEAR@HOME LEARNING: INTERVIEW PROTOCOL – Co-Model Developer**

#### **Time 2**

##### **Interview Protocol**

Before we start, I'd like to review the consent form with you. [REVIEW CONSENT – Ask for permission to record and certify consent has been provided on the consent form.]

Thank you for participating in this interview. The interview is part of the process evaluation work we are doing with Region X MIECHV partners to document how the NEAR@HOME learning process is rolling out in the field, as well as to better understand what supports might increase job satisfaction and retention for home visiting staff. All of the information you share with me will be kept CONFIDENTIAL and will not be shared in any way that identifies you.

Do you have any questions before we begin?

I'll start by asking you to update me on the implementation of the NEAR@HOME Toolkit and Learning in MIECHV Region X.

1. Tell me about how you think implementation of Steps to Learning NEAR@Home has gone in Region X? [Probe: How about when thinking about the specific Steps to Learning? What is working well? Example of successes or challenges? What are some examples?]
2. What have State facilitators said about how programs/home visiting staff are moving forward with implementation of NEAR@Home, in attempting and/or completing NEAR visits with families?
  - a. Tell me about any challenges or needs State Facilitators have had as implementation has progressed. [Probe: Needs in specific learning STEPS? What do they need to better do their jobs?]

- b. What kind of program or systemic characteristics have helped programs move forward? What about barriers? [Probe: Program? Systemic?]
  3. As you've moved forward in implementation, how has the way you've supported the State Facilitators changed? [Probe: What kinds of new supports or resources have State Facilitators needed and why?].
  4. How has the model of having Facilitators by state worked? [Probe: Is there anything you would change about this approach? If so, what? Tell me about any differences between having 1 Facilitator per State and 2 as in Idaho?]
  5. How are the Step 4's going? Tell me what these look like. [Probe: What variations are there in how these are being implemented? What seems to work? Work less well? What changes have you and/or State Facilitators made in the Step 4's? Is there anything else that needs to be changed or improved?]
  6. Tell me about any adaptations or modifications made to the STEPS to LEARNING NEAR@HOME approach since implementation began. [Probe: Specific Steps or Core elements; materials or additional curriculum developed or brought in by you, State Facilitators, others; How have these modifications/materials been received?]
    - a. OK, tell me about any adaptations or modifications that have been made to the NEAR@Home approach - to better meet the needs of culturally or linguistically diverse groups. [Probe: What kind of changes? How effective were they? Did you receive any feedback from these groups? Examples. What is still needed?]
  - b. What about any adaptations made to better meet the needs of the families experiencing multiple challenges (e.g., substance use, interpersonal violence, mental health issues, poverty)? [Probe: What kind of changes? How effective were they? Did you receive any feedback from these groups? Examples. What is still needed?]
  7. Tell me about how trainers could be better prepared to facilitate training/learning of NEAR@Home. [Probe: Any of the Steps, 1-4; materials; resources].
  8. What kinds of concerns and questions have come up as potential barriers to attempting or completing NEAR visits with mothers/families? [Probe: From facilitators, supervisors, families? Have any new concerns emerged as implementation has progressed?]
    - a. What have you and the State Facilitators done to address these barriers and concerns? What about supervisors? [Probe: What supports are still needed?]
- Thank you for talking with me! We are coming up on the last couple of discussion points.
9. What has surprised you about what is needed to successfully implement NEAR@Home? [Probe: What would you do the same or differently if you were to start this process over?]
  10. Tell me about how trainers could be better prepared to facilitate training/learning of NEAR@Home. [Probe: Any of the Steps, 1-4; materials; resources].
  11. What are some of the key learnings you're taking away from this project? [Probe: What about highlights?]
  12. What are your thoughts about making the NEAR@HOME Learnings and Toolkit sustainable in Region X? [Probe: Trainings, Materials, Supports, Communications, Other?]

13. Is there anything else you think we should know about this project that I haven't asked you?

I appreciate you taking the time to share your thoughts with me.

Your insights are key to this evaluation. Thank you!

## **MIECHV REGION X HOME VISITING INNOVATIONS EVALUATION KEY STAKEHOLDER (DCYF/State Leads) INTERVIEW PROTOCOL**

Interview Protocol:

Before we start, I'd like to review the consent form with you.

[REVIEW CONSENT – Ask for permission to record and certify consent has been provided on the consent form.]

Thank you for participating in this interview. The interview is part of the work we are doing with Region X MIECHV partners to help understand the implementation of the FAN and NEAR@HOME Innovations as well as the Big 3 Design Workshop. All of the information you share with me will be kept CONFIDENTIAL and will not be shared in any way that identifies you.

Do you have any questions before I begin?

1. To get started, tell me a little about your role in the implementation of the Region X Innovations Project [FAN, NEAR@HOME, Big 3 Design Workshop].
2. Thinking back to the start-up of the Innovations, what went well with the roll-out and implementation of the FAN trainings and supports? NEAR@HOME learnings? Big 3 Design Workshops?
  - a. What were some of the challenges? How did you address those?
  - b. What would you do differently next time in implementing these Innovations? [Probe: What advice would you give to stakeholders in another region/state before rolling-out these Innovations?]
3. From your perspective, what would you say are the key “lessons learned” in the process of implementing FAN in your Region X/your State? What about NEAR@HOME? Big 3 Design Workshop?
4. What, if anything, do you think would help to make FAN and NEAR@HOME better suited to meet the needs of staff or families who are more culturally or linguistically diverse?
5. To what extent do you think the FAN/NEAR@HOME models will be sustained or expanded in your state? The broader region?
  - a. What is needed to make the FAN model sustainable?
  - b. What about NEAR@HOME?
  - c. What are the challenges to sustainability?
  - d. What do you think is most important to sustain FAN/NEAR@HOME implementation in Region X?
6. What you think is next for your state or Region X in terms of the “Big 3” Design Workshops?
  - a. What is needed to build on what these workshops started?

The next few questions are about the regional approach of this project.

7. How would you describe the purpose of taking a regional approach to this work?
  - a. How would you describe the benefits of taking a regional approach?
  - b. How would you describe the challenges, if any?
  - c. What systems or structures would you say were most important to making a regional approach work? (Probe if not mentioned: Governance Committee, specific subcommittees, communications, etc.)
8. What did you learn from using a regional approach [Probe: How was it different from implementing this project in just one state?]
9. What advice would you give to stakeholders in another region about implementing a similar project?
10. As we wrap up, in looking back, what would you say are the highlights of this project?
11. Is there anything else you'd like to tell us about your experience with the Region X Project generally, or with the Regional implementation of the FAN/NEAR@HOME/Big 3 Design Workshop Innovations?

## **REGION X HOME VISITING INNOVATIONS EVALUATION FAN HOME VISITOR INTERVIEW PROTOCOL**

### **Time 1**

#### Interview Protocol

[REVIEW CONSENT – Ask for permission to record and certify consent has been provided on the consent form.]

Thank you for participating in this interview. The interview is part of the work we are doing with Region X MIECHV partners to help understand the reasons that staff leave their home visiting position and what might help increase job satisfaction and retention for home visitors. All of the information you share with me will be kept CONFIDENTIAL and will not be shared in any way that identifies you. We understand that sometimes talking about your position can be difficult – you do not have to answer any question that you don't want to answer.

Before we start, I'd like to review the consent form with you. Do you have any questions before I begin?

1. To begin, we would like to know a little more about you and your background. [Probe: How long have you been a home visitor with this program? What do you like most about being a home visitor?]
2. Tell me about your experience with the 2-day FAN training [INSERT DATE AND LOCATION] [Probe: What did you like about the training? What did you find most helpful? Not Helpful? Tell me about any “ah-ha” moments you had during the training. How did the training impact your team?]
3. What else might you change about the training now that you are trying to put FAN into practice? [Probe: Both structure of training curriculum and modifications. Tell me about any cultural or language modification that are needed.]
4. Since the training, what, if anything, have you done to try and implement the FAN model? [Probe: Which concepts are you excited to implement? Not excited? What else could the trainers/mentor trainers have done to help you take the next steps for putting FAN into practice? What about your supervisor?]

5. How different is the FAN from what you were doing prior to the 2-day training? [Probe: In what area or way is it most different? Examples?]
6. What are the most helpful FAN tools for you? Least helpful? [Probe: ARC questions – How's it going, Mid-point check-in, 3 words to describe child; reflective supervision; mindful self-regulation]
7. Let's talk about some of the FAN tools. How helpful are the FAN materials you received from the training? [Probe: Describe how you've used them? When have they worked, not worked? Examples?]
- a. Have you completed any FAN self-assessment forms? How have those been helpful? Not helpful?
- b. Have you completed any FAN reflective learning tool forms? How have those been helpful? Not helpful?
- c. How many families are you using these tracking tools with?
- d. How could your supervisor help you better implement the FAN with the families you work with?
8. Describe the FAN approach and how it's made a difference for you? [Probe: How, if at all, has FAN changed how you see your role? Tell me about any examples of how you approach your work differently. How has it impacted your job satisfaction? Stress?]
9. What do you hope to learn or gain in your work as a home visitor as a result of participating in the FAN training and supports? [Probe: When you think about the next training in about 4 months, what skills or areas do you hope to have learned/improved in?]
10. Is there anything else that you think would be important for us to know about your experience with FAN that I didn't ask you about?

## **REGION X INNOVATIONS & SUPPORTS EVALUATION**

### **FAN INTERVIEW PROTOCOL – Mentor Trainer**

#### **T2 & Deeper Dive**

Before we start, I'd like to review the consent form with you. [REVIEW CONSENT – Ask for permission to record and certify consent has been provided on the consent form.]

Thank you for participating in this interview. Hearing from the trainers will help guide this work!

As you might remember, one of the evaluation goals is to document how the FAN approach is rolling out and being received in the field, as well as to better understand what supports might increase job satisfaction and retention for home visiting staff. [We will be interviewing a small group of home visitors and supervisors who have gone through FAN training as well]. Please keep in mind:

- All the information you share with me will be kept CONFIDENTIAL and will not be shared in any way that identifies you (or anyone you speak about).
- o We are not evaluating individual trainers or home visiting staff, rather the training and process.
- You do not have to answer any question that you don't want to answer.
- These evaluation activities are voluntary & in no way affect your position.

I appreciate you taking the time to talk with me. Do you have any questions before we begin?

Let's start by talking about your work and insights as a mentored-trainer working with program teams to provide training and coaching to home visiting teams and support doing the FAN to fidelity.

1. How many Cohorts have you worked with for the different phases (Day 1 & 2; mentoring; Day 3)?
2. Now that you've facilitated the full FAN training and supports (including FAN Day 1, Day 2, and Day 3 trainings, and the mentoring and supports phase), how would you say these trainings and supports have gone, overall?
  - a. What have been the biggest successes that you've had in training and supporting the FAN model with program teams?
  - b. What have been the biggest challenges?
3. In the process of working with program teams, what challenges, if any, have you helped supervisors to work through with their Home Visitors to implement the FAN?
  - a. How, if at all, did you work with supervisors to address these challenges?
4. Tell me about any changes you have made to your FAN trainings, materials, or approach for home visitors and supervisors who work with culturally or linguistically diverse families.
  - a. Have you made any other adaptations to the FAN trainings, materials, or approach to individualize to the needs of different program teams, and if so what were they and why did you make them?
5. What kinds of things do you think help a program to be more successful at implementing the FAN?
6. What kinds of things do you think might get in the way of programs sustaining and continuing to implement the FAN?
7. In what ways, if any, do you think the FAN Implementation tools ("the paperwork") were helpful to programs in learning to implement FAN?
  - a. Moving forward, do you have any suggestions for improving or changing these tools or how they are used to support FAN implementation?
8. In a year from now, to what extent do you think programs will still be using the FAN model?
  - a. How will you know? That is, what practices would be in place or what outcomes would be achieved?
9. If the region were starting over with a new cohort of program teams, what might you do differently in the training and coaching you've provided? What would you change?
10. What ideas do you have about what would a "lighter touch" model of program training and supports/coaching look like? That is, if there were reduced resources for the mentoring component of FAN, what do you think an alternative approach could be?

The next questions ask you to reflect on your experience being trained and supported to become a FAN trainer.

11. Now, I'd like to ask you to reflect on the various training tools, materials, and supports you've received from Erikson and Cooper House.
  - a. What was most helpful to you as a Mentor Trainer?

- b. Were there things that were less helpful or not helpful, and if so what were they?
12. Looking back, what areas, if any, do you wish you'd had more training or mentoring or been better prepared for ?
13. If another state or region were going to try this kind of "train the trainer" approach to implementing FAN, what advice would you give to them?
- a. What characteristics or background do you think would be especially important to look for in a new trainer?
14. Is there anything else that you think would be important for us to know about your experience with FAN that I didn't ask you about? Were you able to share all that you wanted to today?

Thank you!

## **REGION X HOME VISITING INNOVATION & SUPPORTS EVALUATION STEPS TO LEARNING NEAR@HOME: INTERVIEW PROTOCOL - SUPERVISOR**

### **Time 1**

#### Interview Protocol

Before we start, I'd like to review the consent form with you. [REVIEW CONSENT – Ask for permission to record and certify consent has been provided on the consent form.] I appreciate you taking the time to talk with me. Do you have any questions before we begin?

Thank you for participating in this interview. The interview is part of a process evaluation we are doing with Region X MIECHV partners to document how the NEAR@HOME Toolkit is rolling out and being received in the field, as well as to better understand what supports might increase job satisfaction and retention for home visiting staff. [Unlike the surveys, only about 5% of home visitors going through training are being randomly selected to be interviewed for this study.]

All of the information you share with me will be kept CONFIDENTIAL and will not be shared in any way that identifies you (or anyone you speak about). We understand that sometimes talking about your position or practice may be uncomfortable – you do not have to answer any question that you don't want to answer.

1. Before you participated in this evaluation (of the NEAR@HOME Toolkit), did you have any prior experience with using the Adverse Childhood Experiences (ACEs) questionnaire? [Probe: What was the nature of the experience? Was this in your current position or in another position?]

We are now going to talk about your experience of the NEAR@Home learnings (trainings). We want to hear how the trainings are being experienced and how they might be changed to best support home visiting staff. We will not share any individual comments on any of our data.

When I talk about a 'NEAR visit,' I mean bringing NEAR science and the ACEs questionnaire to clients. This can mean attempting or completing this process in home visits. We know this is a new process, and we do not have any expectations of what home visitors might or might not have done so far in using this approach. We are just seeing where staff are at with it...

2. First, tell me about your experience with the NEAR@HOME Readiness Call with (State Facilitator). [Probe: What were your expectations going into that call? Did you think that your program was ready for the NEAR@HOME learnings? Wanting to get more information about them? Looking back, is there anything you would change about that call?]
3. Now, tell me about your experience with the NEAR@HOME conference call/webinar (Step 2). [Probe: What did you find most helpful in terms of understanding NEAR science and concepts such as social justice, trauma informed? Would you change anything?]
4. Tell me about your experience with the In-Person Learning Day (Step 3). [Probe: What did you like about the in person training? Is there anything you would change about it? If so, what?]
  - a. How did you feel about the way the in –person learning/training used taking turns reading the training materials out loud and discussing, as a way to convey the information? [Probe: Is there anything about this activity you would change?]
  - b. What elements of the NEAR visit were helpful to your home visitors? New? Harder to learn/use? [Probe 5 core elements: Preparing, Asking, Listening, Accepting/Affirming, and Remembering (Following-Up)]
  - c. How about role playing activities at the in-person training? [Probe: Is there anything about this activity you would change?]
  - d. What about the way the training discussed goal setting? [Probe: How about this specific activity, is there anything about this activity you would change?]
5. How do you think the in-person learning day could be improved? [Probe: Was there anything that was missing content-wise? Length of the day – too long? Not long enough?]
6. What did you find most helpful in the in-person learning day, for preparing your staff to attempt or complete NEAR visits with families?

Now I would like to ask about talking with your team about NEAR visits and supports you have provided for them since the in-person learning day.

7. Have you been able to discuss the NEAR@Home model and/or attempting or doing NEAR visits with the home visitors on your case load? What did this look like? [Probe: Does this involve use of reflective practice? Has this helped in their/your understanding of the model? In attempting or completing NEAR visits with families? Is there an example you can share?]
8. Tell me about any supports you have provided your team specific to using the NEAR@HOME approach and attempting or completing NEAR visits with families (e.g., group meetings, sharing materials, individual reflective supervision). [Probe: Have any of these helped in their/your understanding of the model? In attempting or completing NEAR visits with families? Is there an example you can share?]
9. Did your team take the ACEs questionnaire together or on their own as part of the NEAR@HOME learnings? Have you taken it? You don't need to tell me your score. [Probe: What are your thoughts on the value of knowing your own ACEs score, as a supervisor? In what ways does knowing your own ACEs score impact how you support your home visitors in using the ACES questionnaire?]

Now I would like to ask about any NEAR@Home support YOU have received, or other kinds of support your team may have received since the in-person learning.



10. Tell me about any NEAR@HOME supports YOU have been participating in or have received as a supervisor since the in-person learning day. [Probe: From the NEAR State facilitator? From your organization? From your supervisor? From your co-workers? Have any of these helped in their/your understanding of the model? In attempting or completing NEAR visits with families? Is there an example you can share?]

11. Going forward, what other kinds of supports would be helpful to you to guide home visiting staff in understanding the NEAR@Home approach and/or attempting or completing NEAR visits with families?

Now I would like to talk about what your team is telling you about what they are actually doing and to think about some examples if possible. If you mention specific names, we will never use real names in our transcription or reporting. We assign a 'letter' to them (e.g., Family A). [Adjust wording based on prior interview discussion.]

12. Tell me about how it is going with your staff in their NEAR visits with families. [Probe: Have they attempted visits? Have they completed visits? What are they saying about these visits? Can you give some examples of how it went? How the mothers/families responded?]

13. Have you, yourself, completed a NEAR visit? [Probe: How did it go? How did the mother/family respond?]

14. What has made it harder for your home visitors to attempt or complete NEAR visits? [Probe: What are some of the barriers to completing a NEAR visit?]

15. How has using the NEAR@Home approach affected relationships with clients? How would you say it has impacted families? [Probe: Has your staff talked about how families have shared any new insights? Have they seen behavioral changes?]

16. Has your staff talked about clients expressing interest in other services, or referrals based on NEAR visits or an ACES questionnaire/score?

17. Tell me about any cultural or language modifications that you or staff feel are needed to support home visitors in using the ACES questionnaire with families.

18. Tell me about any modifications you or your staff feel are needed in using the ACES questionnaire with high-risk or high-needs families.

Take a big picture, step back now: [IF there is time, or has not been touched on already]

19. Tell me about your opinion about talking with families about NEAR Science and the ACES questionnaire. [Probe: Do you think it's a questionnaire that home visitors should be using with families? Why or why not? Do you see any benefits in this practice?]

20. Thinking about the learnings overall, how does the NEAR@HOME approach feel to you in helping home visiting staff do NEAR@Home visits with families? [Probe: Are there things about it that made a lot of sense to you? Things that did not make sense to you? Or feel unnatural/uncomfortable?]

21. What do you see as the biggest benefits of bringing NEAR@HOME to families? [Probe: Do you see any challenges? If so, tell me more about them. How do you think you can guide or support home visitors in working through these challenges?]

22. Are there ways you think NEAR training/learning process could be improved to better prepare home visiting staff for NEAR visits? Is there anything about the NEAR@Home State Facilitator role that you feel could be improved?

23. We are wrapping up at this point. Is there anything else that you think would be important for us to know about your experience with NEAR@HOME that I didn't ask you about?

I appreciate you taking the time to share your thoughts with me and our team!

You will be contacted again for a 2nd interview after the NEAR@Home Integration Support Step is complete (about 4-6 months). You will also receive a link to a final follow-up survey. [These evaluation activities are voluntary and in no way effect your position or participation in the NEAR@Home learnings.

## Appendix H. Theory of Change

Figure H1. FAN Theory of Change/Logic Model

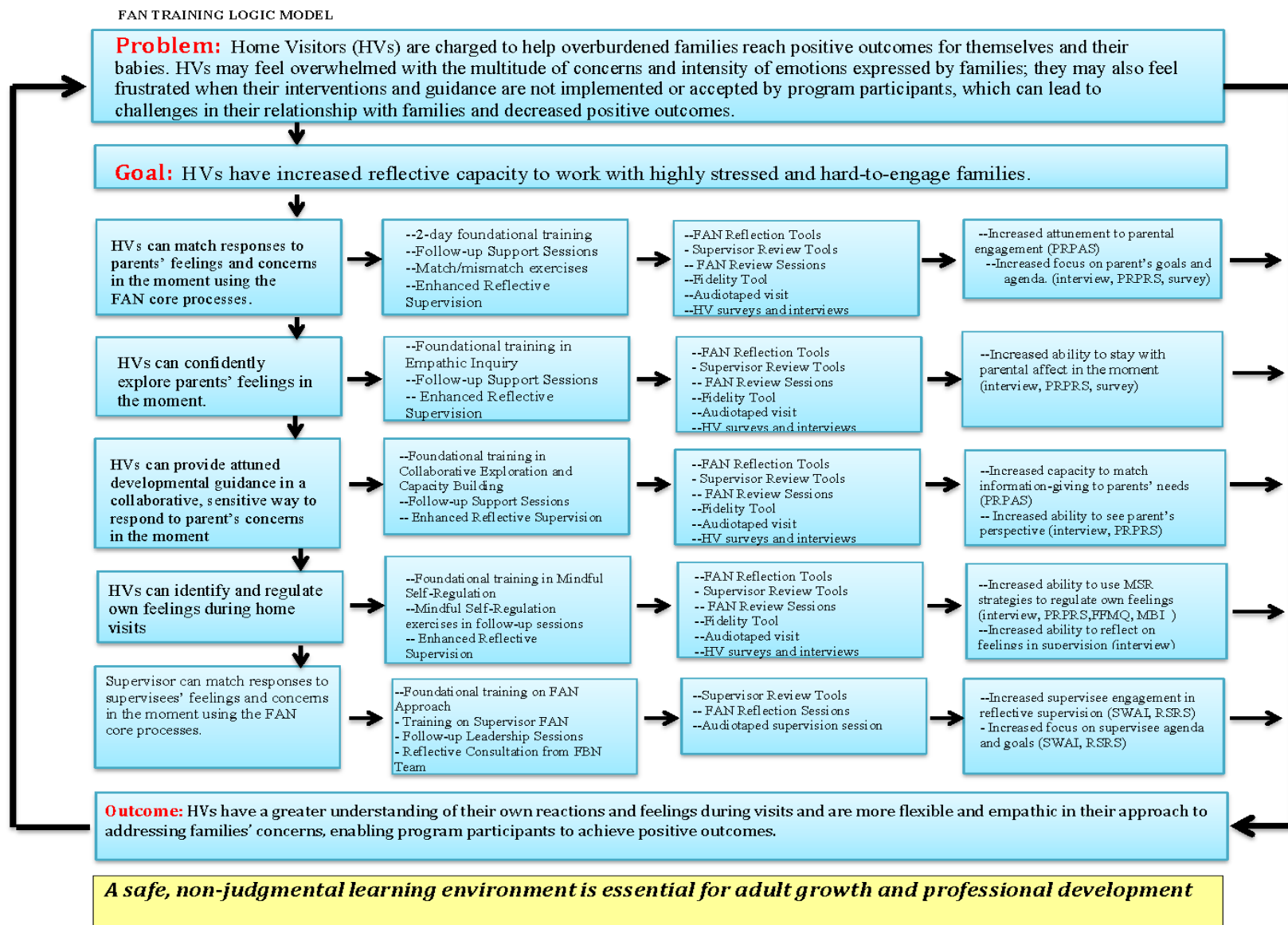


Figure H2. NEAR@Home Theory of Change

Steps for Learning NEAR@Home			
Step 1: <i>Readiness Assessment</i>	Step 2: <i>Foundational Science and Principles Review</i>	Step 3: <i>In-Person Learning Day</i>	Step 4: <i>Integration Support</i>
Goal			
Mutual discovery of Home Visiting team/program's readiness to learn and integrate the NEAR@Home toolkit	Aligned and accurate understanding of the science and theories that inform the NEAR@Home processes	Home visitors and supervisors will learn how to provide a NEAR home visit and how to provide/seek support in reflective supervision for NEAR home visits.	Home visiting staff will develop proficiency and consistency in providing NEAR home visits.
Process			
Your NEAR@Home facilitator will schedule a phone call with the home visiting program supervisor to discuss if this is a good fit for your program, the right time, and if your program has the supports in place to fully and safely implement NEAR. Your facilitator can offer guidance on steps needed to become ready.	Your NEAR facilitator will lead a discussion with your team on: <ul style="list-style-type: none"> <li>• social justice</li> <li>• trauma informed process</li> <li>• attachment theory</li> <li>• NEAR science with a focus on ACEs research</li> <li>• resilience</li> <li>• NEAR@Home Theory of Change</li> </ul>	Your NEAR facilitator will guide your team in: <ul style="list-style-type: none"> <li>• reading and discussing, section by section, The Core Elements of a NEAR home Visit.</li> <li>• coached role play in how to do a NEAR home visit</li> <li>• writing personal goals for integrating NEAR@Home into practice.</li> </ul>	Your NEAR facilitator will schedule monthly telephone calls/video conferencing calls with your team to: <ul style="list-style-type: none"> <li>• hear your stories of NEAR home visits</li> <li>• discuss concerns, ambivalence</li> <li>• support ongoing learning and integration</li> </ul>
Logistics			
Approximately 90-minute phone call between supervisor & facilitator	2-hour video conferencing or phone call with whole team	6 hours, in person, on site, in agency or community; ideal size 10-15 staff	Monthly, 60-90 minute phone/video call with team, 4 months

## Appendix I. Region X Evaluation Report Abbreviations

**ACEs** means Adverse Childhood Experiences are traumatic events occurring before age 18. ACEs include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration, and domestic violence identified in a public health study that were shown to impact child development and long term health outcomes.

**Big 3** means Mental Health, Substance Use and Domestic Violence which are issues impacting both home visitors and families they serve that are to be addressed through the MIECHV Innovation Grant.

**DCYF** means the Department of Children, Youth, and Families of the state of Washington that is issuing this RFP.

**EHS-HB** means the Early Head Start Home-Based home visiting model that meets the federal criteria for evidence of effectiveness for the MIECHV Program.

**FAN** model training means the Facilitating Attuned Interactions model training for reflection and parent engagement which is being implemented as an activity of the MIECHV innovation.

**NEAR** means Neuroscience, epigenetics adverse childhood experiences, resiliency

**HFA** means the Healthy Families America home visiting model that meets the federal criteria for evidence of effectiveness for the MIECHV Program.

**HRSA** means the United State Department of Health and Human Services: Health Resources and Services Administration.

**HV** means home visiting.

**Innovation Grant** means the Maternal, Infant and Early Childhood Home Visiting (MIECHV) competitive grant award Washington issued in December 2016 to advance the recruitment and retention of a high quality early childhood home visiting workforce.

**LIA** means the Local Implementing Agencies and refers to local organizations providing home visiting services in Region X states.

**MIECHV** Program means the Maternal, Infant and Early Childhood Home Visiting Program authorized by the federal Affordable Care Act (ACA).

**NFP** means the Nurse-Family Partnership home visiting model that meets the federal criteria for evidence of effectiveness for the MIECHV Program.

**PAT** means the Parents as Teachers home visiting model that meets the federal criteria for evidence of

effectiveness for the MIECHV Program.

**PSU** means Portland State University, the Contractor on record conducting the MIECHV Innovation Grant Evaluation.

**REGION X** means the four states comprised of Alaska, Idaho, Oregon and Washington that will be working as a collaborative through the MIECHV innovation grant.

**REGION X Governance Committee** means the group of MIECHV administrators and team members from Alaska, Idaho, Oregon and Washington who provided collaborative guidance and oversight to the grant activities as outlined in the Region X governance structure.

**Thrive Washington** means the Washington Early Learning Fund doing business as Thrive Washington, a private-public partner responsible for supporting high quality home visiting in Washington State and implementing the NEAR@ Home Toolkit training and coaching of NEAR@Home Facilitators.

**Workforce Study** means the Region X Workforce Survey conducted with home visitors in Alaska, Idaho, Oregon and Washington.