Head Start and Early Head Start Relationship-Based Competencies

for Staff and Supervisors who Work with Families

THE NATIONAL CENTER ON
Parent, Family, and Community Engagement

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Introduction

The "*Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work with Families*" (RBCs) is a technical assistance resource that outlines the knowledge, skills, and actions for staff working with families in Head Start and Early Head Start (HS/EHS) programs. This document is a tool to assist programs with implementing the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework. These competencies represent both research-based and best practices in the early childhood, human services, and social work fields. This resource was developed with broad input from Head Start and Early Head Start programs, parents, and the National Center on Parent, Family, and Community Engagement.

Head Start is designed to work with both generations; the goal is progress for both children and families. Staff members who work with families play a critical role in this endeavor.

Programs can use this document to help build capacity for staff and supervisors who work with families. Depending upon local agencies' program options and organizational designs, these competencies are relevant for family services staff and supervisors, home visiting staff and supervisors, parent involvement specialists, family and community partnership managers, and others. Program managers are encouraged to look at this resource and think about how it might be useful to support professional development strategies. For example, this resource could be used to assist programs with:

- Understanding the current knowledge and skills of staff and supervisors;
- Developing staff orientation, professional development plans, and resource decisions for program training;
- Creating job (and internship) descriptions;
- Conducting joint trainings with community partners; and
- Developing partnerships with local community colleges and universities to support related academic opportunities for HS/EHS staff who work with families.

Program managers, supervisors, and staff can consider how this resource might be most useful and develop implementation plans accordingly. In 2012-2013, the Office of Head Start and the National Center on Parent, Family, and Community Engagement will disseminate additional resources to further assist programs with using this document and developing staff relationship-based competencies.

Family Well-being and Children's School Readiness

All Head Start and Early Head Start staff members play a role in developing goal-directed relationships with families. When staff members throughout the HS/EHS organization develop relationships with families that are based on respect and trust, family engagement is more likely to thrive. Research has shown that stressors such as unexpected life events and fear of an unsafe community can make it harder for families to form relationships with early childhood providers. However, when parents have adequate resources, live in safe home environments that support learning and development, and provide active and intentional learning experiences, children have better outcomes. These conditions result in children who are more likely to perform better upon entry to kindergarten and show resilience throughout childhood and adolescence (Masten, Best, & Garmezy, 1990).

Family well-being is a powerful predictor of positive child outcomes and directly impacts children's school readiness.

Family services staff and their supervisors play a critical role in supporting family well-being, parent-child relationships, and children's school readiness. When families who come to HS/EHS have struggles that require knowledge and experience that are beyond staff capability, it is important that consultation with qualified professionals is readily available (especially in the realm of mental health). In these situations, staff and supervisors can work together to determine when additional supports are needed and which services are the right services for families.

Prioritizing Family Services in Head Start and Early Head Start

Each family arrives at HS/EHS with their own history and aspirations, both for themselves and their children. Staff members and families need time to get to know each other and to understand the interests, needs, and goals of families. Families are better able to engage with staff and work towards their goals when a program has organizational approaches and staffing patterns that result in manageable workloads.

Research from related fields shows that large caseloads compromise workers' ability to provide effective services to families. Large caseloads may also lead to high rates of staff burnout and turnover (Children's Bureau, 2006; Strolin, McCarthy, & Caringi, 2007; Zlotnik, DePanfilis, Daining, & Lane, 2005). In contrast, staff members who have manageable workloads have adequate time to engage with the families they serve. These staff stay in their positions longer, and they are able to address challenges that arise in a timely manner. These benefits lead to more positive outcomes for both children and their families (Child Welfare Information Gateway, 2010).

Professional Development Strategies

A well-educated and trained workforce positively influences the development of young children (Shonkoff & Phillips, 2000; Zaslow & Martinez-Beck, 2005). Professional development that is consistent and aligned with the *Relationship-Based Competencies* can increase positive outcomes for families. An ideal professional development approach includes intensive study, training, consultation, experiential learning, and mentoring. For example, intensive study might include formal education and credentialing programs. Experiential learning could be prior work experience, and consultation might include reflective supervision and/or conversation with mental health consultants. Equally important to the professional development of staff and supervisors, are policies and practices that support the health and well-being of staff (self care). Family services staff and home visitors are often witness to the stories of trauma and hardship endured by children and families. For this reason, ongoing professional development strategies that include reflection and support are important. Regardless of the type of professional development activity, the goal is to support ongoing learning and integration of new knowledge, skills, and behaviors over time.

Supervisors of family services staff and home visitors do important work in HS/EHS programs. They enhance the organizational climate and culture and develop staff knowledge and skills. They help to retain staff and to improve family outcomes and child outcomes. One of the key skills outlined in the RBCs for supervisors is reflective supervision. Reflective supervision means supervision that is collaborative and supportive, and that occurs on a regular schedule. It is time between a supervisor and staff to engage in safe, trusting communication that supports individual professional development of staff and the continuing quality improvement of programs serving young children and their families.

Supportive and consistent reflective supervision is key to professional development for staff who work with families. Research shows that reflective supervision supports individuals in establishing and maintaining healthy relationships with families. Reflective supervision offers regular chances to reflect on the thoughts, feelings, and reactions that arise when working with young children and their families (Eggbeer, Mann, & Seibel, 2008; Fenichel, 1992; Parlakian, 2001; Shahmoon Shanok, 2007). Many of the families at HS/EHS have experienced severe hardship. Reflective supervision can help staff gain new insights and knowledge when dealing with complicated relationships and challenging family circumstances (U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, 2010).

Relationship-Based Competencies (RBCs)

COMPETENCY	RESULT
1: POSITIVE, GOAL-ORIENTED RELATIONSHIPS	Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.
2: SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS	Respects and responds appropriately to the culture, language, values and family structures of each family served.
3: FAMILY WELL-BEING AND FAMILIES AS LEARNERS	Supports families' safety, health, financial stability, life goals, and aspirations.
4: PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS	Enhances parent-child relationships and supports parents' role as the first and lifelong educators of their children.
5: FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Facilitates social networks and group activities that support families' strengths, interests and needs.
6: COORDINATED, INTEGRATED AND COMPREHENSIVE SERVICES	Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
7: FAMILY ACCESS TO COMMUNITY RESOURCES	Supports families in using community resources that enhance family well-being and children's learning and development.
8: DATA DRIVEN SERVICES AND SYSTEMS FOR CONTINUOUS IMPROVEMENT	Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
9: FOUNDATIONS FOR PROFESSIONAL GROWTH	Actively participates in opportunities for continuous professional development.

The Relationship-based Competencies are further defined throughout the document. The first two columns include knowledge, skills, and actions for each competency. The column on the left includes knowledge, skills, and actions for staff who work with families, and the column on the right includes knowledge, skills, and actions for supervisors. For each competency, *knowledge* refers to what staff know, *skills* refers to what staff have the ability to do, and *actions* includes some key examples of related activities. In addition, the text box titled "Featured PFCE Elements and Outcomes" shows the connection between the RBCs and the elements and outcomes of the PFCE Framework.

This graphic indicates that the information presented is directly linked to the PFCE Framework.

The terms "parent" and "family" are used interchangeably throughout this document and represent all of the people that may play both a parenting role in a child's life and a partnering role with HS/EHS staff. This includes fathers, mothers, expectant parents, grandparents, kith and kin caregivers, LGBT (lesbian, gay, bi-sexual and transgender) parents, guardians, teen parents, and families with diverse structures that include multiple co-parenting relationships.

Relationship-Based Competencies

For Staff and Supervisors who Work with Families

1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Develops knowledge of effective relationship-building practices. • Understands that parents/expectant parents and staff each bring equal value to the relationship.	• Has knowledge of effective relationship-building practices. • Is knowledgeable about reflective supervision and how to support staffs' relationships with families.
SKILLS	• Helps families feel welcomed, safe, and respected by building trusting relationships over time. • Shows respect for different families' circumstances and creates opportunities for families to consider their aspirations for their children and themselves. • Uses appropriate communication techniques, such as verbal and nonverbal messages and reflective listening. • Demonstrates the ability to work with families on different kinds of goals (health, nutrition, parent/child interactions, mental health, family literacy, financial literacy, etc.). • Demonstrates the ability to jointly develop and follow up on goals that are meaningful for families and individualizes services for parents and expectant mothers and fathers. • Makes ethical decisions that maintain professional boundaries and family confidentiality.	• Demonstrates ongoing, collaborative, and respectful relationships with staff that contribute to their professional identity. • Is able to utilize active listening skills and demonstrates receptivity to feedback from staff. • Recognizes and builds on staff strengths and encourages staff to take responsibility for their own growth. • Demonstrates the ability to support and model ethical practice when interacting with staff and families.
ACTIONS	• Makes contact with both mothers and fathers to develop ongoing relationships. • In partnership with families, develops and supports plans that describe familes' strengths, resources, and needed services.	• Coaches staff in reflective listening as well as verbal and nonverbal messaging. • Helps staff develop strong, positive, and effective relationships with families. This includes families experiencing crises. • Helps staff develop meaningful goals that draw on families' aspirations for themselves and their children. • Orients new staff to the program philosophy, services, and organizational culture.

Featured PFCE Framework Elements and Outcomes

PFCE ELEMENTS	PFCE OUTCOMES
Program Leadership	**Family Well-being**
Continuous Program Improvement	**Parent-Child Relationships**
Professional Development	Families as Lifelong Educators
Program Environment	Families as Learners
Family Partnerships	Families Engagement in Transitions
Teaching and Learning	Family Connections to Peers and Community
Community Partnerships	Families as Advocates and Leaders

2. SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS

Respects and responds appropriately to the culture, language, values, and family structures of each family served in the community.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Identifies and reflects on personal values, experiences, ethics, and biases (e.g. gender, racial, ethnic, cultural, or class) in order to become self-aware and more effective in working with different groups of people. • Understands the importance of taking care of oneself in order to be available and capable to attend to the needs of others.	• Identifies and reflects on personal values, experiences, ethics, and biases (e.g. gender, racial, ethnic, cultural, or class) in order to become self-aware and more effective in working with different groups of people. • Understands the importance of self-care and educates staff on the connection between self-care and the ability to build successful relationships with families and colleagues.
SKILLS	• Demonstrates respectful interest in learning about each family's values, beliefs, faith traditions, cultural influences, family structures, and circumstances. • Applies this knowledge to relationship-building and ongoing interactions with each family. • Reinforces the importance of home language and culture in a child's development during interactions with parents and expectant families.	• Demonstrates the ability to be objective, accessible, flexible, and to engender trust. • Engages in culturally responsive relationships with program staff. • Is able to provide individual and group opportunities for staff to engage in critical reflections on personal values, experiences, ethics, and biases when working within a supportive role with families.
ACTIONS	• Conducts culturally and linguistically responsive outreach and recruitment to parents and expectant families. • Provides intake and orientation materials to families that are culturally and linguistically appropriate.	• Develops self-knowledge and models self-responsibility by recognizing the strengths and limitations of one's personal supervisory style. • Ensures that staff speak with families in their preferred language and uses skilled interpreters when this is not possible. • Works with program management to assure that language and culture is respected, materials provided to families are culturally and linguistically appropriate, and training to increase cultural responsiveness is provided to staff.

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS

Supports families' safety, health, financial stability, life goals, and aspirations.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Understands the proper steps to ensure family and child safety, when safety is threatened. • Develops knowledge and awareness of the signs of depression, trauma, homelessness, domestic violence, and/or mental illness for parents and expectant families.	• Maintains knowledge of research-based interventions that support family well-being. • Supports ongoing supervisor and staff knowledge around community resources so that they are able to connect families with the most appropriate supports.
SKILLS	• Can increase families' awareness and ability to identify protective factors/strengths they have to overcome challenges. • Can increase families' awareness and ability to address the risks and stressors in their lives. • Is able to conduct educational opportunities for parents and expectant families on the importance of healthy relationships and support networks. • Knows how to identify, in partnership with the family, options and resources to address challenges and work toward aspirations and long-term family stability.	• Can train and communicate with staff about keeping supportive and appropriate boundaries when working with families in crisis. • Provides skillful, supportive supervision and is available to assist staff when they address concerns or situations outside of their current capability. • Demonstrates skills that prevent and resolve conflict amongst staff and/or staff and families. • Utilizes and teaches crisis management skills. • Uses research and family well-being data to drive reflective discussions with staff and discuss alternative courses of action.
ACTIONS	• Connects families with opportunities that support safety, financial literacy, health, and family wellness. • Links parents to training that contributes to self-sufficiency and reaching goals around their education and/or career training.	• Ensures staff have enough time to plan and work one-on-one with families regularly in all program options (e.g. home-based, center-based, family child care, etc.). • Seeks to support balanced and manageable caseloads for staff that account for family circumstances and geographic location, the need for interpretation and translation, and reporting requirements.

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS

Enhances the parent-child relationship, and supports parents' role as the first and lifelong educators of their children.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Understands that families are vital to children's development and learning. • Recognizes positive interactions between families and children.	• Acknowledges that families are vital to children's learning and development, and educates staff on school readiness and the important role families play in achieving this. • Has knowledge of human development, especially social-emotional development of children and adults, and ensures that staff receive information through consultation and supervision.
SKILLS	• Actively engages families in interactions with their children when children are present. • Is able to focus on family and child strengths as an entry point into relationships and conversations about children. • Promotes prenatal attachment with expectant families. • Facilitates and/or coordinates evidenced-based parenting education opportunities for parents individually and in groups, individualizing for culture, gender, and age, as appropriate. • Supports parents (or links parents to supports) to address challenging child behaviors in positive, developmentally appropriate ways and accesses resources as necessary. • Works well with other program staff to support ongoing interactive literacy activities between parents and their children at home and in the community. • Supports families in developing skills and confidence to be effective leaders and advocates for their children.	• Communicates with management teams to promote regular dialogue with families about child progress and program matters in ways that deepen trust and relationships with families. • Assures that staff are aware of, and able to access, resources that will support families addressing challenging child behaviors. • Supports staff in building skills around promoting positive parent-child interactions. • Can assist with the provision of training on transitions for both staff and families.
ACTIONS	• Talks with families about their vital role in their children's development and learning. • Supports expectant families in making connections between their actions and the pre-natal effects. • Offers learning materials for children and parents that reflect families' cultures, and encourages family members to visit, observe, and volunteer in the program. • Provides families with appropriate information, training, and connections to future early care and educational settings and kindergarten to help facilitate the transition process for parents and children. • Develops strong relationships with community child care, preschools, and public schools in order to enhance home-school partnerships and transitions.	• Works with program management to ensure that families have access to information about their child and that the information is understandable and meaningful. • Works with program management on their development of school readiness goals with parent and community input. • Consults program leadership to assure that families have input on developing individual goals for their children, including young children with disabilities as they participate in the Individual Family Service Plan (IFSP) and Individualized Educational Plan (IEP) processes. • Consults with management to establish and maintain procedures and supports for successful transitions of all enrolled children and families.

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5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

Facilitates networks and group activities that support families' strengths, interests, and needs.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Recognizes the importance of support networks, particularly for isolated families. • Understands how facilitation skills support group processes and interactions	• Is knowledgeable and supports staff in gaining skills around group formation, processing, and facilitation. • Understands and promotes Head Start as a part of the broader community (geographically, within early childhood, etc.). • Is knowledgeable and ensures that staff are familiar with resources and opportunities available in the community for both staff and families.
SKILLS	• Demonstrates group facilitation knowledge and skills. • Is able to support families in identifying, developing, and utilizing their informal and formal support networks (e.g. neighborhood groups, faith/spiritual communities, civic organizations). • Has the ability to identify common interests and needs of parents in order to plan appropriate activities and learning opportunities. • Is skilled at coordinating training and educational opportunities for parents (e.g. adult education, life skills, parenting courses, family literacy, employment training).	• Is skilled at promoting opportunities for staff to connect with their peers so they can learn from each other. • Is able to orient new staff to Head Start program governance and the involvement of parents in this process.
ACTIONS	• Educates parents on Policy Council and other available committee or community opportunities that will promote parent leadership and advocacy. • Includes parents as active participants in groups and training so they can share skills, culture, and talents. • Supports parents as they engage in volunteering, collaborating with the community, and other ways of contributing to program activities and the larger community.	• Participates in the development of systems of communication which ensure staff are aware of community groups, learning, and volunteer opportunities for families.

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6. FAMILY ACCESS TO COMMUNITY RESOURCES

Supports families in using community resources that enhance family well-being and children's learning and development.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Has an extensive knowledge of social service and community resources for families (e.g. health, mental health, nutrition, financial literacy, education). • Understands how to match community and program resources to family interests and needs. • Knows when and how to connect families with specialized resources and assistance (e.g. mental health, domestic violence, substance abuse treatment, child welfare services) and when to ask for supervisory help to do so.	• Maintains ongoing knowledge of community resources that enhance family well-being and families' role as their child's lifelong educators.
SKILLS	• Knows how to provide ongoing information and support to families in using program services and community resources to achieve family goals and promote the well-being of children. • Demonstrates the ability to support families as leaders in the program and as advocates for needed resources for their families. • Is able to build partnerships with schools and service providers to link families to needed services and support successful transitions.	• Helps staff seek out appropriate supervision when they do not know how to respond to the needs of families. • Demonstrates leadership and advocacy, particularly as it relates to ensuring that community resources are aligned and available to meet the needs of families. • Is able to use the community assessment data along with families' feedback to develop relevant relationships with community agencies and resources. • Has the ability to develop systems to ensure family services staff are aware of and connected to community partners (e.g. presentations, briefings, participation in community events, directories, list serves, and online resources).
ACTIONS	• Becomes family's liaison to program and community services as appropriate. This could include joint visits with professionals in health, mental health, child development, and child welfare as indicated to address specific issues or family needs. • Follows up on the effectiveness of family referrals to community resources.	• Builds and maintains internal and external professional relationships with community, state, or national groups that will support staff work with families. • Provides opportunities for representatives of trusted community organizations to meet and present their offerings to families (e.g. libraries).

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7. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES

Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Develops a basic knowledge of health, mental health, child development, and disabilities to ensure service coordination amongst Head Start/Early Head Start staff.	• Continually develops knowledge on health, mental health, disabilities, child development, and other essential topics that can be shared with staff during case consultations and supervision. • Is knowledgeable about how to support family engagement strategies in a systemic and integrated manner (see Parent, Family, and Community Engagement Framework).
SKILLS	• Is able to work cooperatively with other staff (mental health, teaching, health, disabilities, etc.) to ensure families' individual values and practices are incorporated into program strategies for children and families. • Can communicate with families and others about the importance of health, mental health, and child development services for children's ongoing learning and development.	• Has the ability to create a positive organizational culture and climate and engage in effective group process and dynamics. • Has the ability to safeguard practices that protect the privacy and confidentiality of families, enabling colleagues to share only pertinent information to enhance services to families. • Is able to consult with program management to ensure coordination and systemic approaches to supporting families.
ACTIONS	• Ensures that pertinent knowledge about families is appropriately shared with colleagues and professionals in a way that assures confidentiality and increases service coordination.	• Participates in ensuring that coordination occurs at all levels in the agency. • Participates in the development/maintenance of communication systems to support coordination.

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8. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT

Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Understands how the Head Start Program Performance Standards, the Head Start Act, and Office of Head Start family engagement and family services technical assistance resources relate to daily work. • Learns to use different program data sources to inform work with parents and expectant families.*	• Understands how the Head Start Program Performance Standards, the Head Start Act, and Office of Head Start family engagement and family services technical assistance resources relate to daily work. • Demonstrates a working knowledge of the HS management systems and applies this knowledge to develop plans for parent, family, and community engagement.
SKILLS	• Knows how to use family well-being data to inform decisions and methods for supporting families. • Integrates data collected from parents and expectant families into individualized services, decision-making, and daily practice (e.g. survey, observational, or conversational data that includes family ideas and experiences).	• Ensures staff have a working knowledge of how to apply standards and laws to their work. • Utilizes ongoing monitoring to collect and analyze meaningful data around family services and family engagement to improve program services and systems. • Helps staff gain knowledge about current research-based practices and integrate those practices into their work as appropriate. • Ensures that data collected about families and program quality is meaningful and promotes camaraderie and success among family services staff. • Is able to communicate about data related to family engagement to management team in order to improve program systems.
ACTIONS	• Performs effective recordkeeping and internal and external reporting tasks to track individual family progress and program progress. • Prepares and distributes evaluations and feedback suggestion forms during workshops, meetings, and other activities for parents and families. • Uses data results to inform the design of workshops, meetings, and other activities for parents and expectant families.	• Reviews and analyzes program data sources in order to develop ideas for program improvement where applicable.* • Shares information from program data sources with stakeholders (e.g. family services staff, parents, Policy Council, community partners). • Consults with parents and program management on the effectiveness of policy councils and parent committees.

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**Program data sources might include data from community assessment, program self-assessment, program goals, strategic planning, reporting systems, child and family files, parent surveys, measures, etc.*

9. FOUNDATIONS FOR PROFESSIONAL GROWTH

Actively participates in opportunities for continuous professional development.

	Staff who Work with Families	*Supervisor*
KNOWLEDGE	• Understands what professionalism requires in a human services environment. • Understands the value of reflective supervision for personal and professional growth.	• Commits to professional development by setting goals to improve knowledge and understanding of supervision practices. • Is knowledgeable about reflective supervision techniques. • Understands how to effectively manage staff development efforts.
SKILLS	• Demonstrates the ability to be self-reflective and integrate new knowledge into practice. • Maintains professional boundaries and confidentiality of family and child information. • Effectively utilizes supervisory feedback, educational opportunities, and technical assistance resources to improve individual skills and knowledge.	• Demonstrates healthy and appropriate boundaries and works with staff to develop and articulate their own healthy boundaries. • Demonstrates use of reflective supervision techniques. • Utilizes written materials and ongoing interactions with staff (e.g., job descriptions, initial orientation, ongoing training, supervision, and evaluation) to clearly communicate expectations of staff.
ACTIONS	• Actively engages in reflective supervision to gain new insights and knowledge about relationships with families. • Creates and works on individualized professional development plans in collaboration with supervisors.	• Works on individualized professional development plans and links staff members' professional goals with related training or educational experiences. • Provides staff regular opportunities to share ideas and learn from each other. • Offers skillful, reflective supervision of staff to jointly understand staff work. • Supports skills in assessing, referring, and supporting families while maintaining appropriate boundaries.

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Related Head Start Program Performance Standards

45 CFR 1304.20 Child health and developmental services.

45 CFR 1304.21 Education and early childhood development.

45 CFR 1304.23 Child nutrition.

45 CFR 1304.24 Child mental health.

45 CFR 1304. 40 Family Partnerships.

45 CFR 1304.41 Community Partnerships.

45 CFR 1308.21 Parent participation and transition of children into Head Start and from Head Start to public school.

45 CFR 1304.52(a)(1) (2)(iii) Organizational structure.

45 CFR 1304.52(d)(5) (6) Qualifications of content area experts.

45 CFR 1304.52(e) Home visitor qualifications.

45 CFR 1304.52(i)(1)(i-ii) Standards of conduct.

45 CFR 1304.52(j) Staff performance appraisals.

45 CFR 1304.52(k)(3) Staff and volunteer health.

45 CFR 1304.52(l)(1-3) Training and development.

45 CFR 1306.20(f) Program staffing patterns.

45 CFR 1306.23(a) (b) Training.

[42 U.S.C. 9836] 641(d)(2)(D) Designation of Head Start agencies [designation when no entity is renewed]

[42 U.S.C. 9840A] 645A(i) Early Head Start programs

[42 U.S.C. 9843a] 648A(c) Staff qualifications and development

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