

Relationship-Based Competencies to Support Family Engagement

A Guide for Early Childhood Professionals Who Make Home Visits



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Parent, Family and Community Engagement

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NATIONAL CENTER ON
Parent, Family and Community Engagement

Relationship-based Competencies to Support Family Engagement: A Guide for Early Childhood Professionals Who Make Home Visits



Relationship-Based Competencies to Support Family Engagement: A Guide for Early Childhood Professionals Who Make Home Visits describes the knowledge, skills, and individual practices that home visitors need to engage with parents and families. These competencies apply to home-based Head Start and Early Head Start, and they may also apply to other home visiting programs. This resource can help home visitors build on their skills and further develop their professional practice.

These relationship-based competencies (RBCs) and examples of how they can be put into practice are provided to guide home visitors as they build goal-directed partnerships with families. Ongoing, positive interactions and effective partnerships support the development and well-being of infants, young children, and families.

A Guide for Early Childhood Professionals Who Make Home Visits is one of a set of four resources (see diagram below). To get the most benefit, pair this guide with **Relationship-Based Competencies to Support Family Engagement: Overview for Early Childhood Professionals**. Family engagement is everyone’s business.

Relationship-Based Competencies to Support Family Engagement

All early childhood professionals can use knowledge, skills, and practices to support family engagement. This set of resources defines the RBCs for all early childhood professionals and for those in the roles shown below.



What are the Relationship-Based Competencies for Early Childhood Professionals Who Make Home Visits?

Relationship-based competencies for home visitors are the knowledge, skills, and practices they use to engage families effectively in positive, goal-oriented relationships. Such relationships with families support their progress and encourage the strong parent-child relationships that contribute to family well-being and better outcomes for children. The RBCs are relevant to home visitors who work in home-based Head Start, Early Head Start, and other home visiting programs.

Specific RBCs for home visitors are listed in a set of tables in this resource. Each competency is defined and followed by a list of the knowledge, skills, and individual practices that inform professional practice. The ways to use each RBC depends on the following:

- home visitor’s role in the program,
- the size of the home visitor’s caseload,
- community in which the program is located,
- strengths and challenges of individual families, and
- resources available to the program.

Home visitors support parents in providing safe and nurturing environments for their children. Over time, families and home visitors build strong relationships that lead to lasting benefits for the entire family. In Early Head Start and Head Start home-based and center-based programs, for example, home visitors often work closely with teachers and family services professionals to support children’s learning and family well-being.

Early Head Start and Head Start home visitors work with parents in home-based programs to promote secure parent-child relationships and use the home as a learning environment. In other programs, home visitors provide most of the education and family support services that the program offers.

Supervisors, coaches, and consultants can use these RBCs to provide reflective practice and help build home visitors’ family engagement knowledge and skills. The RBCs can guide program leaders as they develop and implement policies, infrastructure, and governance structures that support the use of the RBCs. State, territory, tribal, county, and district administrators can use this resource to guide the design of policies and professional development content. (See pages 24-25 for additional guidance about using the RBCs in everyday leadership work).



Why is Family Engagement Important for Home Visitors?

Parent-child relationships and family well-being make a difference in children's development and well-being (Anda et al., 2006; National Academies of Sciences, Engineering, and Medicine, 2016; National Research Council and Institute of Medicine, 2000). Early childhood home visitors play a critical role in helping families support children's development and make progress toward their goals. A family's goals include aspirations for their children's learning and development and goals for the family's well-being.

Effective home visiting requires positive, collaborative relationships between families and home visitors. These relationships can reinforce the importance of parents and families and the understanding that parents are the true experts on their own children. Home visitors can work together with families to provide experiences that support children's development and learning. A home visitor's knowledge, skills, and practices engage families to improve the life outcomes of their children and the well-being of their families (Avellar, & Supplee, 2013; NCPFCE, 2014; National Research Council and Institute of Medicine, 2000; Paulsell, Avellar, Martin, & Del Grosso, 2010).

Each family in an early childhood home visiting program comes with strengths, experiences, and cultures that give meaning and direction to their parenting, family goals, and engagement in home visiting programs. For home visiting to increase the developmental support available in a child's home environment, it is especially critical to adapt and individualize services to each family.

Family engagement in home visiting requires that home visitors build trusting relationships with families. Home visitors who are well trained in relationship-based competencies are better prepared to engage families and support children's early development and learning at home.

Effective family engagement in home visits promotes families' abilities to build on their strengths and passions to make progress toward their goals for their children and family. Successful family engagement increases families' abilities to overcome risks and challenges to be the sensitive and responsive caregivers and teachers they want to be for their children (NCPFCE, 2013; 2014).



Key Terms Related to the Relationship-Based Competencies and Parent, Family, and Community Engagement

A **Relationship-Based Competency**¹ is a set of knowledge, skills, individual practices, and other characteristics, including attributes, behaviors, and actions, that are necessary to be effective in one's family engagement work.

Professional practice is a combination of knowledge, skills, and individual practices that are measurable or observable and describe what a person needs to know and how to do the work successfully. Specifically:

- **Knowledge** refers to what early childhood professionals need to know.
- **Skills** refer to what early childhood professionals need to apply their knowledge.
- **Individual practices** include key examples of what early childhood professionals do.

Family engagement is an interactive process through which early childhood (EC) providers and other EC professionals, family members, and their children build positive and goal-oriented relationships. It is a shared responsibility of families and professionals that requires mutual respect for the roles and strengths each has to offer. Family engagement means doing with—not doing to or for—families. At the program level, family engagement involves parents' engagement with their children and with providers as they work together toward the goals that families choose for themselves and their children. EC providers work together with families, other professionals, and community partners in ways that promote equity, inclusiveness, and cultural and linguistic responsiveness.

Parent and family. These terms are used interchangeably throughout this document. The terms may be viewed differently from the lenses of different cultures. However, the use of **parent** and **family** refers to all adults who interact with early childhood programs and systems in support of children in their care. This would include biological, adoptive, and foster parents and step-parents, grandparents and other caregiving kin, and legal and informal guardians. This could also include parents who do not live with the child. When practicing relationship-based family engagement, professionals should keep in mind that families also include siblings, cousins, and other family members living in the household.

Strengths-based perspective.² An approach to working with families that focuses on their interests, abilities, motivations, and resources. Instead of focusing on problems and needs, a strengths-based point of view sees families as agents capable of making their own change as they work to achieve their goals. Early childhood professionals who use a strengths-based approach support families as they realize their own potential.

¹ U.S. Office of Personnel Management. (n.d.). *Assessment and selection: Competencies*. Retrieved from <https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/>; Office of Head Start Early Childhood Learning and Knowledge Center. (n.d.). *Establishing a competency-based management framework*. U.S. Department of Health and Human Services, Administration for Children and Families. Retrieved from <https://eclkc.ohs.acf.hhs.gov/human-resources/article/establishing-competency-based-management-framework>

² Saleebey, D. (2009). *The strengths perspective in social work practice*. Boston: Allyn and Bacon.

How Do Home Visitors Engage with Families?

Home visitors engage families in maintaining strong parent-child relationships, guiding their children's early learning, and promoting their family's well-being. At the core of the RBCs for home visiting is a shared understanding of the influence of parent-child relationships in children's early development and well-being and the importance of a responsive connection between the family and the home visitor.

Family engagement is crucial for home visiting. A home visitor works closely and regularly with individual families and children in their homes, engaging parents and other family members in supporting child development in their everyday interactions and activities.

By ensuring that families feel comfortable, understood, and involved in the planning of home visit topics and activities, home visitors can help families provide an early learning environment in their homes that is adapted to their values, traditions, and everyday activities. To engage families in home visits, home visitors build trusting relationships that boost parents' confidence in their abilities to nurture their children's development and promote their family's well-being. In turn, families are better prepared to be the lifelong educators of their children.

Home visitors are in a position to support families in recognizing how family well-being affects children's ability to feel safe, secure, and ready to learn. When a child is hungry because of food insecurity or not rested due to homelessness, or when the child is adjusting to a new sibling or a change in the parent's work schedule, a home visitor works with families to understand and respond to the impact of these experiences on the child and family.

Home visitors use the RBCs to learn about the hopes, dreams, and values of each family and find ways for families to meet their goals. Home visitors collaborate with parents to identify family strengths and resources to support their children's development, meet challenges, and reach family goals. These resources may be available in their family, social network, neighborhood, or community, and may include parent-led organizations and resource centers.

A Special Note to Supervisors and Administrators

Family engagement requires both time and commitment to working with families. It is important for home visitors to work in an environment that values relationships and assigns manageable workloads to allow staff and families adequate time to get to know one another and work toward family goals. This is, in part, why many early childhood home visiting programs such as Early Head Start and Head Start home-based programs have restrictions on home visiting caseloads.



Research shows that large caseloads limit a home visitor's ability to offer services that work for each child and family. Large caseloads also lead to high rates of staff burnout and turnover (Schodt, Parr, Araujo, & Rubio-Codina, 2015). When home visitors have manageable workloads, they have time to engage with families and learn about each family's experiences and cultures. They also stay in their positions longer and better address challenges that arise. These benefits lead to more positive outcomes for both children and their families.

Key Terms Related to Professional Development

Coaching.³ A form of professional development in which an individual with knowledge and experience in the skill being coached enters into a partnership with a professional. The coaching professional observes the professional's work, encourages reflection, offers feedback, and supports goal-setting to help the professional master and implement effective practices.

Organizational culture.⁴ The shared assumptions, beliefs, values, and goals that guide staff interactions and the functioning of an organization.

Parallel process. The process that occurs when an individual's behaviors and practices are similar to the behaviors, practices, or interactions of others working in parallel. It is also the process that occurs when similar practices are mirrored in different parts of an organization, community, or system.

Professional boundaries.⁵ The limits of professional responsibility and role. The RBCs encourage positive relationships with families. Boundaries identify the lines to be respected and not to be crossed in interactions with others. Early childhood professionals carefully consider the difference between personal and professional relationships and turn to supervisors for guidance and support in assessing their relationships with families. Ethical guidelines about relationship boundaries are offered by various early childhood education, home visiting, and family services organizations.

Reflective practice.⁶ Taking time to think about what has happened, what is happening, and what should happen next. Reflection informs our professional practice and improves our ability to communicate with children and families, colleagues, and professionals more effectively.

Reflective supervision.⁷ A collaborative relationship to support professional growth. Supervisors facilitate reflection by the professionals by offering time for dialogue about performance and by asking them to evaluate themselves. The process of reflective supervision helps identify professionals' strengths and challenges, and it addresses their needs for training or support.

³ The National Center on Quality Teaching and Learning. (2014). *Practice-based coaching: Collaborative partnerships*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-handout.pdf>

⁴ Heathfield, S. M. (2016). *Culture: Your environment for people at work*. Retrieved from The Balance: <https://www.thebalance.com/culture-your-environment-for-people-at-work-1918809>

⁵ Early Head Start National Resource Center. (n.d.). *Professional boundaries in work with expectant families and infants and toddlers and their families*. Retrieved from: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/professional-boundaries-materials.pdf>

⁶ National Center on Parent, Family, and Community Engagement. (2017). *Parent, family, and community engagement professional development guide: Reflective practice*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Retrieved from <https://eclkc.ohs.acf.hhs.gov/pdguide>

⁷ Office of Head Start Early Childhood Learning and Knowledge Center. (n.d.). *Tips on becoming a reflective supervisor and a reflective supervisee*. U.S. Department of Health and Human Services, Administration for Children and Families. Retrieved from <https://eclkc.ohs.acf.hhs.gov/human-resources/article/tips-becoming-reflective-supervisor-reflective-supervisee>

Relationship-Based Competencies to Support Family Engagement

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT	
COMPETENCY	PROFESSIONAL PRACTICE
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family
3. Family Well-Being and Families as Learners	Supports families' reflections on and planning for their safety, health, education, well-being, and life goals
4. Parent-Child Relationships and Families as Lifelong Educators	Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children
5. Family Connections to Peers and Community	Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges
6. Family Access to Community Resources	Supports families' use of community resources to make progress toward positive child and family outcomes
7. Leadership and Advocacy	Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community
8. Coordinated, Integrated, and Comprehensive Services	Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system
9. Data-Driven Services and Continuous Improvement	Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities
10. Professional Growth	Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement

Relationship-based Competencies for Home Visitors

1. Positive, Goal-Oriented Relationships

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> Understands effective relationship-building practices with expectant families, parents, families, children, and professionals Understands the importance of cultures and languages when working with all children and families Understands the importance of home visitors working in partnership with families by sharing planning and decision-making to support child learning and development and family well-being Understands the need to get to know each family Understands the importance of positive relationships between families and home visitors to identify, encourage, and celebrate children’s development and learning Is familiar with professional ethical standards 	<ul style="list-style-type: none"> Understands effective relationship-building practices with expectant families, parents, families, children, and professionals Understands the importance of cultures and languages when working with all children, families, and professionals Understands the specific competencies, goals, and processes for home visitors working with families in early childhood programs Understands how reflection and being respectful of home visitors supports their respectful partnerships with families and other professionals (parallel process) Understands the importance of supporting the well-being of home visitors, including helping them identify support services (for example, health and mental health) if needed Knows professional ethical standards and how to share them with home visitors
SKILLS	<ul style="list-style-type: none"> Helps families feel comfortable engaging in services provided in their homes Helps families feel safe and respected by building mutually trusting relationships over time Shows respect for each family’s cultures, values, and life situation Uses effective, responsive communication skills with families. Examples include paying attention to both verbal and nonverbal messages, listening carefully without interrupting, and repeating what the other person said to make sure she or he is understood. Creates opportunities for expectant families and parents to identify their goals for their children and themselves, and regularly follows up on progress. Examples include learning, parent-child interactions, health and mental health, nutrition, safety, family literacy, bi-lingual or multi-lingual abilities, financial literacy, and basic needs. Tailors conversations with families to support their goals Plans and implements learning activities and opportunities to support family’s goals for their children’s learning and development Interacts with both parent and child together, to facilitate parent support of child development Adjusts plans, approaches, and services to meet each family’s and child’s specific needs Reflects on interactions and experiences with families to enhance skills on an ongoing basis 	<ul style="list-style-type: none"> Models the use of relationship-based competencies in working with other professionals through collaborative and respectful relationships (parallel process) Uses effective, responsive communication skills, including active listening, that demonstrate cultural sensitivity and openness to feedback from home visitors Uses reflective practices in coaching and supervision to support home visitors’ work and relationships with families Creates opportunities for staff to identify goals and enhance professional practice and follows up on progress regularly Offers training, learning activities, and other opportunities that support home visitors’ ability to plan and deliver learning activities and opportunities that support the family’s goals for their child’s learning and development Guides home visitors as they build relationship-based competencies Provides structured opportunities for home visitors to learn from individual families and other professionals to design and implement activities based on the family’s goals

1. Positive, Goal-Oriented Relationships, cont.

	Home Visitors	Supervisors of Home Visitors
PRACTICES	<ul style="list-style-type: none"> • Helps expectant families and parents feel comfortable with home visitors observing and supporting their parenting • Greets and makes efforts to connect with all family members in the home, allowing opportunities to engage in services and share information • Creates time for open communication with families • Meets with each family when they first enroll in the program to learn about their situation and goals • Involves siblings and other family members to promote positive family interactions that support child development and family well-being • Works with each family to develop and create plans to support child development and learning that describe family's strengths, resources, challenges, goals, and needs • Reviews the family's goals and progress toward their goals with the family regularly • Acts in ways that are consistent with ethical standards for home visitors 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> • Helps home visitors contribute in meaningful ways to each family's goals for themselves and their children • Coaches home visitors in reflective listening and other communication skills that are culturally responsive • Orients new home visitors to the philosophy, services, and organizational culture of the program that supports positive, goal-oriented relationships • Helps home visitors develop strong, positive, and effective relationships with families, including families experiencing crises • Offers training for home visitors about the relationship-based competencies, including goal-setting and planning with families <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> • Creates a positive organizational culture and climate that promotes relationship-based practices and staff wellness • Provides professional development opportunities that increase staff knowledge and skill to integrate families' cultures, languages, values, and traditions into daily practices throughout the organization • Enacts procedures and policies that provide time for regular and frequent communication between professionals and parents • Enacts policies, to the extent possible, that support home visitors working with the same family over time • Ensures that all home visitors understand their responsibilities and priorities • Ensures that all home visitors and managers know how and where to get additional support for families as needed from others in the program or community • Ensures that program-wide services respond to the strengths, challenges, and needs of families (for example, matching home visiting schedules with family work schedules) • Limits caseloads so home visitors can individualize support for families and strengthen family well-being • Provides guidance to home visitors about policies, guidelines, procedures, and expectations related to confidentiality, privacy, and professional ethical standards • Ensures that all program policies adhere to professional ethical standards

2. Self-Aware and Culturally Responsive Relationships

Respects and responds to the cultures, languages, values, and family structures of each family

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> • Understands that each family has unique strengths and resilience • Understands how families' cultures influence caregiving practices, and shape family life and children's early development • Understands and respects variations in families' cultures, experiences, expectations, and child-rearing beliefs and practices • Understands one's own beliefs, values, experiences, ethics, and biases to increase self-awareness about how they may affect work with children and families • Understands how to help parents navigate differences in cultures between home and community • Knows that despite best efforts from everyone, there may be misunderstandings due to different cultural beliefs, values, and viewpoints and knows how to navigate these misunderstandings 	<ul style="list-style-type: none"> • Views professionals and families as having unique strengths and resilience with diverse values, temperaments, and learning styles • Understands how families' cultures influence caregiving, children's development, family life, and relationships between home visitors and parents • Understands and respects variations in families' cultures, languages, experiences, expectations, and child-rearing beliefs and practices • Understands one's own beliefs, values, experiences, ethics, and biases and how they may affect work with children and families • Understands how to support home visitors to bridge differences in cultures between home and community
SKILLS	<ul style="list-style-type: none"> • Builds positive relationships with each family • Reflects on one's own beliefs, values, experiences, ethics, and biases to increase self-awareness • Seeks information about the strengths, cultures, beliefs, values, and circumstances of each family • Engages in relationships that are responsive to families' cultures, languages, and values • Shows respect for the contributions of home languages and cultures and works with families to create shared understandings • Discusses with families that the purpose of learning about family traditions, living situation, cultures, languages, and values is to better support relationships between children and their families • Develops skills to engage in cross-cultural conversations that respect families' beliefs, opinions, and caregiving practices 	<ul style="list-style-type: none"> • Builds positive and supportive relationships with each home visitor • Identifies and reflects on personal values, experiences, ethics, and biases and uses this information to become more self-aware and more effective in working with a wide range of individuals. Considers issues related to gender, race, ethnicity, cultures, educational and ability level, and/or socio-economic class. • Shows respectful interest in learning about the cultural backgrounds of professionals and families • Engages home visitors in regular discussions about the purpose of learning about family traditions, living situation, cultures, languages, and values to better support relationships between families and their children • Creates opportunities for home visitors to reflect on personal values, beliefs, experiences, ethics, and biases that may arise when working with families • Creates opportunities for home visitors to problem solve instances in which they feel that family cultural beliefs differ from program policies

2. Self-Aware and Culturally Responsive Relationships, cont.

	Home Visitors	Supervisors of Home Visitors
PRACTICES	<ul style="list-style-type: none"> • Uses a variety of communication strategies to reach families • Uses approaches with parents that show sensitivity and respect for their cultures and languages • Communicates with families in their home languages, to the extent possible, or arranges for an interpreter, as needed, to communicate fully and effectively • Uses learning materials for children and parents that reflect families' cultures and incorporate family customs and traditions • Creates opportunities during learning activities for families to share their cultures, values, experiences, ethics, languages, and strengths • Follows household routines and customs and shows respect for cultural symbols and caregiving practices when visiting the family's home • Encourages families to consider how they will share customs and traditions with their children • Welcomes conversations about parenting and each family's cultures, languages, values, experiences, ethics, and strengths • Seeks information or consultation about specific cultural values and practices when necessary • Assesses policies and procedures for opportunities to ensure they reflect cultural perspectives of families in the program 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> • Offers training and coaching to increase home visitors' skills for engaging in culturally and linguistically responsive relationships with families • Offers training and coaching to support use of a variety of communication strategies to reach families • Ensures that home visitors speak with families in their preferred language and use skilled interpreters when this is not possible • Ensures that program materials for families are culturally and linguistically applicable and appropriate • Shares reflections with home visitors about one's own strengths and limitations • Seeks information or consultation about specific cultural values and practices when necessary <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> • Welcomes all families promoting and valuing diversity across family structures, cultures, languages, perspectives, and values • Works with program management to ensure that the program shows respect for families' languages and cultures • Integrates different cultural perspectives into policies and procedures and shares with home visitors • Provides professional development and self-care opportunities that increase self-awareness and responsiveness to families • Ensures budget allocation for resources to support home language learning in the program (for example, interpreters, translators, web-based technology, and materials)



3. Family Well-Being and Families as Learners

Supports families’ reflections on and planning for their safety, health, education, well-being, and life goals

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> • Knows how to recognize family resilience, strengths and resources, and unique gifts and talents, and what families already do to maintain family well-being and cope with challenges • Understands that children’s healthy development is related to family well-being and family goals for themselves and their children • Knows the signs of depression, trauma, substance use, homelessness, domestic violence, child maltreatment, food insecurity, mental illness, and other challenges to child and family well-being • Knows about laws and regulations that support and protect families and children • Knows what steps to take and who to talk with if child or family safety may be threatened • Understands how to identify dangerous situations and how to ensure one’s own safety when out in the community and working in families’ homes • Knows about resources in the community to support families’ safety, health, mental health, financial stability, economic mobility, and educational growth and asks others for referral information when needed • Understands the importance of asking for support from their supervisor or colleagues about issues that are beyond their current professional skills and knowledge 	<ul style="list-style-type: none"> • Knows how to help home visitors recognize family resilience, strengths and resources, and unique gifts and talents, and to recognize what families already do to maintain family well-being and cope with challenges • Recognizes the emotional effects on home visitors who work with families experiencing trauma, depression, substance use disorders, other mental illness, homelessness, domestic violence, food insecurity, and other challenges to family well-being • Knows the most current information that all home visitors need about laws and regulations to support and protect families and their children • Understands what steps home visitors need to take to be safe and to ensure that children and families are safe when their safety may be threatened • Knows about resources in the community that can help home visitors support families’ safety, health, mental health, financial stability, economic mobility, and educational growth • Understands ways that home visitors can offer assistance to families coping with stress and daily challenges
SKILLS	<ul style="list-style-type: none"> • Applies information about families’ strengths, talents, cultures, languages, aspirations, resources, challenges, needs, and goals to their work with families • Uses a supportive and non-judgmental approach to talk with parents about difficult or sensitive topics • Recognizes the importance of taking time for self-care, for one’s own well-being and for others, especially when supporting families in crisis • Expresses kindness, warmth, and compassion when families are overwhelmed by demanding challenges, trauma, or stress • Seeks support from their supervisor or colleagues about how to be successful in conversations that are difficult to have with families • Provides information about and connects families with community and cultural networks that offer opportunities to use and build on their strengths and support family safety, financial literacy, economic mobility, educational growth, health, and other aspects of family well-being • Works with families in a collaborative goal-setting process to identify their goals and available resources and to plan steps toward achieving their goals • Works with families to identify opportunities for education, training, and employment to advance family economic mobility • Talks with families about indicators of healthy relationships and identifies related social supports and other resources 	<ul style="list-style-type: none"> • Invites home visitors to identify their own strengths, gifts, resources, and social supports that help them cope with work challenges • Works with home visitors to enhance their skills in crisis management • Offers training and coaching for home visitors about how to effectively support families in crisis while maintaining self-care, and adjusting workloads and work conditions when possible • Builds connections between program and community networks that provide families with opportunities to use and build on their strengths and offer services that families identify as needed to support their safety, economic mobility, health, nutrition, and other aspects of family well-being • Supports home visitors in ongoing learning about community resources • Helps home visitors when they need to work with families about issues that are beyond their current professional skills and knowledge • Models skills that prevent and address conflict among professionals in the program and between professionals and families • Monitors and addresses home visitors’ stress when working with families who are experiencing serious challenges • Maintains a current list of community resources in the program • Works with home visitors to identify available opportunities for families related to education, training, and employment

3. Family Well-Being and Families as Learners, cont.

	Home Visitors	Supervisors of Home Visitors
PRACTICES	<ul style="list-style-type: none"> • Checks in with families at the beginning of each home visit to see how they are doing • Talks with families about their well-being and short- and long-term goals and offers resources or referrals if appropriate • Checks in with parents about child’s reactions to issues related to family well-being and partners with parents to respond to any concerns • Shares information about, and connects families with, community and cultural resources that support family safety, economic mobility, educational growth, health, and well-being • Follows up with families to check if resources or referrals were helpful • Follows up with other program staff and/or referral sources and community partners to evaluate if services are helpful and effective • Consults with their supervisor, coach, or colleagues about appropriate resources or referrals to share with families experiencing serious challenges • Links parents to training opportunities to increase their self-sufficiency and progress toward their education and career • Assesses risks to self, child, and family in homes and neighborhoods and takes appropriate precautions • Follows policies, guidelines, and expectations related to confidentiality, privacy, and ethical standards in work to support family well-being and families as learners 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> • Works with home visitors to partner with parents to develop steps and to support families’ progress in addressing family well-being • Offers training and coaching for home visitors about working with families about issues related to family well-being and adversity • Guides home visitors in reflective practice (self-reflection) about their work to support family well-being, especially those working with families in crisis • Works with program management and home visitors to ensure that families have information about services that support family well-being • Guides home visitors to work with families to consider and select services, and to follow up on the effectiveness of services <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> • Ensures that all staff including home visitors have supports for the practice of self-care • Implements clear policies regarding the safety and well-being of children, families, and professionals • Ensures all professionals complete training about mandated reporting procedures and how to work with families when child or family safety may be threatened • Ensures that home visitors have time to complete required forms and meet reporting requirements • Establishes policies to ensure coaching and/or reflective supervision for all home visitors, especially those working with families in crisis • Ensures that home visitors adhere to program policies, guidelines, and expectations related to confidentiality, privacy, and ethical standards in work to promote family well-being and families as learners



4. Parent-Child Relationships and Families as Lifelong Educators

Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> Understands that children’s early family relationships serve as a foundation for later development and learning Understands prenatal development and healthy pregnancy behaviors Understands that families’ cultures, languages, and history shape the way that parents raise their children and the way that family members relate to each other Knows how children learn in their everyday interactions with their parents Understands the importance of parents and children enjoying their interactions with each other Understands the value of focusing on child development strengths—what children can do and what parents already do to foster growth, and uses these strengths as a foundation for communication with families Understands the value of focusing on family strengths—what families already do to build strong parent-child relationships and supports each family member’s development and learning Knows expected child development milestones, patterns of developmental change, and cultural variations in these, and has strategies for sharing information with families in a supportive manner about the child’s progress or potential concerns Knows about resources to support families of children who are learning more than one language, have exceptional potential, and/or specific needs, including behaviors considered challenging, disability, or developmental delay 	<ul style="list-style-type: none"> Understands that children’s early family relationships serve as a foundation for later development and learning Understands that families’ cultures, languages, and history shape the way that parents raise their children and the ways that family members relate to each other Understands the value of focusing on child development strengths—what children can do and what parents and professionals already do with them—to promote effective communication about children’s development Understands the value of focusing on family strengths—what families already do to build parent-child relationships and to support each family member’s development and learning Knows about resources to support families of children who are learning more than one language, have exceptional potential, and/or have specific needs, including behaviors considered challenging, disability, or developmental delay
SKILLS	<ul style="list-style-type: none"> Supports children’s attachment and relationships with their parents and other caregivers Communicates with families about child progress in ways that deepen trust and build relationships with families Focuses on child and family strengths in discussions with parents about their children Listens to concerns and supports positive anticipation and preparation in expectant families Prepares parents to anticipate new behaviors and skills by providing information about learning as a developmental progression Communicates with parents about transitions that might be challenging for their child, and works with parents to develop strategies that can help the child Notifies and describes to parents positive parenting interactions, especially those that support children’s security, confidence, exploration, interests, and learning Guides or connects parents with resources to address developmental concerns, including how to manage behaviors considered challenging in positive, developmentally appropriate, inclusive ways Partners with parents and other program professionals or experts to identify and support ongoing learning opportunities for parents to enjoy with their children at home and in the community Engages families actively in interactions with their children during home visits 	<ul style="list-style-type: none"> Supports home visitors in building skills to promote positive parent-child interactions Offers training and coaching to enhance home visitors’ skills for supporting parent-child relationships and families as lifelong educators Engages in a process to identify and implement parenting opportunities that fit with the family’s strengths, cultures, and caregiving practices Compiles resources to support families of children who are learning more than one language, have exceptional potential, and/or have specific needs, including behaviors considered challenging, disability, or developmental delay

4. Parent-Child Relationships and Families as Lifelong Educators, cont.

	Home Visitors	Supervisors of Home Visitors
SKILLS	<ul style="list-style-type: none"> Talks with families about opportunities to support school readiness Supports and/or offers parenting education opportunities for parents that fit well with the child's cultures, gender, and age 	
PRACTICES	<ul style="list-style-type: none"> Learns from parents about how to recognize their child's verbal and nonverbal cues and what they may mean Observes parent-child interactions and provides encouragement for parent to respond to child's interests and needs Shares child progress that is meaningful and understandable to families Supports expectant families in positive health practices and in planning for their baby Ensures that families' desires and goals for their children guide learning activities and routines Ensures that families drive the development of goals for their children ((including participation in the Individual Family Service Plan [IFSP] and Individualized Educational Plan [IEP]) Engages actively with families and their children in responsive, language-rich interactions in ways that are culturally responsive Uses materials and activities already available in the home and the natural world for learning activities during home visits Creates learning opportunities for parents and children to enjoy together Supports playful and mutually enjoyable interactions between parents and children Partners with parents to identify and respond to children's emotions, communication, interests, and basic needs by talking with parents about observed or potential parent-child interactions Individualizes child and family learning resources and informational materials to each family's unique experiences, languages, and cultures Reflects with parents on ways to manage children's behaviors to support their growth at home Supports successful transitions by providing families with appropriate information, training, and connections to early care, and early intervention, and educational settings and kindergarten Welcomes opportunities to connect with other professionals who work with families (for example, early intervention or school personnel) 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> Works with home visitors to partner with parents as they set goals for themselves and their children, and as they make plans to work toward those goals Offers training and coaching for home visitors about how adults learn and change and for professionals and families about parenting behaviors that support child development and learning Guides home visitors in reflective practice (self-reflection) about their work to support parent-child relationships in ways that are culturally responsive Works with program management and home visitors to ensure that families have information about their child's progress Works with program leadership and home visitors to ensure that families drive the development of their goals for their children (including participation in the Individual Family Service Plan [IFSP]⁸ and Individualized Educational Plan [IEP]⁹) Works with home visitors to develop steps to support transitions of all children and families to and from other early learning settings or to kindergarten <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> Ensures that schedules of home visitors provide adequate time to work with families Creates procedures to ensure child progress data is meaningful and understandable to families and is shared regularly Connects home visitors with resources to support families of children who are learning more than one language, have exceptional potential, and/or have specific needs including behaviors considered challenging, disability, or developmental delay Ensures budget allocation for resources to engage parents in supporting child development (for example, web-based technology, materials, and transportation)

⁸ A written plan for early intervention services for an infant or toddler, age 0–3 years, with an identified disability. (U.S. Department of Education, Office of Special Education and Rehabilitation Services, Office of Special Education Programs. Individualized Family Service Plan. Retrieved from <https://www2.ed.gov/policy/speced/reg/idea/part-c/model-form-ifsp.pdf>)

⁹ A written education plan for each child age 3–21 who receives special education and related services. (U.S. Department of Education. A Guide to the Individualized Education Program. Retrieved from <https://www2.ed.gov/parents/needs/speced/iepguide/index.html>)

5. Family Connections to Peers and Community

Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> Understands the importance of social support networks for families, especially for those with children of similar age Knows the resources available in the community and early childhood field that may support families' strengths, interests, and challenges Understands how positive parenting skills and practices support children's development and well-being Understands the importance of learning from families' experiences related to community resources to increase knowledge about beneficial and effective services for families and their children 	<ul style="list-style-type: none"> Understands the importance of social support networks for professionals and families Knows the resources and opportunities available in the community for both professionals and families Knows effective strategies for facilitating social interactions among parents
SKILLS	<ul style="list-style-type: none"> Encourages families to identify, develop, and use informal and formal social support networks. Examples include socialization groups, family-led organizations, family support networks, neighborhood groups, faith/spiritual communities, civic organizations, and other social groups. Identifies common and individual interests, and strengths and challenges of parents, and uses that information to plan activities and group learning opportunities Teaches adults effectively in one-to-one and group situations Uses group facilitation skills to lead socialization and parenting group work effectively 	<ul style="list-style-type: none"> Provides home visitors regular peer learning opportunities to share ideas and enhance practice Trains and coaches home visitors on facilitation skills to lead parenting and socialization group work effectively, when their role involves working with parent groups Provides opportunities for home visitors to learn about, understand, and engage with the services offered by community organizations and to build relationships with community peers and leaders
PRACTICES	<ul style="list-style-type: none"> Encourages parents to get to know one another through parent events. Examples include play and socialization groups, family nights, potluck dinners, ongoing parent education groups, family outings, and joint home visits. Partners with parents in planning stages of programming so that they can share their skills, cultures, and other talents during home visits or at group gatherings Supports parents' interests to contribute, volunteer, and collaborate in the classroom, program, and community Connects families with resources and events available in the community. Examples include recreational facilities, libraries, museums, parks and other outdoor activity resources, and civic organizations. 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> Promotes awareness of socialization experiences, community groups, learning, and volunteer opportunities for families Shares information about community educational resources and events with home visitors Helps to promote communication and coordination among community agencies Uses effective group facilitation in meetings with staff and community partners <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> Includes parents as active participants and leaders in training and decision-making groups so they can share knowledge, skills, cultures, languages, and talents Enacts program policies that allow home visitors to implement and evaluate family group events Ensures resource allocation for costs of approved socialization and peer-to-peer networking activities for families and professionals

6. Family Access to Community Resources

Supports families' use of community resources to make progress toward positive child and family outcomes

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> Understands that families and family networks offer social support and are resources for other families Knows about local social service and community resources available to families including how to access information that addresses unique goals and needs. Examples include health, mental health, nutrition, parenting, financial literacy, education, enrichment, recreation, job training, and employment. Understands how to partner with families to identify the local services and resources that best match family interests, cultures, languages, values, needs, and goals Understands the importance of learning from families' experiences with community resources to increase knowledge about beneficial and effective services for families and their children Understands when to ask their supervisor, coach, experts, or peers for help 	<ul style="list-style-type: none"> Understands that families and family networks offer social support and are community resources for other families Understands the importance of gathering information about community resources regularly that offer services to enhance family well-being and children's learning and development Understands how to help home visitors partner with families to match community and program resources with family strengths, interests, challenges, and goals
SKILLS	<ul style="list-style-type: none"> Partners with families to identify services and resources that might be helpful in reaching their goals Supports families' use of services and resources to meet family goals Recognizes when immediate assistance or support is needed for a family, especially when there are signs of possible developmental delays, or family concerns related to food insecurity, family and child safety, environmental toxins (for example, lead in the water supply or building), or a need for emergency shelter Supports partnerships with schools and community service providers to serve families more effectively 	<ul style="list-style-type: none"> Offers or participates in professional development community events to promote connections between community organizations and home visitors Offers training and coaching to support home visitors to recognize and address situations where immediate assistance or support is needed for the family Develops systems to ensure that home visitors know about and connect with community partners. Examples include presentations, briefings, participation in community events, directories, listservs, and online resources. Provides appropriate supervision when home visitors need support to respond to challenging situations
PRACTICES	<ul style="list-style-type: none"> Responds with information and support to families' expressed strengths, interests, challenges, or needs about the services in the community that can help them reach their goals Assists families in making phone calls or getting information to access services Coordinates with families and other professionals that offer services to children, such as early interventionists or infant mental health practitioners Checks in with families regularly to ask if they are receiving services that meet their expressed interests, challenges, or needs Consults with their supervisor, coach, experts, or peers to find information to address family challenges, needs, and goals, when necessary 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> Develops strong relationships with community, state, and/or national groups to support home visitors' work with families Provides opportunities for representatives of trusted community organizations to meet and present information about their services to home visitors and families. Examples include libraries, food banks, transportation, and local businesses. Reviews home visitors' practices in linking families with community services, when their role requires it, as part of ongoing reflective supervision <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> Enacts policies that support home visitors' and/or supervisors' time to build and nurture relationships with community partners Exercises leadership to advocate for resources in the community that meet families' expressed interests or needs Uses community assessment and program data, and families' feedback to form relationships with community agencies and improve access to resources Evaluates effectiveness of community partnerships specifically to guide and support involvement of home visitors

7. Leadership and Advocacy

Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> Recognizes that parents lead, make decisions, and advocate for their interests and may have experiences in formal leadership and advocacy roles Understands the importance of working together with parents in problem-solving and reaching solutions Is aware of advocacy and leadership opportunities for parents in the program and community Understands the barriers that may impede a family's ability to exercise their power and advocate effectively (for example, in the IEP and IFSP process) 	<ul style="list-style-type: none"> Knows about the skills home visitors need to be effective leaders and advocates and is aware of these opportunities in the community Understands how professionals can support parent leadership and advocacy in the program and the community Knows what changes are needed in the program to uplift parent advocacy and leadership Understands the barriers that may impede a family's ability to exercise their power and advocate for their family effectively (for example, in the IEP and IFSP process)
SKILLS	<ul style="list-style-type: none"> Includes families in decision-making, planning, implementing, and evaluating change at different levels of the organization Includes families in planning and implementing enrichment activities at home Listens to families' ideas and encourages families to move their ideas forward Encourages parents to participate in leadership and advocacy opportunities that exist in the program and community Encourages parents to work together to advance policy change in the program and community Supports families in developing skills and confidence to be effective leaders and advocates for their children 	<ul style="list-style-type: none"> Supports home visitors in developing skills and confidence to be effective leaders and advocates so they can support families as leaders and advocates (parallel process) Offers skills-based training for home visitors in engaging and supporting families to be leaders and advocates in the program and community
PRACTICES	<ul style="list-style-type: none"> Works with families to plan how to advocate for their children's development and family well-being in other early childhood and family services settings, including transitions to new early learning and school settings Supports parents' interests in volunteering in the program and the community Partners with families to identify opportunities in the program or community that promote parent leadership and advocacy. Examples include Head Start Policy Council, parent committees, local and state early childhood advisory boards, and agency boards. 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> Builds opportunities for parent input, advocacy, and leadership into all aspects of the program Promotes opportunities for parent advocacy, input, and volunteering into all aspects of programming Invites families to share about their experiences serving on parent committees or in program governance Shares input from families with program management about the experiences and effectiveness of policy councils and parent committees <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> Provides resources to enable families to participate in program decision-making and governance. Examples include stipends, child care, transportation, and food. Enacts policies and processes that engage families in planning, implementing, and evaluating change at the program level as part of program decision-making and governance Prioritizes community partnerships that support pathways for parent leadership and advocacy, such as family-led organizations or family support networks

8. Coordinated, Integrated, and Comprehensive Services

Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> Understands the importance of home visitors coordinating with other professionals about child development, health, mental health, social, and educational services Knows the resources and systems available in the community and how a family can access services needed to advance their strengths and talents or address their concerns and needs Is aware of and understands policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice 	<ul style="list-style-type: none"> Understands how the roles of all professionals support coordinated, systemic, integrated, and comprehensive family engagement to promote child development and family well-being Knows the professionals, resources, and systems available in the program and community, and how a family can access the comprehensive services needed to advance their strengths and talents, and address their challenges and needs Understands policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice
SKILLS	<ul style="list-style-type: none"> Discusses with families the importance of coordinating health, mental health, social, and educational services for supporting children's ongoing learning and development and family well-being Reaches out to other professionals to facilitate coordination and integration of services for families Partners with their supervisor, parents, staff, and other experts or peers to find information when needed Builds relationships with schools and community service providers to serve families more effectively Supports families' capacity to communicate effectively with other service providers Shares only information with parental consent within programs and with outside agencies that will improve services for children and families 	<ul style="list-style-type: none"> Offers training and coaching for home visitors about outreach and partnering with professionals to facilitate coordination and integration of services for families. Examples include early care and K-12 teachers, child care and family services professionals, or other experts in the community. Ensures that all home visitors are aware of and comply with policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice in delivery of coordinated, integrated, and comprehensive services Ensures that home visitors share only information with parental consent within programs and with outside agencies to improve services for children and families
PRACTICES	<ul style="list-style-type: none"> Refers families to services in the community Obtains permission from families before sharing confidential information with other service professionals and respects families' wishes if they choose not to share information Shares only essential, relevant information about families with colleagues and other professionals Connects and collaborates with community professionals who can play a role in supporting the family to reach their goals Coordinates activities and curriculum with other service professionals as appropriate so children and families have continuity Coordinates with families and other professionals, especially those offering services to children, such as early interventionists and infant mental health practitioners Integrates policies, guidelines, and expectations to protect the confidentiality and privacy of families 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> Shares information about services in the program and community with home visitors. Examples include health, mental health, special needs, and child development. Helps ensure that coordination happens at all levels in the program Builds and sustains relationships with schools and community service providers to serve families more effectively <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> Creates a positive organizational culture and climate that promotes coordinated, integrated, and comprehensive services Enacts policies that provide time for home visitors to build partnerships with agencies and programs that provide services to families and children Enacts policies that provide time for home visitors to participate in multi-agency team planning meetings to coordinate support for children and families Ensures information about resources and opportunities in the community is compiled and available to support families' and staff safety, health, mental health, financial stability, economic mobility, and educational growth Shares aggregated information about groups of children and families to facilitate communication among professionals within and outside the organization in order to improve service delivery Ensures that policies, guidelines, and expectations are in place to protect the confidentiality and privacy of families related to coordinated, integrated, and comprehensive services

9. Data Driven Services and Continuous Improvement

Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> Understands the best ways to gather and use information about individual child progress, including the importance of input from parents in addition to observation and ongoing child assessment Understands the best ways to gather and use information about individual families Understands effective ways to talk with families about individual child progress Understands effective ways to talk with families about family well-being, goal-setting, and family assessment and progress Understands the importance of using data for setting goals and marking progress toward one's own professional development and program-level goals Understands policies and procedures for securing family input in continuous program improvement Understands how to partner with parents to share and use information to improve services Understands program policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice 	<ul style="list-style-type: none"> Understands the importance of supporting home visitors in gathering and using data for ongoing child assessment and ways to share data with families Understands the importance of supporting home visitors in using data for ongoing family assessment, goal-setting, and progress, and ways to share data with families Understands the importance of supporting home visitors in using data for setting goals and marking progress toward professional and program-level goals Understands the policies and procedures for engaging families in continuous program improvement and the specific role of home visitors in these processes Understands how to partner with home visitors, parents, and families to share and use information to improve services Knows how the program's information management systems can be used to inform planning, goal-setting, and service delivery for parent, family, and community engagement for individual families and the program Understands program policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice in using data for continuous improvement
SKILLS	<ul style="list-style-type: none"> Engages parents in discussions about individual child progress and development, the purpose of assessments, and the implications for the child's current development and future planning, including when developmental issues or concerns arise Engages in conversations about child assessment by asking families to share their perspectives Uses observational skills to build relationships and partner with families to make progress toward goals for themselves and their children Asks each family about what they know and feel is important to share about their child and family, as well as the program and their community Engages families as active participants in collecting and analyzing information to enhance and individualize services. Examples include surveys, observation, or other information from families. Applies information about child development and family well-being to individualize services, decision-making, and practices Stores, retrieves, and uses information for planning purposes 	<ul style="list-style-type: none"> Offers training and coaching about how to discuss child progress and development, and implications for current and future planning with parents, especially when developmental issues or concerns arise Works with program leaders and home visitors to ensure that families have information about their child that is understandable and meaningful Ensures that data collected with families and about program quality are meaningful and used to help professionals and families work together to reach family and program goals Provides materials, training, and coaching to enable home visitors to prepare and accurately use tools to collect, analyze, and share information (for example, surveys, observation, or information from their ideas and experiences) Guides home visitors in using research along with information about child development and family well-being to reflect on their practice and change their approach when necessary Assists home visitors in accurately analyzing and interpreting information collected about children, families, and services Encourages home visitors to engage families in the preparation, collection, analysis, and use of information Uses ongoing program monitoring and review when working with families to collect, aggregate, and analyze data about child and family services and family engagement

9. Data Driven Services and Continuous Improvement, cont.

	Home Visitors	Supervisors of Home Visitors
PRACTICES	<ul style="list-style-type: none"> Partners with families in gathering and using information about children’s development and about family context, including values, cultures, and languages Expects and responds to emotions that surface while discussing child development and well-being Observes parent-child interactions to inform communication and foster relationship-building Tracks information about individual child and parent progress over time to guide planning, individualization, and communication with parents Uses information provided by families to plan activities that engage parents in supporting their children’s development and family well-being Asks for parents’ reflection and feedback about home visits, home visitor practices, and communication, and uses the information to guide home visiting planning and approach to services Maintains the policies, guidelines, and expectations that are in place to protect the confidentiality and privacy of families 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> Uses data with home visitors in coaching and reflective supervision Trains and coaches home visitors to prepare and use data collection tools (for example, surveys, interviews, observation, and child assessment tools) and to analyze and use information gathered Works with program leaders and home visitors to ensure that families have information about their child that is understandable and meaningful <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> Articulates and implements program policy defining the role of family engagement in continuous program improvement Shares data related to family engagement with program staff to improve program systems and services Reviews and analyzes program data to develop ideas for program improvement in partnership with program staff and family representatives Shares information from program data sources with stakeholders. Examples include teachers and child care providers, family services professionals, other home visitors, parents, Policy Council, and community partners. Ensures that program policies, guidelines, and expectations are in place related to confidentiality, privacy, and ethical standards in using data for continuous improvement



10. Professional Growth

Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement

	Home Visitors	Supervisors of Home Visitors
KNOWLEDGE	<ul style="list-style-type: none"> • Understands the importance of ongoing reflective practice (self-reflection) to enhance work with families • Understands the importance of ongoing professional development including ongoing coaching and reflective supervision for personal and professional growth • Understands the importance of healthy self-care habits for one's own well-being and to enhance the ability to build responsive relationships with children and their families • Understands the importance of ongoing professional development related to family engagement • Understands that children's development, health, and learning progress is ongoing and is essential to share with families as part of the engagement process • Understands legal and professional ethical standards related to confidentiality and privacy 	<ul style="list-style-type: none"> • Knows the importance of, and techniques for, reflective practice and supervision, and coaching • Understands the importance of healthy self-care habits for one's own well-being and to enhance the ability to build responsive relationships with others, and the benefit of modeling this to support home visitors' self-care efforts • Understands the importance of facilitating home visitors' development to support professional growth on an ongoing basis • Understands legal and professional ethical standards related to confidentiality and privacy and how to help home visitors apply these standards to their work with families
SKILLS	<ul style="list-style-type: none"> • Engages in reflective practice (self-reflection) to gain insights to enhance one's work with children and families • Asks for help when needed • Maintains healthy self-care habits for one's own well-being and to enhance the ability to build responsive relationships with others • Seeks opportunities to learn and apply new knowledge about strengths-based, culturally and linguistically responsive family engagement • Uses information learned through formal and informal professional development to enhance practices for engaging families in children's learning and development and to support family well-being • Maintains professional boundaries with other home visitors, teachers and child care providers, family services professionals, children, and families • Maintains professional boundaries by recognizing any tendencies to do things for families which can interfere with each family's efforts to determine their own goals and develop their own capacities 	<ul style="list-style-type: none"> • Commits to one's own professional development by setting goals to strengthen knowledge and understanding of supervision practices • Maintains and models healthy self-care habits for one's own well-being and to enhance the ability to build responsive relationships with others, and models this for home visitors • Works with home visitors to understand the connection between self-care and the ability to build effective and rewarding relationships with families and colleagues • Recognizes and builds on home visitors' strengths and helps them to set goals and create professional development plans • Communicates expectations and tracks progress toward goals using written materials and ongoing interactions with home visitors. Examples include using job descriptions, initial orientation, supervision, professional development plans, and regular performance evaluations. • Uses coaching and reflective supervision techniques with home visitors • Helps home visitors connect with the broader community of professionals who work with families and their children • Works with home visitors on maintaining professional boundaries, including those that support family's efforts to determine their own goals and develop their own capacities • Maintains and models professional boundaries with home visitors, families, and children

10. Professional Growth, cont.

	Home Visitors	Supervisors of Home Visitors
PRACTICES	<ul style="list-style-type: none"> Participates in reflective supervision to gain new insight and knowledge about working with children and their families Creates and follows through on individual professional development plans to strengthen professional practice related to family engagement Tracks progress toward one's own professional development for advancement with their supervisor or coach Participates in peer learning opportunities to share ideas and enhance practice Advocates for advances in family engagement practices in the program and community, and in the early childhood field 	<p>SUPERVISORY PRACTICES</p> <ul style="list-style-type: none"> Develops and offers a professional development program for home visitors designed to enhance knowledge and skill development over time Ensures home visitors have opportunities to advance through training or educational experiences Provides regular coaching and/or reflective supervision to home visitors to advance family engagement Partners with home visitors to identify accomplishments, strengths, challenges, needs, and goals, specifying activities for growth and indicators of improvement Provides home visitors regular peer learning opportunities to share ideas and enhance practice Creates opportunities for home visitors to enhance their skills in assessing, referring, and supporting families <p>LEADERSHIP PRACTICES</p> <ul style="list-style-type: none"> Ensures protected time for coaching and reflective supervision during home visitors' and supervisors' work schedules Enacts policies and allocates resources to support home visitors to meet the goals of their individualized professional development plans for advancement Ensures that all staff members receive the support they need to address personal mental health concerns or excess stress Ensures that home visitors know how to apply program policies, guidelines, and expectations related to confidentiality, privacy, and ethical standards to their work



How Can Early Childhood Professionals Use the Relationship-Based Competencies for Professionals Who Make Home Visits?

All early childhood professionals can integrate the RBCs into their work with families and their children. The RBCs can guide the work of supervisors, program leaders, consultants, coaches, and specialists who support center-based and home-based programs. The RBCs can support state and county administrators and institutions of higher education that help prepare early childhood professionals for careers working with children and families. See examples below of how to use the RBCs for home visitors.

Home visitors who work with families and their children can:

- Become familiar with the **RBCs to Support Family Engagement Overview** and the **RBCs For Early Childhood Professionals Who Make Home Visits**
- Consider those RBCs they feel confident about, those they need more information about, and those they need time to practice
- Talk with their supervisor, coach, mentor, or peer support network about training needs and areas of professional practice to develop now and in the future
- Look for professional development opportunities through the Office of Head Start Training and Technical Assistance, National Home Visiting Resource Center, National Association for Home Visiting, and Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV), community colleges and universities, training and technical assistance resources, other home visiting programs in their community, websites and webinars, books, videos, and other available resources. (See the National Center resources, including the Home-based Option topic page on the Head Start Early Childhood Learning and Knowledge Center (ECLKC), the Maternal, Infant, and Child Home Visiting (MIECHV) Program on the Health Resources and Services Administration (HRSA) website, and the Tribal MIECHV program and Home Visiting Evidence of Effectiveness (HomVEE) Review on the U.S. Health and Human Services, Administration for Children and Families (ACF) website).
- Practice the RBCs during their everyday encounters with parents. Examples include intake home visits, scheduling and rescheduling visits, conducting home visits, organizing programming for families, and making time for reflective practice or self-reflection about applying the RBCs in encounters with children and families.

Supervisors, coaches, and consultants who support home visitors can:

- Become familiar with the home visitor RBCs and the RBCs for supervisors of home visitors
- Talk with home visiting professionals about the RBCs
- Provide opportunities for home visitors to use an individualized self-assessment and discuss the results as part of their individual supervision
- Create professional development opportunities or connect home visitors to existing opportunities that will help them develop a better understanding of the RBCs and learn more skills to support their professional practice

How Can Early Childhood Professionals Use the Relationship-Based Competencies for Professionals Who Make Home Visits?, cont.

- Identify resources available for home visitors to continue learning about the RBCs
- Most importantly, engage in coaching and reflective supervision. Use everyday encounters with home visitors as a positive, intentional opportunity to create a parallel process. Model ways of relating and engaging that home visitors can use in their interactions with families.

Program leaders who oversee home visiting programs that serve families and their children can:

- Establish policies that contribute to a program climate in which the RBCs are part of everyday practices with families and home visitors
- Structure program services and staffing patterns to maintain home visitor-family ratios that provide time for home visitors to implement the RBCs
- Incorporate the RBCs in position descriptions, hiring protocols, and performance reviews
- Support development and ongoing management of group opportunities for parents including those for social networking and parenting
- Support supervisors' development and use of the RBCs with home visitors
- Plan budgets, create protected time, and offer other resources to facilitate home visitors' professional development of the RBCs
- Look for opportunities to collaborate with other professionals, early childhood home visiting programs, and organizations to learn more about the RBCs

Early Head Start and other program administrators who oversee home visiting programs, early intervention programs, child and family policy, and workforce development initiatives can:

- Become familiar with the **RBCs for Early Childhood Professionals Who Make Home Visits**
- Work with federal, state, and other partners to align the RBCs and state guidance, credentialing, and certification requirements for home visitors
- Provide professional development opportunities for home visiting professionals at all levels to learn about and apply the RBCs to their everyday work
- Use the RBCs to influence policy and fiscal conversations at the state, tribal, and federal levels

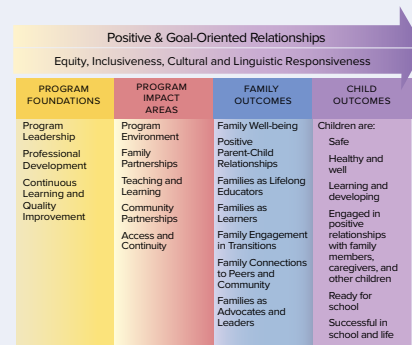
Higher education and professional associations that train or credential home visitors:

- Share information at early childhood and home visiting conferences, workshops, and home visitor professional learning communities to motivate home visitors to use the RBCs in their everyday work with families and their children
- Apply the RBCs as guides for developing and refining expectations for home visitors
- Develop and refine curricula for home visitors' professional preparation, pre-service training, and in-service training based on current RBCs, family engagement research, and practical applications for working in a diverse society
- Conduct research to evaluate the home visitors' RBCs in response to training and in relation to family engagement and child and family outcomes
- Develop and use measures of RBCs for home visitors and family engagement outcomes to inform training content

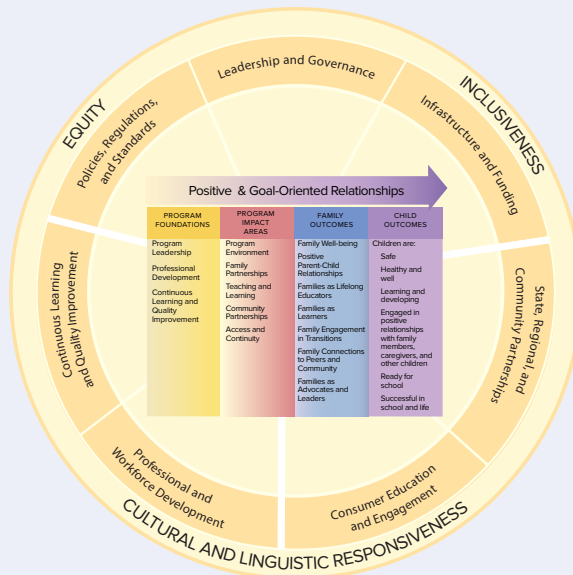
Relationship-Based Competencies and the Parent, Family, and Community Engagement (PFCE) Framework

The RBCs are a critical tool for use in implementing the Head Start Parent, Family, and Community Engagement Framework and the Parent, Family, and Community Engagement Framework for Early Childhood Systems. The PFCE Framework is a visual guide for understanding how professionals, programs, and systems can work together to promote positive, enduring outcomes for children, families, and communities.

Head Start Parent, Family, and Community Engagement Framework



Parent, Family, and Community Engagement Framework for Early Childhood Systems



A Note to Head Start and Early Head Start Programs

As you explore the RBCs, it may be helpful to see how they relate to the Head Start PFCE Framework. See the table below for the most relevant and immediate connections between the RBCs and the PFCE Framework Elements and Outcomes. As you apply the RBCs to your professional practice, you may find different or additional connections that are more specific to your work.

Relationship-Based Competencies	PFCE Framework Elements								Family Outcomes						
	Program Foundations			Program Impact Areas											
	Program Leadership	Professional Development	Continuous Learning and Quality Improvement	Program Environment	Family Partnerships	Teaching and Learning	Community Partnerships	Access and Continuity	Family Well-being	Positive Parent-Child Relationships	Families as Lifelong Educators	Families as Learners	Family Engagement and Transitions	Family Connections to Peers and Communities	Families as Advocates and Leaders
1. Positive, Goal-Oriented Relationships	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Self-Aware and Culturally Responsive Relationships	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Family Well-Being and Families as Learners	x	x	x		x	x	x	x	x		x	x	x	x	
4. Parent-Child Relationships and Families as Lifelong Educators	x	x	x		x	x	x	x		x	x		x	x	x
5. Family Connections to Peers and Community	x	x	x		x	x	x	x	x			x	x	x	x
6. Family Access to Community Resources	x	x	x		x	x	x	x			x	x	x	x	x
7. Leadership and Advocacy	x	x	x		x	x	x	x				x	x	x	x
8. Coordinated, Integrated, and Comprehensive Services	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9. Data-Driven Services and Continuous Improvement	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
10. Professional Growth	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Related Head Start Program Performance Standards

- § 1301.3 (b) Policy council and public committee; Composition
- § 1301.4 (a-b) Parent committees
- § 1302.11 Determining community strengths, needs, and resources
- § 1302.16 Attendance
- § 1302.17 Suspension and expulsion
- § 1302.30 Purpose
- § 1302.31 Teaching and the learning environment
- § 1302.33 Child screenings and assessment
- § 1302.34 Parent and family engagement in education and child development services
- § 1302.35 Education in home-based programs
- § 1302.36 Tribal language preservation and revitalization
- § 1302.41 Collaboration and communication with parents
- § 1302.42 (a-c) Child health status and care
- § 1302.44 (a)(2)(viii) Child nutrition, promote breastfeeding
- § 1302.45 Child mental health and social and emotional well-being
- § 1302.46 Family support services for health, nutrition and mental health
- § 1302.47 (b)(4) Safety Training (5) Safety practices
- § 1302.50 Family engagement
- § 1302.51 Parent activities to promote child learning and development
- § 1302.52 Family partnership services
- § 1302.53 Community partnerships and coordination with other early childhood and education programs
- § 1302.61 (b-c) Additional services for children [with disabilities]
- § 1302.62 Additional services for parents
- § 1302.63 (c) Coordination and collaboration with the local agency responsible for implementing IDEA [parent request for IFSP or IEP]
- § 1302.70 (a-c) Transitions from Early Head Start
- § 1302.71 (b-c) Transitions from Head Start to kindergarten
- § 1302.72 Transitions between programs
- § 1302.80 Enrolled pregnant women
- § 1302.81 Prenatal and postpartum information, education, and services

Related Head Start Program Performance Standards, cont.

§ 1302.82 Family partnership services for enrolled pregnant women

§ 1302.90 (b-d) Personnel policies

§ 1302.91 (d-e) Staff qualifications and competency requirements

§ 1302.92 (a-c) Training and professional development

§ 1302.101 (b) Management system: Coordinated approaches

§ 1302.102 Achieving program goals

§ 1302.103 Implementation of program performance standards

§ 1304.11 (b)(2) Basis for determining whether a Head Start agency will be subject to an open competition

§ 1304.20 (c) Selection among applicants

§ 1304.41 (a) Head Start Fellows program [qualifications]

Related 2016 Child Care and Development Fund Final Rule Requirements

§ 98.1 Purposes

§ 98.15 Assurances and certifications

§ 98.16 Plan provisions

§ 98.18 Approval and disapproval of Plans and Plan amendments

§ 98.30 Parental choice

§ 98.31 Parental access

§ 98.32 Parental complaints

§ 98.33 Consumer and provider education

§ 98.41 Health and safety requirements

§ 98.44 Training and professional development

§ 98.46 Priority for child care services

§ 98.51 Services for children experiencing homelessness

§ 98.52 Child care resource and referral system

§ 98.53 Activities to improve the quality of child care

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Related Resources

Explore these related resources on the Head Start Early Childhood Learning and Knowledge Center (ECLKC) and the Child Care Technical Assistance (CCTA) website:

- Head Start Parent, Family, and Community Engagement Framework
- Parent, Family, and Community Engagement Framework for Early Childhood Systems
- Relationship-Based Competencies to Support Family Engagement:
 - Overview for Early Childhood Professionals
 - A Guide for Early Childhood Professionals Who Work with Families
 - A Guide for Early Childhood Professionals Who Work with Children in Group Settings
 - A Guide for Early Childhood Professionals Who Make Home Visits
- Measuring What Matters: Using Data to Support Family Progress



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