



Let's Chat! Share Your Thoughts in the Chat Box:

What is your favorite technique or strategy in working with families?



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Relationship-Based Competencies to Support Family Engagement for All Early Childhood Professionals: An Overview

September 6, 2018



Tell Us About Yourself: What is Your Role?

- Parents and family members
- Management Staff (e.g. Directors, Ed Managers, Family Service Managers, Finance, Quality Assurance, Coordinators, etc.)
- Family Service Staff
- Education Staff (e.g. teachers, teacher assistants, home visitors, etc.)
- Comprehensive Services Staff (e.g. health, mental health, disabilities, nutrition, transportation, etc.)
- Governing Body Members (e.g. Board of Directors, Policy Council and Committee)
- Community Partners
- Head Start or Child Care TA Staff
- Federal Leaders (Regional or Central Office)
- Other (please specify)



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Relationship-Based Competencies (RBCs) Webinar Series Overview

- **September 6: RBCs: An Overview**
- September 20: RBCs for Teachers and Child Care Providers
- October 11: RBCs for Family Service Professionals
- November 1: RBCs for Home Visitors

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Logistics

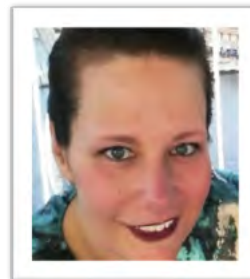
- If possible, connect via hard-wired internet (instead of WiFi)
- Enhance connectivity by closing other programs
- Your phones will be placed on mute
- To make a comment during the webinar, please use the chat box
- A link for the survey and certificate will be sent after the webinar
- This webinar recording and handouts will be posted on ECLKC

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Welcome and Introductions



Cathy Ayoub,
Co-Principal Investigator



Brandi Black Thacker,
Director of T/TA
and Collaboration

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Objectives

- Describe the revisions to the Relationship-Based Competencies (RBCs) to Support Family Engagement
- Discuss how the competencies can be used by different kinds of early childhood professionals in different settings
- Explore how to use the RBCs for professional development at the individual, program/organizational, and state/regional levels

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How Familiar Are You with the RBCs?

- “I know it, love it, live it”
- I have a general understanding, but don’t reference them regularly
- I’m familiar with them, but I need to better absorb their contents
- What is an RBC?



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What Are the RBCs?



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New and Updated RBCs



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Definition: Relationship-Based Competency

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.



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Why Are the RBCs Important?



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Who Can Use the RBCs?

- Early Childhood Professionals
- Program Directors, Managers, and Supervisors
- Regional, State, and Community Leaders
- Child Care Resource and Referral Agencies
- Head Start and Child Care Training and Technical Assistance

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Development of the RBCs



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Questions or Reactions?

Let's Chat! Share Your Thoughts in the Chat Box.



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Exploring the Relationship-Based Competencies (RBCs)

“KEY” Terminology



- **Knowledge** is what professionals need to know
- +
- **Skills** are what professionals need to be able to do
- +
- **Practices** include key examples of what they actually do



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.

Unpacking the RBCs

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

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT		
COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes	<ul style="list-style-type: none"> • Understands the importance of working together with parents by sharing planning and decision-making to support child learning and development and family well-being • Helps families feel comfortable, safe, and respected by building trusting relationships over time • Shows respect for each family’s cultures, values, and life situations
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family	<ul style="list-style-type: none"> • Understands that each family has unique strengths and resilience • Reflects on one’s own beliefs, values, experiences, ethics, and biases to enhance self-awareness • Engages in relationships that are responsive to others’ cultures, languages, and values
3. Family Well-Being and Families as Learners	Supports families’ reflections on and planning for their safety, health, education, well-being, and life goals.	<ul style="list-style-type: none"> • Knows how to recognize family resilience, strengths and resources, unique gifts and talents, and what families already do to maintain family well-being and cope with challenges • Knows what steps to take and who to talk with if family or child safety may be threatened • Works with families to identify opportunities for education, training, and employment to increase family economic mobility

Taking a Closer Look at Selected Examples

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT		
COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family	K Understands that each family has unique strengths and resilience
		S Reflects on one’s own beliefs, values, experiences, ethics, and biases to enhance self-awareness
		P Engages in relationships that are responsive to others’ cultures, languages, and values

K = Knowledge S = Skills P = Practice

Unpacking the RBCs

- 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 educator 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.

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT, cont.		
COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
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	<ul style="list-style-type: none"> Understands that children’s early relationships and experiences in their families form the foundation for development and learning Understands the value of focusing on family strengths—what families already do to build strong parent-child relationships and support each family member’s development and learning Observes and recognizes positive parenting interactions, and describes to parents how the interactions support child development
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	<ul style="list-style-type: none"> Connects families with resources and events available in the community (for example, recreational facilities, libraries, museums, parks and other outdoor activity resources, and civic organizations) Encourages families to identify, develop, and use informal and formal social support networks (for example, family-led organizations, family support networks, neighborhood groups, faith/spiritual communities, and civic organizations) Facilitates parent-to-parent interactions in the program through formal and informal means
6. Family Access to Community Resources	Supports families’ use of community resources to make progress toward positive child and family outcomes	<ul style="list-style-type: none"> Understands that families and family networks are important forms of community social support Is knowledgeable about resources available to families in the community Works with families to identify what services might benefit them in reaching their goals

Taking a Closer Look at Selected Examples

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT		
COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
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	K Connects families with resources and events available in the community (for example, recreational facilities, libraries, museums, parks and other outdoor activity resources, and civic organizations)
		S Encourages families to identify, develop, and use informal and formal social support networks (for example, family-led organizations, family support networks, neighborhood groups, faith/spiritual communities, and civic organizations)
		P Facilitates parent-to-parent interactions in the program through formal and informal means

K = Knowledge S = Skills P = Practice

Unpacking the RBCs

7. Leadership and Advocacy. Works alongside partners to build on their strengths as advocates for their families and as leaders in the program and the 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.

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	<ul style="list-style-type: none"> Works with families to plan ways to advocate for their child and family in other early childhood and family services settings Includes families in decision-making and in planning, implementing, and evaluating change at the program level Encourages parents to engage one another to advance policy change 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	<ul style="list-style-type: none"> Obtains permission from families before sharing confidential information with other service professionals, and respects families' wishes if they choose not to share information Understands the importance of coordinating with other professionals on health, social, and educational services for children's learning and development and for families' well-being Works respectfully with families to access health, social, and educational services for supporting children's ongoing learning and development and family well-being

Unpacking the RBCs

- 9. Data-Driven Services and Continuous Improvement.** Encourages families to share information that can help improve programs and services; and reflects with families about how to improve services, given available data about children, families programs and communities.
- 10. Professional Growth.** Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement.

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	<ul style="list-style-type: none"> Asks families about what they know and what information they feel is important to share about their children Engages families as active participants in gathering and interpreting data to enhance and individualize services (for example, through surveys, observation, or other information from families) Uses information about family well-being and child development to help individualize services, decision-making, and practices
10. Professional Growth	Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement	<ul style="list-style-type: none"> Engages in ongoing self-reflection to gain new insights that enhance work with children and families Develops self-care habits for one's own well-being and to be better able to build responsive relationships with others Creates and follows through on individual professional development plans to further deepen competencies to support family engagement effectively

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2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family	• Understands that each family has unique strengths and resilience
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		• Engages in relationships that are responsive to others' cultures, languages, and values



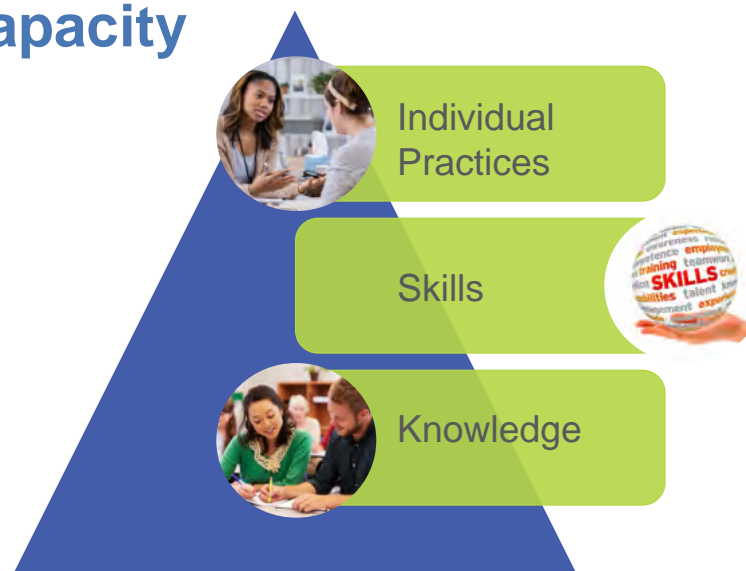
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Examples of Knowledge, Skills, and Practices for Teachers and Child Care Providers

- **Competency #3: Family Well-being and Families as Learners**
 - **Knowledge:** Knows about laws and regulations that support and protect families and children
 - **Skills:** Uses a supportive and non-judgmental approach to talk with parents about difficult or sensitive topics
 - **Practices:** Sets time aside to talk with parents about their well-being and short and long-term goals and offers resources referrals, if appropriate

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Building Capacity



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Examples of Knowledge, Skills, and Practices for Supervisors of Teachers

- **Competency #3: Family Well-being and Families as Learners**
 - **Knowledge:** Knows how to help teachers and child care providers 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
 - **Skills:** Works with teachers and child care providers to enhance their skills in crisis management
 - **Practices:** Implements clear policies regarding the safety and well-being of children, families and professionals

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Other Uses of the RBCs

- Assess individual practice of staff
- Assess individual practice of supervisors
- Assess leadership practices
- Offer guidance for regions, states, and networks in setting standards of practice
- Serve as measures of progress for 5 year goals
- Inform Quality Improvement and Rating Systems (QRIS)

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Let's Chat! Share Your Thoughts in the Chat Box.

- Which of the RBCs apply most commonly to your work?
- Which do you want to spend more time understanding?

1. Positive, Goal-Oriented Relationships	6. Family Access to Community Resources
2. Self-Aware and Culturally Responsive Relationships	7. Leadership and Advocacy
3. Family Well-Being and Families as Learners	8. Coordinated, Integrated, and Comprehensive Services
4. Parent-Child Relationships and Families as Lifelong Educators	9. Data-Driven Services and Continuous Improvement
5. Family Connections to Peers and Community	10. Professional Growth

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Resources to Share

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Online Survey and Certificates

- Your feedback is important to us!
- A **Thank You** email with a survey link is on its way! Keep an eye out for it in your inbox.
- You can print your certificate upon completion of the survey.

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Join the Chat After the Webinar!



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NATIONAL CENTER ON
Parent, Family and Community Engagement

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