

A photograph of a woman with dark hair, wearing a light blue cardigan over a white top and blue jeans, sitting and smiling. She is looking towards another woman whose back is to the camera. The second woman is wearing a white lab coat. They appear to be in a professional setting, possibly a home visit or a community center. The background is blurred, showing shelves and a green plant.

WASHINGTON STATE  
HOME VISITING CORE COMPETENCIES

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## HOME VISITING SUPERVISOR CORE COMPETENCIES

WASHINGTON STATE HOME VISITING CORE COMPETENCIES  
**HOME VISITING SUPERVISOR CORE COMPETENCIES**

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# WASHINGTON STATE HOME VISITING CORE COMPETENCIES

## HOME VISITING SUPERVISOR CORE COMPETENCIES

### INTRODUCTION

Welcome to the Washington State Home Visiting Core Competencies developed by more than 350 Home Visitors, Supervisors, and community-based program leaders committed to supporting a strong foundation for Washington families through home visiting.

After two years in the making, two unique sets of competencies are ready to be used, tested, and refined by those who work with families daily. One set of competencies is for the role of Home Visitor, and one set is for the role of Home Visiting Supervisor. Each set of core competencies aims to complement, strengthen, and honor the recommendations and competencies developed by state and national entities to date. These include but are not limited to: the Washington State Department of Children, Youth and Families: [Relationship-Based Competencies to Support Family Engagement](#); the Institute for the Advancement of Family Support Professionals: [National Family Support Competency Framework](#); the National Home Visiting Network [Call to Action for Racial Equity](#), and many others.

The creation of the Washington State Home Visiting Core Competencies allowed Washington's home visiting workforce to build upon these foundational resources with their collective expertise and the context of Washington communities where they partner with families. The results are core competencies defined by, "owned by," and written in the voice of Home Visitors and Supervisors in Washington state.



*For questions about the core competencies, information about the development process, and additional resources to support competency use in practice, please visit Start Early's website at <https://www.startearly.org/where-we-work/washington/home-visiting-core-competencies/> or email [hvstartearlywa@startearly.org](mailto:hvstartearlywa@startearly.org)*

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**ORIGINS**

Washington's competency work began with an initiative launched in 2020 by the Washington State Home Visiting Core Competency Advisory Committee (Advisory Committee). The Advisory Committee was comprised of funders and representatives of organizations that support Washington's diverse network of early childhood home visiting programs and services. Washington wanted to develop its own home visiting core competencies in order to:

- Define equity in home visiting in Washington and articulate how to demonstrate it.
- Offer Washington's families an assurance of high quality and consistent services provided by knowledgeable and skillful Home Visitors.
- Define the attributes, areas of knowledge, and skills held in common across Washington's diverse home visiting workforce.
- Realize the benefits of core competencies in Washington, as identified by the [Five Ways to Strengthen the Home Visiting Workforce Using Core Competencies](#):
  - Home Visitors can use core competencies for self-assessment.
  - Home Visiting Program Managers can use core competencies to develop job descriptions, trainings, and career ladders.
  - Training organizations can use core competencies to design educational opportunities.
  - Institutes of higher education can use core competencies to design program curricula and related courses.
  - States can use core competencies to encourage the delivery of high quality home visiting services across local agencies.

The Advisory Committee was guided by the value that those who work directly with families (active Home Visitors, Supervisors, and model experts) hold the knowledge and expertise on how to support families with effective home visiting services. Subsequently, Start Early Washington engaged Washington's home visiting workforce to ensure the field itself would determine the process, product, and implementation for two unique sets of core competencies, one for Home Visitors and one for Supervisors.

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### PROCESS OF DEVELOPMENT

A goal was set for the core competencies that 85% of the content would apply to the work of every Home Visitor and Supervisor regardless of the early childhood home visiting service or program model implemented. To achieve this level of applicability across the continuum of home visiting services in Washington, practitioners were first asked how they wanted to be involved in the process. Based on responses, a variety of opportunities were created to cultivate field expertise, lived experience and a range of perspectives. Strategies for workforce engagement included “listening and learning sessions,” surveys, culturally specific focus groups and two drafting teams. Home Visitors, Supervisors and model experts volunteered in drafting teams to create, edit, and approve the current version of the competencies. Their questions, ideas and concerns were addressed in FAQs and are represented in plans for implementation and guidance for the use of the competencies.

The drafting teams centered equity as the guiding principle, and the entirety of Washington’s home visiting workforce was invited to participate in the process to ensure the competencies were informed by, and representative of, the rich experiences of a workforce serving diverse families. Each stage of competency development included processes to ensure equity, statewide representation, and relevancy to the different models of home visiting services offered in the state. [Liberatory Design](#) mindsets, modes, practices, and questions were used consistently to ensure the decisions involved in competency development lead with equity in both the process and product.

### GUIDANCE FOR USE

While the best uses of this “first edition” of the core competencies will be discovered over time by Home Visitors and Supervisors, there are several areas identified by the field for how they could and should be used. For example, the workforce stated they intend to use the competencies for self-assessment, planning for individual professional development, informing job descriptions, and recruiting and onboarding new Home Visitors and Supervisors. Similarly, many Home Visitors and Supervisors shared two hopes: that the competencies would demonstrate the depth and breadth of expertise required in their work with families and be used to inform advocacy efforts to increase and improve equity in pay across the home visiting workforce.

Revisions will likely be needed based on how the core competencies are used over time; therefore, ongoing input through shared ideas and feedback by practitioners is actively encouraged.

# WASHINGTON STATE HOME VISITING CORE COMPETENCIES

## HOME VISITING SUPERVISOR CORE COMPETENCIES

[Start Early Washington's home visiting team](#) will use the Washington State Home Visiting Core Competencies to “connect the dots” between the competencies and training opportunities for Home Visitors and Supervisors to promote a high quality and more equitable home visiting system.

The Washington State Home Visiting Core Competencies are intended as a guide to support the development of the home visiting field in ways that are equitable and built to support Washington’s diverse families. They should not be used to add responsibilities to job descriptions (already wide-ranging) or increase job requirements or qualifications that further exacerbate the racial differences between the workforce and families receiving home visits. Therefore, all who read and use the Washington State Home Visiting Core Competencies are asked to honor the primary goals, hopes and concerns of the workforce who were involved in their development.

### GLOSSARY OF KEY TERMS

The practitioner and model expert drafting teams thoughtfully selected the terms used throughout the competencies related to home visiting and family roles. The terms **Home Visitor** and **Supervisor** refer to anyone who performs the functions of a Home Visitor or is a Supervisor of Home Visitors regardless of the job title assigned by their organization. For purposes of competency development, the **“workforce”** includes **Home Visitors** and **Supervisors**.

Given the diversity of ways adults in the home identify themselves and name their roles in relationship to the child, the following terms were regarded as most respectful and inclusive of significant caregivers (other than parents). **Parent/caregiver** refers to those who relate to a child in the capacity of parenting or caregiving (vs. “mother” and “father”). The singular “parent/caregiver” and “child” are used throughout the competencies, even though home visiting may include multiple parents/caregivers and children.

The following list of key terms is provided to support a deeper understanding of the core competencies and is not intended to be an exhaustive list.

# WASHINGTON STATE HOME VISITING CORE COMPETENCIES

## HOME VISITING SUPERVISOR CORE COMPETENCIES

**Attributes** are a person's characteristics, traits, beliefs, and values.

**Core competencies** are a combination of observable acts, knowledge, and attributes that are necessary to perform a major task or function in the work setting.

**Equity** “refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge that adjustments are necessary to correct imbalances.” ([Equity Definition, n.d.](#)) “The ongoing process requires us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.” ([Anti-Racism Resources | Office of Diversity, Equity and Inclusion, n.d.](#))

**Historical trauma** refers to complex and collective trauma experienced over time and across generations; it is the cumulative, multigenerational experience of emotional and psychological injury by a group of people and their descendants who share an identity, affiliation, or circumstance. ([Adapted from Mohatt, N. V., Thompson, A. B., Thai, N. D., & Tebes, J. K. \(2014\) Historical trauma as public narrative: A conceptual review of how history impacts present-day health.](#))

**Home visiting** includes voluntary, intensive, long-term services provided to parents and caregivers with children (prenatal to age 5) in person (often where the family lives) and virtually — implementing models and services that are validated by a range of criteria (ranging from community designed to evidence based).

**Parallel process** describes the “interlocking network of relationships between supervisor, supervisees, families, and children.” For example, a staff member’s experiences with their

“supervisor can affect [how they] interact with a family. In turn, [how] a staff person interacts with a child, parent, or colleague can then positively spill over and influence the parents’ relationship with the child.” (Adapted from [Heffron, M.C. & Murch, T. \(2010\) Reflective Supervision and Leadership in Infant and Early Childhood Programs.](#))

**Professional development** refers to opportunities intended to improve the knowledge, skills, behaviors, attitudes, and values that shape the home visiting workforce’s ability to successfully partner with families to achieve desired outcomes. Such opportunities include training, technical assistance, endeavors related to continuous quality improvement (collection and use of data to inform changes in practice and approach) and other implementation supports (including consultation and coaching).

**Strengths-based** emphasizes a person’s capabilities, self-determination, resourcefulness, and resilience. It is the practice of centering a person’s strengths as the foundation of future progress and outcomes.

**Trauma-informed** begins with understanding the widespread impact of trauma and identifying paths to healing. It clearly identifies when individuals display signs and symptoms of trauma and embeds beneficial information about trauma into policies, procedures, and practices. A trauma-informed approach actively seeks to avoid re-traumatization. ([Adapted from SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach, n.d.](#))

# WASHINGTON STATE HOME VISITING CORE COMPETENCIES

## HOME VISITING SUPERVISOR CORE COMPETENCIES

### COMPETENCY STRUCTURE AND ORGANIZATION

The Washington State Home Visiting Core Competencies for Home Visiting Supervisors define the Attributes, Knowledge, and Skills that support the success and effectiveness of a Home Visiting Supervisor. This document is organized into **Attributes**, **Competency Areas** (numbered 1 through 5), **Descriptions**, and **Individual Competencies** (in columns under “Know” and “Do”).

#### Attributes

Attributes are the common characteristics, traits, beliefs, and values shared by successful and effective Home Visiting Supervisors. Attributes influence a Supervisor’s leadership and orientation to the community, program, individual Home Visitors and program team. The Attributes listed support the development of proficiency in every competency in each of the five areas.

#### Competency Areas, Descriptions, and Individual Competencies

The Supervisor competencies are divided into five areas most often associated with the roles and responsibilities of a Home Visiting Supervisor. Each area’s Description explains the scope of competencies that are addressed in that specific area. What follows each area Description are two columns that list Individual Competencies that a Home Visiting Supervisor needs to “Know” and “Do” related to the area as defined.

#### Number and Letter System

The purpose of the numbers (1-5) associated with the Competency Areas is strictly intended for purposes of organization and ease of reference. The same is true for the letters (K/D) and numbers assigned to the Individual Competencies in the “Know” and “Do” columns of each Competency Area. The numbers and use of letters in the competencies **do not** suggest a rank of importance with any one area or Individual Competency to be considered more important than another.

Also important to note, is that there is no intended relationship or alignment between the numbers and letters across the columns of “Know” and “Do” (i.e., K1. /D1. are not intentionally aligned ideas, they are each just the first competency in the list). Once again, the use of numbers and letters is only intended for purposes of organization and reference.



## HOME VISITING SUPERVISOR ATTRIBUTES

### Attributes Associated with Home Visiting Supervisor Core Competency Areas 1-5

#### Believes:



- families are their own best experts
- all voices and experiences have value
- quality home visiting makes a difference
- there are many ways to do things (flexible/adaptable)
- quality home visiting practice is informed by research and other types of evidence



#### Values:



- many forms of diversity represented by families served and the Home Visitors providing services
- cultural and leadership humility
- reflection as a means of recognizing one's own biases
- strengths-based and trauma-informed approaches
- learning and growth
- lived experience
- many ways of learning and knowing
- data as a tool for improvement
- intuition, imagination, vision
- accountability (taking responsibility for one's actions and choices)
- gratitude
- celebration of milestones and victories
- learning from others (coachable)



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There are 5 Home Visiting Supervisor competency areas.  
Each area has a list of things that Supervisors need to **“KNOW”** (knowledge) and to be able to **“DO”** (skills).





## 1. COMPETENCY AREA: **FACILITATING DIVERSITY, EQUITY, INCLUSION AND BELONGING**

**DESCRIPTION:** Supervisors empower Home Visitors, families, and the community to participate in a program that is diverse, equitable, inclusive, and fosters belonging. Supervisors ensure all voices are heard, including Home Visitors, families, and the community. Supervisors will practice humility and cultivate and support an environment of continued learning regarding culture and race.

### **KNOW**

- K1.** Recognizes the dynamics of power and how it influences relationships.
- K2.** Recognizes advocacy as a part of one's leadership role.
- K3.** Recognizes the dynamics of one's positional power and privilege when interacting with families and team members from a different culture.
- K4.** Understands the importance of reflection on one's personal value systems, cultural beliefs, attitudes, beliefs related to parenting/caregiving, and familial background to identify biases.
- K5.** Understands the community and its influence on parenting, including culture, ethnicity, religion, family, peers, mass media, social media, and politics.
- K6.** Awareness of how politics can impact family safety (immigration, crime, etc.) and health outcomes (access to health care, racial disparities in care, housing, etc.).

### **DO**

- D1.** Encourages Home Visitors, families, and the community to recognize and disrupt systems of oppression (white supremacy, patriarchy, etc.) within their sphere of influence and partners to replace them with inclusive ways of being and operating.
  - Seeks to transform systemic racism and the influences of patriarchy in their organization.
  - Is transparent about power dynamics and names when power is a factor.
  - Ensures the voices of those with the least power in any situation are heard and honored.
  - Encourages and fosters collaboration, power sharing and team decision making.
  - Disrupts acts of micro-aggression and facilitates healing.
  - Mediates tensions between program and model requirements in the best interest of the family and quality home visiting services.
- D2.** Leverages the power of one's role for positive change.
- D3.** Able and willing to speak truth to those in positions of power.



## 1. COMPETENCY AREA: FACILITATING DIVERSITY, EQUITY, INCLUSION AND BELONGING

### KNOW

- K7.** Understands the hierarchical dynamics and politics of their organization.
- K8.** Recognizes systemic racism and the influences of patriarchy in their organization.
- K9.** Understands the value of collaboration, delegation, distributive leadership, and team decision making.
- K10.** Knows the importance of effective facilitation of discussions and decision making.
- K11.** Understands the need to recruit and retain a qualified, diverse, and culturally responsive team.
- K12.** Recognizes the importance of cultural alignment (race, ethnicity, and other factors of diversity) for the family and the Home Visitor serving them.
- K13.** Recognizes the value systems and biases in their team and themselves.

### DO

- D4.** Practices humility with regard to culture and beliefs and fosters an environment of continuous learning.
- D5.** Navigates community relationships with respect for local politics and those with diverse points of view.
- D6.** Actively seeks and integrates team, family, and community feedback in matters of diversity, equity, inclusion and belonging.
- D7.** Responds to feedback and uses it to make changes.
- D8.** Supports leaders and decision makers in their organization to understand the nuances and complexities of home visiting so that they, in turn, may support the sustainability and growth of a high quality home visiting program.
- D9.** Decides when advocacy is the best course of action.
- D10.** Adapts hiring and onboarding policies and procedures to reflect best practices.
- D11.** Cultivates an atmosphere of psychological safety.
- D12.** Supports the Home Visitor in understanding the generational trauma, chronic stress, disease, and marginalization caused by racial and ethnic inequities in healthcare, education, housing, employment, law enforcement, and other systems.



## 1. COMPETENCY AREA: FACILITATING DIVERSITY, EQUITY, INCLUSION AND BELONGING

### KNOW

- K14.** Understands when advocacy is the right tool to use to impact change.
- K15.** Knows how to solicit feedback from families and community partners.
- K16.** Understands how systemic racism can bias data and how it is presented.



### DO

- D13.** Supports the Home Visitor in reflection on their reactions, biases, cultural norms, and how a family's culture and beliefs impact their work.
- D14.** Supports the Home Visitor to understand how judgments and biases might influence work with the family and team.
- D15.** Engages in reflection with the Home Visitor to develop an open-minded approach to working with families whose background or current circumstances are different from their own.
- D16.** Develops strategies for equitable and inclusive data use.
- D17.** Gathers and analyzes disaggregated data and explores disparities.



## 2. COMPETENCY AREA: **SUPPORTING HOME VISITING PRACTICE**

**DESCRIPTION:** Supervisors partner with the Home Visitor to cultivate a strengths-based and trauma-informed environment. Supervisors cultivate an understanding of the influence of gender identity, culture, and religion in work with families. Providing evidence based, evidence informed, and community defined information will assist in the development of a capable, skillful, and knowledgeable workforce.

### **KNOW**

- K1.** Knows the characteristics of strengths-based approaches.
- K2.** Understands trauma-informed strategies.
- K3.** Recognizes the risks and stressors that can lead to secondary trauma and understands mitigation supports.
- K4.** Knows about the potential risks and stressors to family well-being, such as poverty, unwanted pregnancy, unhealthy relationships, mental and physical health issues, death of a family or community member, the cradle to prison pipeline, incarceration, immigration, political situations, etc.
- K5.** Understands the correlation between adverse childhood experiences and the potential impact on physical health, toxic stress, trauma, and mental health later in life.
- K6.** Understands the influence of beliefs, gender identity, culture, and religion in families.

### **DO**

- D1.** Cultivates a strengths-based and trauma-informed partnership with their team.
- D2.** Supports the Home Visitor in understanding secondary trauma and how to mitigate its effects.
- D3.** Supports the Home Visitor to identify and strengthen protective factors and resiliency with the families they serve.
- D4.** Guides the Home Visitor to identify trauma-informed strategies to support their work with families.
- D5.** Supports the Home Visitor in reflecting on how their gender identity, culture, and beliefs influence their work with families.
- D6.** Coaches the Home Visitor to discuss and reflect with the parent/caregiver about how their beliefs, gender identity, culture, and religion influence their child-rearing.
- D7.** Encourages the Home Visitor to use evidence based, evidence informed, and community defined information in their work with families.



## 2. COMPETENCY AREA: SUPPORTING HOME VISITING PRACTICE

### KNOW

- K7.** Knows the difference between evidence based, evidence informed, and community defined information.
- K8.** Knows how to self-reflect.
- K9.** Recognizes reflective practice as a tool for supporting Home Visitors.
- K10.** Understands the importance of the parallel process.
- K11.** Recognizes that continuous change is inherent to learning and growth.
- K12.** Understands which tasks can be delegated and which ones they need to complete themselves.
- K13.** Understands that coaching is relationship-based and designed to build capacity for skills, behaviors, and ways of being.

### DO

- D8.** Makes decisions based on evidence, research, and the community context.
- D9.** Demonstrates effective coaching strategies with Home Visitors and other team members.
- D10.** Partners with the Home Visitor to strengthen:
  - respect for family culture and cultivates an environment of continued learning regarding culture and race. (See [Competency Area 1 in the Washington State Home Visitor Core Competencies](#).)
  - an understanding and build skills for effective visits in accordance with the program design and organizational practices. (See [Competency Area 2 in the Washington State Home Visitor Core Competencies](#).)
  - an understanding and build skills for quality parent/caregiver-child interactions. (See [Competency Area 3 in the Washington State Home Visitor Core Competencies](#).)
  - an understanding and build skills to support the healthy physical, cognitive, and social emotional growth of infants and young children. (See [Competency Area 4 in the Washington State Home Visitor Core Competencies](#).)
  - an understanding of family dynamics and build skills that increase protective factors, resiliency and address risks and stressors that impact family well-being. (See [Competency Area 5 in the Washington State Home Visitor Core Competencies](#).)



## 2. COMPETENCY AREA: SUPPORTING HOME VISITING PRACTICE

### KNOW

- K14.** Knows about the professional development opportunities that are available to the team.
- K15.** Understands model, funder, and organization requirements for implementation and reporting.
- K16.** Recognizes data as a critical tool for telling the story of home visiting.



### DO

- an understanding and build skills that support family health and wellness. (See **Competency Area 6** in the **Washington Home Visitor Core Competencies**.)
  - an ability to identify and access professional development opportunities that strengthen their effectiveness with families. (See **Competency Area 7** in the **Washington State Home Visitor Core Competencies**.)
  - an understanding of community resources and build skills that support their ability to partner with the parent/caregiver to access resources and supports. (See **Competency Area 8** in the **Washington State Home Visitor Core Competencies**.)
- 
- D11.** Supports the Home Visitor to build trusting, outcome focused relationships with the families they serve while honoring diversity, equity, inclusion, and belonging.
  - D12.** Coaches the Home Visitor by facilitating in-depth exploration of families' stories through the use of empathy, clarification, reframing, and solution-focused questions.
  - D13.** Coaches the Home Visitor to plan home visit activities that utilize and reinforce family strengths and priorities.
  - D14.** Guides the Home Visitor in critical reflection to examine thoughts, feelings, strengths, and identify areas for growth.





## 2. COMPETENCY AREA: **SUPPORTING HOME VISITING PRACTICE**

### **KNOW**



### **DO**

- D15.** Advocates for the opportunity to receive reflective supervision.

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- D16.** Partners with the Home Visitor to develop professional growth goals and timelines, and budgets time and money for professional development.

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- D17.** Cultivates resources for professional development.

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- D18.** Provides leadership development opportunities for their team.

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- D19.** Supports the Home Visitor to meet model, funder, and organizational requirements through timely and accurate documentation and data entry.

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- D20.** Partners with the Home Visitor in developing a personal safety plan and practicing how to leave a home visit quickly.

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- D21.** Partners with the Home Visitor to build data literacy and to use data for decision making.

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- D22.** Reviews data with the Home Visitor to reflect on performance and outcomes.

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### 3. COMPETENCY AREA: **RELATIONSHIP-BASED PARTNERSHIPS**

**DESCRIPTION:** Supervisors facilitate relationship building to promote a positive work environment by listening and clarifying information with an open exchange of ideas and fostering an atmosphere of open communication. Supervisors understand the elements of an inclusive and healthy work environment.

#### **KNOW**

- K1.** Understands the responsibilities of one's role as a Supervisor as defined by the model, their organization, and their funders.
- K2.** Understands the relationship-based nature of home visiting.
- K3.** Knows how power can influence relationships.
- K4.** Knows various strategies to engage with diverse community groups and stakeholders for quality feedback.
- K5.** Understands the importance of positive team culture and the elements of an inclusive and healthy work environment.
- K6.** Maintains an awareness that one's conduct influences team culture.
- K7.** Understands how reflective practice is utilized in home visiting.
- K8.** Knows best practices for conflict management.

#### **DO**

- D1.** Supports leaders and decision makers in their organization to understand the nuances and complexities of home visiting to gain support for the sustainability and growth of a high quality home visiting program.
- D2.** Solicits feedback from community members, team members, and families to inform decision making.
- D3.** Demonstrates flexibility, adaptability, and creative problem solving.
- D4.** Solicits the team for suggestions to solve specific problems.
- D5.** Continually tends to the health of team culture, values, purpose, behaviors, recognition, rituals, cues, and trust.
- D6.** Prioritizes a culture of psychological safety and confidentiality.
- D7.** Collaborates in setting the tone for positive and effective communication that fosters a sense of belonging on the team.
- D8.** Identifies and clarifies Home Visitor roles and responsibilities to create a shared understanding of the workload of each team member.



### 3. COMPETENCY AREA: **RELATIONSHIP-BASED PARTNERSHIPS**

#### **KNOW**

- K9.** Understands the difference between intent and impact with regard to words and actions.

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- K10.** Welcomes rupture and repair as part of healthy relationships.

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- K11.** Knows that not every team member can be happy with every decision all the time.

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- K12.** Understands sources of work-related stressors, such as compassion fatigue and secondary trauma.

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- K13.** Recognizes that the practices of self-care and team-care (rest, play, recovery) require dedicated time.

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- K14.** Understands that learning occurs together as a team, is not hierarchical, and happens in the context of trusting relationships and psychological safety.

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- K15.** Recognizes that their role includes facilitating the Home Visitor's depth of sharing and insight.

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- K16.** Knows that the parallel process calls for self-awareness regarding thoughts, feelings, and reactions to emerging relationships between the child, parent/caregiver, Home Visitor, and Supervisor.

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#### **DO**

- D9.** Exercises equity in decision making and supervision of Home Visitors.

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- D10.** Builds a positive work environment through reflective listening, clarifying information, and encouraging the open exchange of ideas.

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- D11.** Utilizes reflective practice to facilitate strong work relationships and to support the Home Visitor in strengthening their relationship with the parent/caregiver.

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- D12.** Facilitates discussion among Home Visitors regarding how they function as a team.

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- D13.** Uses a strengths-based approach to provide feedback to the Home Visitor about their work and recognizes achievements and contributions.

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- D14.** Supports the Home Visitor to reflect, clarify understanding of feelings and ideas and increases self-awareness and disclosure.

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- D15.** Builds team knowledge of intersectionality and how aspects of a person's identity, such as race, class, and gender can create overlapping discrimination, disadvantage or privilege.

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- D16.** Disrupts acts of micro-aggression and facilitates healing.

---



### 3. COMPETENCY AREA: **RELATIONSHIP-BASED PARTNERSHIPS**

#### **KNOW**



#### **DO**

- D17.** Takes into consideration the trauma and triggers of team members to promote a healthy and healing work culture.

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- D18.** Wonders together with the Home Visitor and models mindful self-regulation in situations where answers are unknown.

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- D19.** Supports the Home Visitor to build awareness of work-related stressors, such as compassion fatigue, secondary trauma, and their impact on job performance and well-being.

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- D20.** Promotes a culture of self-care and team-care by allowing time for care related activities and prioritizing team well-being and burnout reduction.

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- D21.** Establishes routine opportunities to reflect with Home Visitors, individually and as a team.

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- D22.** Practices repair in relationships when harm has been done or mistakes made.

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- D23.** Utilizes best practices for conflict resolution in a variety of settings to address internal conflicts that arise.

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- D24.** Manages conflict using “I statements.”

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- D25.** Guides the Home Visitor to additional mentors and coaches that can further their learning and growth.

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## 4. COMPETENCY AREA: ETHICAL AND QUALITY HOME VISITING PRACTICES

**DESCRIPTION:** Supervisors work toward ethical and high quality home visiting practices and support the Home Visitor as they work toward ethical and high quality practices.

### KNOW

- K1.** Understands how home visiting fits into the early childhood system in their community.
- K2.** Understands the role and responsibilities of the Home Visiting Supervisor in relationship with the Home Visitor, families, community, and the program.
- K3.** Understands how home visiting fits into the mission and vision of their organization.
- K4.** Understands and complies with federal, state, tribal, and local laws as well as organization policies affecting documentation, confidentiality, personnel practices, and professional boundaries.
- K5.** Understands and complies with federal, state, tribal, and local laws as well as organization policies related to child safety, neglect, and maltreatment.
- K6.** Understands the history and trauma of BIPOC families with child welfare and Indian Child Welfare systems.
- K7.** Understands the potential for social stigma associated with types of referrals.

### DO

- D1.** Advocates for an early childhood system that fully addresses the needs of families in the community.
- D2.** Implements the program model (required curricula, screenings, etc.) in the context of the community, its strengths, and to meet the unique needs of the families they serve.
- D3.** Writes, reviews, and revises policies to reflect changes in practice.
- D4.** Follows program and organization policies, procedures, and protocols.
- D5.** Advocates for program sustainability and centers the parent-child relationship when making program decisions.
- D6.** Seeks support through training and technical assistance to implement their program utilizing home visiting best practices and fidelity to the model.
- D7.** Centers program quality and sustainability when making decisions and in budget management.



#### 4. COMPETENCY AREA: ETHICAL AND QUALITY HOME VISITING PRACTICES

##### KNOW

- K8.** Thoroughly understands the elements of model quality and home visiting best practice.
- K9.** Understands the role and responsibilities of a Home Visitor.
- K10.** Understands the importance of healthy boundaries in home visiting.
- K11.** Understands the program model requirements, including frequency and intensity of service delivery, caseload guidelines, and supervision needs of the Home Visitor.
- K12.** Knows the importance of effective policies, procedures, and protocols to support program quality.
- K13.** Understands how to access and use multiple data systems as required by the model, agency, and funding sources.
- K14.** Understands data collection, data entry, and reporting timeline requirements prescribed by the model, agency, and funding sources.
- K15.** Understands basic budgeting and coordinates with fiscal teams as appropriate.

##### DO

- D8.** Advocates for the program budget to be managed responsibly and in compliance with model, agency, and funder requirements.
- D9.** Uses data to inform decision making and improve program quality.
- D10.** Facilitates family case conferencing for team discussion and learning.
- D11.** Clearly communicates performance expectations to the team.
- D12.** Builds data capacity within the team through regular review of documentation and ensures data input is accurate and within prescribed timeframes.
- D13.** Supports the Home Visitor in setting goals with families that are strengths-based, centered on the family's priorities, behaviorally specific, attainable, and measurable.
- D14.** Provides opportunities for the Home Visitor to be observed conducting their work and receive feedback.



## 4. COMPETENCY AREA: ETHICAL AND QUALITY HOME VISITING PRACTICES

### KNOW



### DO

- D15.** Utilizes a system or tool to assess and support observed home visits with each Home Visitor.
- D16.** Coaches the Home Visitor to equitably support families within the boundaries of their role as a Home Visitor.
- D17.** Coaches the Home Visitor to use assessment results to inform services.
- D18.** Coaches the Home Visitor to utilize screening results to access additional supports and resources as needed.
- D19.** Coaches the Home Visitor to take precautions and safety measures to ensure confidentiality of family information.
- D20.** Trains the Home Visitor to understand their role, duties, and agency procedures for reporting suspected child maltreatment.
- D21.** Partners with the Home Visitor to assess the safety of various home visiting situations.



## 5. COMPETENCY AREA: **COMMUNITY SYSTEMS AND RESOURCE**

**DESCRIPTION:** Supervisors have broad knowledge of how community systems work and create partnerships to influence referrals and the day-to-day work of the program.

### **KNOW**

- K1.** Knows trusting community relationships are foundational to meeting the needs of families and strengthening the community's early childhood system.
- K2.** Understands how community trust impacts the viability and credibility of the program.
- K3.** Has a strong understanding of the program and organization policies, practices, and protocols.
- K4.** Understands the role of engagement with other service providers in a timely manner and maintains interagency and community connections to best meet the needs of families.
- K5.** Understands community networks of parent/caregiver support.
- K6.** Understands the importance of community outreach.
- K7.** Understands that there are people or groups with power within the community who can make decisions or implement change to positively impact families.

### **DO**

- D1.** Utilizes community partnerships to contribute to the overall strength of their community's early childhood system.
- D2.** Actively seeks out and maintains community partnerships with a variety of organizations for systems coordination, referrals, and the benefit of the families served.
- D3.** Participates in and actively engages in community partner and coalition meetings to build a strong network and early childhood system that meets community need.
- D4.** Engages in community partnerships with integrity, authenticity, and professionalism to build community trust.
- D5.** Demonstrates a working knowledge of community resources.
- D6.** Utilizes program policies, procedures, and protocols to support family access to community resources, avoid duplication of services, and support the optimal management of community resources.
- D7.** Facilitates Home Visitor knowledge of community resources and supports team members to build working relationships with community partners when appropriate.





## 5. COMPETENCY AREA: **COMMUNITY SYSTEMS AND RESOURCES**

### **KNOW**

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- K8.** Understands the importance of community meetings to be mutually beneficial to participating organizations and contribute to a strong early childhood system.

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- K9.** Understands that some solutions to program issues will be found through community partnerships (rather than inside the organization).

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- K10.** Knows that community partnerships will evolve and change over time.

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- K11.** Recognizes the value of relationships and community connections that each team member brings to the program.

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- K12.** Knows how to share program data in a way that is meaningful to community partners.

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- K13.** Understands their role with regard to funding sustainability within their organization.

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- K14.** Is aware of local, state, and federal funding opportunities that could support program sustainability.

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### **DO**

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- D8.** Delegates and encourages shared responsibility among team members for building and maintaining community connections.

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- D9.** Supports Home Visitors' and families' access to community resources that provide social, financial, health, and other services to children and families.

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- D10.** Develops and implements procedures for public awareness to effectively promote and advertise program services using a variety of media.

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- D11.** Contributes to the policy and advocacy efforts of elected officials and other decision makers.

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- D12.** When appropriate, invites elected officials to observe home visits.

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