



Pennsylvania Home Visitor Competencies For Home Visiting Professionals

Office of Child Development and Early Learning
Pennsylvania Department of Education and Department of Human Services

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Pennsylvania Home Visitor Competencies for Home Visiting Professionals

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Preface

Pennsylvania's home visiting programs and professional development are supported by a comprehensive quality improvement initiative with a vision:

A statewide system of high quality home visiting services that will, in partnership with families and communities, strengthen, support, and promote prenatal health, family well-being and early childhood health, safety, development, and education.

Home visiting is defined as an evidence-based program that includes home visiting as a primary service delivery strategy to pregnant mothers, fathers, caregivers, and/or their children. Home visiting programs come in many shapes and sizes. They vary with respect to the age of the child, the risk status of the family, the range of services offered, the intensity of the home visits, and the content of the curriculum that is used in the program. Furthermore, programs vary in terms of who provides services, how effectively the program is implemented, and the range of outcomes observed. Services delivered in the home aim to have a positive impact on families and have measurable and long-term benefits for children's development

The PA Keys to Professional Development System is a comprehensive statewide framework for professionals serving children and families in all prenatal, early childhood and school-age settings, including child care, Early Head Start and Head Start, Early Intervention, home visiting, public school, private academic school, and school-age programs. It provides a continuum of professional development opportunities and ongoing support for professionals to improve outcomes for children in prenatal, early childhood and school-age programs. The PA Keys to Professional Development defines pathways to qualifications and credentials and addresses the needs of adult learners. The system includes core knowledge competencies, professional development record, career lattice, early learning standards, credentials, PA Quality Assurance System (an approval system for instructors and technical assistance consultants), education supports, and links to the Keystone STARS Quality Rating Improvement System.

An essential component of Pennsylvania's professional development system is ***Pennsylvania's Home Visitor Competencies for Home Visiting Professionals***. It identifies a set of content areas that help define the knowledge expectations for professionals in settings within the home visiting field. Other competencies that define the knowledge and expectations for professionals in settings within the early childhood education and school-age field are located within the ***Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals*** (formerly known as the Core Body of Knowledge).

Introduction

Overview

The role of the home visiting professional in supporting both adult and children's growth and development is critical. While research demonstrates that children learn best when they explore and engage with materials and activities that enhance their skill development and creative thinking processes, the adults who facilitate those experiences are key. Children become confident and successful problem-solvers and learners when they are in the care of skillful adults who provide safe and stimulating environments, guide children's discovery and mastery of the world and help them build strong relationships with both their peers and adults.

While parents and caregivers are a child's first and primary teachers, most children are influenced by other adults who are dedicated to supporting children's early learning experiences. *Pennsylvania's Home Visitor Competencies for Home Visiting Professionals* offers a road map for home visitors. It communicates the critical areas of professional knowledge and skills that are necessary to help children and their parents or caregivers thrive and become successful in school and in life.

Benefits of Having Home Visitor Competencies:

When professionals use knowledge competencies to guide their assessment of their own professional practice, they are assured of utilizing a framework that represents the full scope of home visitation. The framework represents Pennsylvania's philosophies and values and ensures that this information is put into practice. When used in combination with Pennsylvania's Early Learning Standards, the home visiting competencies can serve as a foundation for decisions and practices to be carried out within home visitation programs.

Pennsylvania's Home Visitor Competencies for Home Visiting Professionals is a comprehensive resource that specifies the competencies and dispositions that adults who work with children and their families need to know, understand and be able to do. It covers a range of competencies that becomes a valuable tool for individuals as they assess their own knowledge and skill level and chart a course for their own development. It supports professionals' commitment to lifelong learning through ongoing professional growth as well as students' preparation for entry into the field of home visiting.

Purpose:

Pennsylvania's Home Visitor Competencies for Home Visiting Professionals has been designed to be used by varied professionals:

- **Direct-line Professionals:** Can assess and track their level of knowledge and skill in various content areas and can identify specific areas for future professional development.
- **Program Administrators and Directors:** Can use the competencies to develop program policies, specify their own professional development/education requirements, and support staff in developing their professional development/education plans.
- **Instructors and Professional Development Organizations:** Can plan and organize professional development/education that aligns with Pennsylvania's

learning and quality improvement standards and promote professional development/education opportunities relative to these standards. They may also use these competencies to track their level of knowledge and skill and to guide their own professional development.

- **Federal, State, and Local Agencies:** May use the document as a resource to develop and implement policies for enhancing professionalism in the field.

Overall, the Pennsylvania's Home Visitor Competencies (PHVC) document is one element within the framework of a career development system that allows professionals to achieve recognition in the field, provides access to competency-based professional development/education, and promotes compensation commensurate with educational achievement.

Dispositions:

Every profession has a set of attitudes, beliefs and perspectives that distinguish its members as a group. Together they are called professional "dispositions." The home visiting profession has dispositions that are highly valued among its members.

Although dispositions are an important part of professional practice, they are different from professional knowledge and competencies. Dispositions describe how a person sees all aspects of his or her work in the profession, rather than what is actually known and done. They are more often absorbed by newcomers and nurtured by seasoned veterans within the professional community instead of being formally taught. Because dispositions apply to all members of the profession and are equally important, they are listed separately.

The model home visiting professional is one who:

- Delights in and is curious about children and how they grow and learn.
- Appreciates and supports the unique and vital role of parents and caregivers in their children's lives.
- Is eager to learn new knowledge and skills that will support both parent and child development and learning.
- Models the attitudes and behaviors that she/he values in parents and children.
- Values and celebrates the diversity found among children and their parents and caregivers and in the world around them.
- Is willing to ask for help, to learn from others and to accept constructive criticism.
- Reflects on the personal beliefs and values that influence her/his own attitudes and practices.
- Accepts responsibility for her/his own actions.
- Shows respect for children, parents, caregivers, and colleagues by maintaining confidentiality.
- Communicates clearly, respectfully and effectively with children and adults.

- Responds to challenges and changes with flexibility, perseverance and cooperation.
- Expresses her/his own emotions in healthy and constructive ways.
- Values and nurtures imagination, creativity and play, in children, parents, and herself/himself.
- Demonstrates responsible professional and personal habits in working and interacting with others.
- Has a collaborative attitude.

Professionals must make a commitment to lifelong learning. The field continually changes and requires each of us to learn new skills and new information in order to provide the most current practices that are aligned with Pennsylvania's philosophies and values while supporting children's growth and development in partnership with their families.

Adult lifelong learners demonstrate those same positive learning values that they strive to instill in the children in their care. Lifelong learners are inquisitive with an open approach to learning, use a variety of techniques to practice and master new skills, show a respect for researching, understanding new information, and utilize self-reflection as a tool for determining the kinds of information they are seeking.



Pennsylvania Home Visitor Competencies

Rationale

The *Pennsylvania's Home Visitor Competencies for Home Visiting Professionals* are an in-depth review and assessment of the content that prepares prenatal, early childhood and school-age professionals to become master professionals. Every professional should become familiar with the sections and content within the home visitor competencies. The components include:

Rationale: Explains how the content area relates to the home visiting professionals' day-to-day practice

Knowledge Areas: Define the depth and breadth of information that a professional must learn in order to be a competent home visiting professional. Seven Knowledge Areas identify specialized knowledge that shape home visitors' professional practice.

The Knowledge Areas are:

1. Family Growth and Development: The Home Visiting Professionals knowledge and application of basic human development across a life-span supports a family's understanding and support of their child's growth and development. Home Visiting professionals support meaningful and relevant experiences for the family and child that are developmentally appropriate, individualized to accommodate each family's needs and interests, and be respectful of the family's diverse values and culture.

2. Professional Practices for Home Visitors: The home visitor will recognize oneself as a professional and put into practice a personal and professional philosophy. Home visitors must demonstrate an understanding of their professional role, responsibilities and limits. In addition to ethical and high quality learning experiences for families, a pledge to lifelong learning and advocacy for the children and families they serve assures the field its very reputation of an essential societal profession.

3. Cultural Responsiveness: Home visiting professionals acknowledge and respond sensitively to cultural differences among families and seek to integrate culturally responsive methods into their work with the families they serve. Cultural responsiveness requires an ongoing effort to understand current culture-specific information, family preferences and evidence-based practices that support child and family development in the cultural context.

4. Building Relationship-Based Family Partnerships: Home visitors will understand a variety of teaching and adult learning principles to support the development and achievement of family goals. Openness to the family members' approaches to caregiving and child rearing are crucial in developing a relationship of trust where the parent/caregiver is acknowledged as an expert. In order to properly support the family in developing effective parenting and guidance practices, home visitors must demonstrate an ability to apply motivational strategies in a relationship-based setting. Development of family goals is essential to the success of the family and the child. The home visitor must have the ability to design goals in partnership with the family and provide opportunities for the family to integrate new learning into their daily routines.

5. Safety - Individual, Family, and Community: Home visitors will work to ensure their personal safety and the safety of the families they serve. In addition, home visitors will collaborate to support safety in the homes, neighborhoods and communities served by the program.

6. Family Health and Nutrition: Home visitors will understand and promote quality health, nutrition and well-being practices that protect and support all family members. Children's healthy experiences in the prenatal and infant/toddler years are the foundation for their successful growth and learning. Home visitors must work in partnership with families and be knowledgeable about their community to ensure that the family's health and nutritional needs are met.

7. Community Collaborations: Home visitors advocate for and secure community services and resources in partnership with families by maintaining constructive communication with a range of community organizations and community service professionals.

Competencies: Are the concepts and facts that a professional must learn in order to become competent in each area of practice. This knowledge becomes the cognitive foundation for the skills and behaviors implemented in the professional's work.

Professionals participate in continuous quality improvement practice by acquiring new skills, refining their previously developed skills and promoting the idea of lifelong learning for professionals who work in the early childhood and school-age profession. Regardless of whether programs work with mixed age groups and the same children over multiple years or similar age children for only one year, the commitment to acquiring the necessary competencies to provide the highest quality learning experiences is the same.



How to Use Pennsylvania's Home Visitor Competencies for Home Visiting Professionals.

Home Visitor Knowledge Competencies

“Professional development consists of facilitated teaching and learning experiences that are transactional, collaborative, and designed to support the acquisition of professional knowledge, skills, ethics/values, and dispositions, as well as the application of this knowledge in practice to benefit all children and families” (PA Professional Development System Framework).

Pennsylvania's Home Visitor Competencies for Home Visiting Professionals has been designed to guide professionals' decisions about their lifelong learning pathway and to enable them to identify and seek out professional development that will help them travel along that pathway.

Suggested Uses:

For Instructors:

The PHVC provides the Pennsylvania home visitor instructor with the focus for the development of professional development sessions and resources that assure the delivery of rich, research-based and current information across all three Competency Levels.

The extent of information within the PHVC enables instructors to reflect upon their levels of mastery on the topics for which they train or prioritize for training. As they consider the Knowledge Areas and competencies they will prioritize for delivery of content, an honest review of the PHVC will result in a realistic assessment of one's own knowledge and experience. Even the most experienced trainer will most likely have competencies within Knowledge Areas that inspire them to seek more information.

For Administrators/ Directors:

A review of the PHVC content will provide a picture of the broad scope of knowledge that every home visiting professional must obtain in order to excel in this dynamic field.

Familiarity with the competencies will help administrators/directors provide guidance to staff to maximize their learning potential and knowledge base. From shared discussions, observations, and a review of past or current professional development, the supervisor will be better able to help the individual staff person prioritize the Knowledge Areas to include an annual individual professional development plan.

When used in combination with the Pennsylvania Learning Standards, administrators can design programs that ensure all children served are provided with high quality, comprehensive learning experiences in the context of their families' culture and values.

How to Use the Home Visitor Self-Assessment, Professional Development Plan and Reflection

The Process Starts Here!

The beginning of the decision-making process starts with self-assessment and reflection. Thinking about a combination of new learning opportunities, past experiences and the way in which new knowledge can be applied to work experiences to enhance one's work with children and families helps every professional create her/his own specialized professional development plan.

This plan must be meaningful for the practitioner's current circumstance and relate to future goals, interests and short-term needs. Self-assessment and reflection, together, offer a way in which strengths and challenges are identified and balanced with new professional development opportunities to improve skills and expand horizons.

Shared Thinking:

While self-assessment and reflection is conducted by the professional alone, the next step is to discuss those thoughts with a supervisor or administrator. Collaboratively, a meaningful conversation should take place where a summary of this assessment and reflection is shared as the starting point in a discussion about the professional's strengths, challenges and professional development interests. This confidential conversation must be one in which the pair, together, designs a professional development plan that uses the information from the assessment and reflection, the CKC documents and the program's resources and identified needs as the guide.

Administrators'/Directors' Self-Assessment:

Before Administrators/Directors can use these resources effectively with staff, they must first use the tool for their own reflection and goal planning to fully self-assess their knowledge, understanding and experience.

- **Step One:** Review the PHVC to become familiar with format and information. Carefully read the introductory sections to understand the principles, dispositions and the suggested uses. Review the *Home Visitor* Competencies to understand the Knowledge Areas and Competency Levels.
- **Step Two:** Complete the Individual Professional Plan and Reflection.
- **Step Three:** Seek out professional development events that will enhance the learning that has been identified through the self-assessment.

Once the administrator/director has completed her/his own self-assessment, identified annual goals and completed a professional development plan through the Individual Professional Plan and Reflection, she or he will be able to support the use of the PHVC with staff.

Using the self-assessment with Professionals Entering the Field:

Self-Assessment: For a new professional, The PHVC is a great introduction to Pennsylvania's comprehensive approach to the home visiting profession. If they have not already used the resource as part of their pre-service experience, complete a self-assessment using the document.

Shared Assessment:

Following an individualized assessment, supervisors and new staff persons can use the PHVC to ensure that basic concepts and information that are critical for successful provision of quality services to children are understood. A shared assessment of the document will reveal the broad concepts and philosophies that every professional should carry into the work environment. When a supervisor and the new professional briefly review each of the Knowledge Areas together, they can share a discussion about the Competencies that are important for consideration in each of the domains of learning.

Using self-assessment with Experienced Professionals:

The PHVC comprehensive content offers practicing professionals a unique opportunity to consider their practice in light of a breadth of knowledge that assures every child's successful growth and development. Professionals who gain insight and knowledge in each of the PHVC's Knowledge Areas and continue their life-long learning quest to acquire additional information will stay current and fresh in their presentation of new ideas to children and families, and will remain strong and vital advocates for the field.

There are three criteria that must be considered when developing an annual professional development plan:

1. The professional's previously completed self-assessments and reflections;
2. Observations, evaluations and meeting notes from the shared planning meeting with the administrator/director;
3. Program standards, such as Model Requirements.

Reflection/Assessment:

For each Knowledge Area, the professional should carefully consider the level of understanding for each item targeted for professional development. Complete a self-assessment and determine areas of interest and need for additional research and training.

Gathering Data:

The professional is encouraged to gather additional data to bring to the supervisory discussion. This may include sharing a portfolio that demonstrates accomplishments and achievements. The administrator/director will have also compiled a variety of data sources including observations of the staff person's performance with children and families, feedback from others, along with the staff person's portfolio and self-assessment.

Shared Assessment:

The professional and the administrator/director should meet to complete a shared assessment and agree on areas of strength and growth, Individual Professional Development.

Plan and Reflection:

The needs and interests of the professional are prioritized into 3-5 goals. A review of program standard requirements for professional development will determine if there is a need for additional goals. This professional development plan should incorporate Knowledge Area prioritizations, in addition to other professional development needs that might incorporate the staff person's interests or career pathway goals.

Updates should occur periodically throughout the year to document completed professional development. At least once a year, Reflection/Assessment should occur to indicate if the level of understanding has increased and to identify additional training needs.

For the Administrator/Director:

At least annually,

- Record the identified professional development goals.

- Consider the ways in which knowledge will be obtained related to those goals. This may come from research, conferences, professional development events, higher education coursework, etc.

- Following the professional development, consider the knowledge, skills and insights that have been acquired.

- Assess new strategies that will or have been implemented as a result of the professional development.

- Hold shared meetings with all staff to review and approve individual professional development plans.

- Analyze all staff's individual professional development plans to ensure that the appropriate professional development is being held or attended that supports individual and programmatic goals. Make adjustments as necessary to support continuous quality improvement efforts.

For the Professional:

- Record the identified professional development goals that were identified. Include the date of the supervisor-staff review and acquire the supervisor's signature.

At least annually,

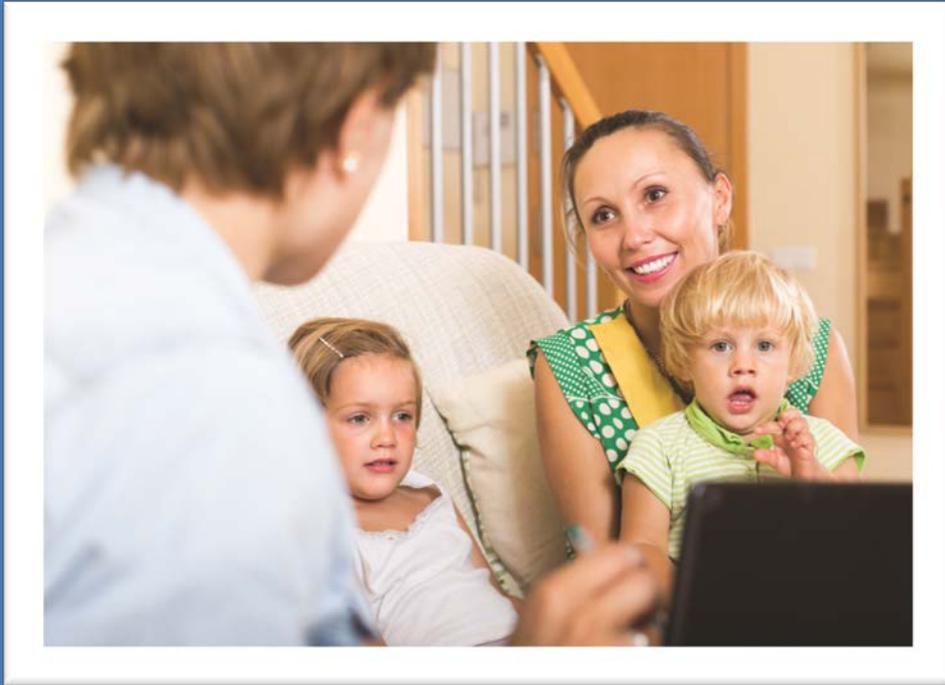
- Maintain records of the professional development that was obtained related to each of the goals. Include the date, title of the event and the PHVC code.

- Review the objectives of the professional development events and describe how they relate to the identified goals.

- Assess the knowledge and insights gained as a result of the professional development and how it pertains to one's work with children and families.

- Attend a meeting with your administrator/director/supervisor to review your individual professional development plan and obtain sign-offs as needed.

- Complete a re-assessment.



Home Visitor Competencies

Office of Child Development and Early Learning
Pennsylvania Department of Education and Department of Human Services

1. Family Growth and Development

Rationale: *The Home Visiting Professionals knowledge and application of basic human development across a life-span supports a family's understanding and support of their child's growth and development. Home Visiting professionals support meaningful and relevant experiences for the family and child that are developmentally appropriate, individualized to accommodate each family's needs and interests, and be respectful of the family's diverse values and culture.*

Essential Knowledge and Skills

Competency:	The Home Visitor will be able to:
1.1	Apply basic knowledge of child development in four developmental domains- language, cognitive, social/emotional and motor
1.2	Identify the Early Learning Standards and their relationship to child development and appropriate parenting practices
1.3	Describe the correlation between the four developmental domains
1.4	Describe the correlation between cognitive development and relationships
1.5	Provide families with current information regarding the impact of stress and/or trauma in all developmental domains from prenatal through adulthood
1.6	Help children develop emerging skills and practice existing ones by providing families with current information about how children learn
1.7	Understand the importance of the development of literacy skills and ways parents can support this with children. Support parent-child interactive book reading by helping families gain access to high-quality children's books and by providing encouragement and guidance on book reading techniques
1.8	Support families in fostering children's development of age-appropriate, self-regulated behaviors through families routines and realistic expectations for children
1.9	Recognize, support and acknowledge parent behaviors that encourage child development
1.10	Understand the critical importance of annual screenings to understand the child's current status and gaps (both under and over the "norm" and how this affects parenting practices.
1.11	Equip parents with tools and knowledge to foster their children's development and learning through the use of play and materials available in the child's home.
1.12	Support families in promoting children's development of fine- and gross-motor skills by helping families recognize and use opportunities and materials available in the home and community
1.13	Understand emotional intelligence and its relationship to working with families
1.14	Understand and impart knowledge of health and nutritional information, such as breastfeeding, for promoting healthy development

1.15	Describe parent/caregiver interactions with infants and toddlers that reflect a healthy relationship and support social-emotional development
1.16	Recognize the strengths and abilities of all very young children, including those with special needs; and convey this to parents.
1.17	Model developmentally appropriate interactions with children
1.18	Provide information and resources on parenting and child development
1.19	Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
1.20	Address parenting issues from a strength-based perspective
1.21	Model nurturing care to children social-emotional development of children
1.22	Help parents foster their child's social emotional development

2. Professional Practices of Home Visitors

Rationale: *The Home Visitor will recognize oneself as a professional and put into practice a personal and professional philosophy. Home Visitors must demonstrate an understanding of their professional role, responsibilities and limits. In addition to ethical and high quality learning experiences for families, a pledge to lifelong learning and advocacy for the children and families they serve assures the field its very reputation of an essential societal profession.*

Essential Knowledge and Skills

Competency:	The Home Visitor will be able to:
2.1	Recognize the importance of reflective practice and supervision
2.2	Examine personal thoughts, feelings, experiences and biases, and understand the impact these may have in working relationships
2.3	Implement the home visitation model with fidelity
2.4	Utilize program data and outcomes to develop efficient and effective strategies for working with families in the home
2.5	Use screening, observation and/or assessment strategies to inform planning and provision of appropriate services that promote optimal development
2.6	Ensure family confidentiality by not sharing information unless there is written consent

2.7	Maintain professional boundaries in relationships with staff and families and use appropriate, professional language.
2.8	Serve as a role model for families by exhibiting sound, daily physical and emotional practices (e.g. wearing seat belts, making healthy food choices, washing hands, communicating positively and understanding and accepting differences)
2.9	Further professional growth by seeking feedback, reflecting on and assessing own practice and taking advantage of opportunities to improve skills and knowledge
2.10	Advance program practice by promoting a positive working environment and working collaboratively with other staff to understand and support the adoption of best practices for children, families and staff
2.11	Establish and maintain external professional relationships by participating as a member of community, state, and/or national professional organizations
2.12	Provide and/or receive supervision supporting self-reflection, self-assessment and professional growth
2.13	Maintain written notes and records to monitor progress and document concerns and maintain appropriate confidentiality of these records
2.14	Advocate for system improvements to raise the quality of services provided to expectant parents, infants, toddlers and families to promote healthy child and family development
2.15	Advocate within the service and health care settings and in the community to identify and remove service delivery barriers for expectant parents, infants, toddlers and/or families in need

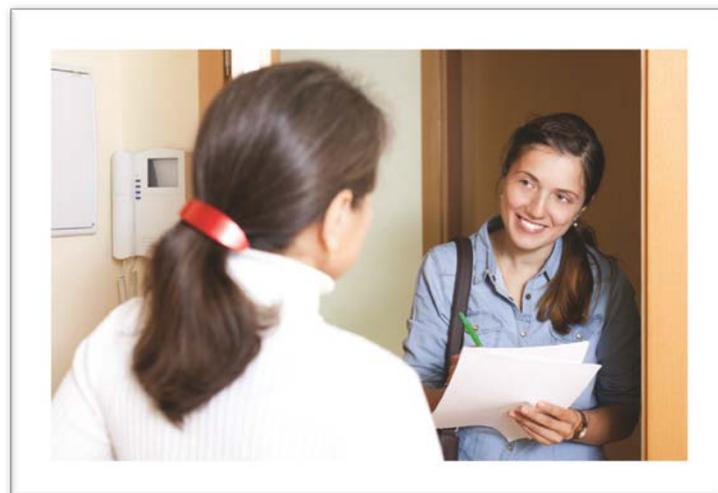
3. Cultural Responsiveness

Rationale: Home Visiting professionals acknowledge and respond sensitively to cultural differences among families and seek to integrate culturally responsive methods into their work with the families they serve. Cultural responsiveness requires an ongoing effort to understand current culture-specific information, family preferences and evidence-based practices that support child and family development in the cultural context.

Essential Knowledge and Skills

Competency:	The Home Visitor will be able to:
3.1	Adapt communication style and vocabulary to meet the needs of the family based on culture, primary language and cognitive strengths and/or limitations
3.2	Identify one's own biases and prejudices and how those impact work with families and others
3.3	Recognize and respect the unique values, traditions, strengths and needs of each family
3.4	Support families in their use of family values, traditions and language

3.5	Individualize services to reflect family characteristics, strengths and needs
3.6	Recognize and acknowledge the family's definition of their own culture/cultural affiliation and values
3.7	Understand the roles of racism, discrimination, poverty on families and on individual development
3.8	Provide materials in the family's primary language when available
3.9	Recognize and be responsive to differences in family literacy levels
3.10	Recognize the dynamics of differences and know how to respond when cross-cultural communication problems arise
3.11	Understand the importance of acquiring language proficiency or using appropriate translation assistance that improves communication with children and families served
3.12	Seek out information from members of the cultural group about cultural norms and behaviors and avoid making assumptions about practices
3.13	Participate in activities designed to improve the cultural competence of services for expectant parents, infants, toddlers and families
3.14	Employ observation and listening skills in order to understand the cultural values of families
3.15	Demonstrate in multiple ways that parents are valued---resilience
3.16	Honor each family's race, language, culture, history and approach to parenting
3.17	Create an inclusive environment –social connections



4. Building Relationship-Based Family Partnerships

Rationale: Home Visitors will understand a variety of teaching and adult learning principles to support the development and achievement of family goals. Openness to the family members' approaches to caregiving and child rearing are crucial in developing a relationship of trust where the parent/caregiver is acknowledged as an expert. In order to properly support the family in developing effective parenting and guidance practices, Home Visitors must demonstrate an ability to apply motivational strategies in a relationship-based setting. Development of family goals is essential to the success of the family and the child. The Home Visitor must have the ability to design goals in partnership with the family and provide opportunities for the family to integrate new learning into their daily routines.

Essential Knowledge and Skills

Competency:	The Home Visitor will be able to:
4.1	Recognize the importance of developing trusting, respectful relationships with families
4.2	Recognize the importance of nurturing, consistent, responsive, and respectful parenting/Have knowledge of theories of early relationship development, family interactions, and parenting styles
4.3	Understand the principles of relationship-based practice for effective family engagement
4.4	Know how to engage in goal-oriented partnerships with families to promote parent-child relationships and family well-being
4.5	Engage and involve fathers, extended family members , and a network of kinship
4.6	Apply knowledge of early relationship development, family systems, parenting, and child development to support the family in strengthening healthy family dynamics
4.7	Assist families with implementing appropriate and effective communication skills and coping strategies
4.8	Recognize and address the stressors that may negatively affect development and family interaction, such as poverty, homelessness, substance use, mental health issues, incarceration, domestic violence, change in family structure, etc.
4.9	Understand how developmental delays and physical and other health impairments impact early relationship development and family dynamics
4.10	Know how to address challenges and utilize problem solving techniques to help families find solutions
4.11	Use a strength-based family centered approach (e.g. Strengthening Families Framework) when working with families to identify a family's social supports, goals, strengths, and needs

4.12	Provide information and assistance as families expand their knowledge of child growth, development, and parenting techniques as it relates to the backgrounds and parenting practices of individual families
4.13	Understand the unique ways in which adults learn, acquire skills, and adjust to change. Understand a variety of teaching and adult learning strategies that can be used to support them
4.14	Help parents recognize the learning that is taking place for a child simply through their interactions
4.15	Nurture relationships with families with ongoing communication and respect for family strengths
4.16	Ability to identify the factors (i.e., parent age, education, religion, etc.) that impact parenting styles and skills
4.17	Recognize indicators of at-risk adult-child relationships
4.18	Support parents as decision-makers and help build decision-making and leadership skills
4.19	Help families value, build, sustain and use social connections
4.20	Respond proactively when social or emotional development needs extra support

5. Safety- Individual, Family, Community

Rationale: Home Visitors will work to ensure their personal safety and the safety of the families they serve. In addition, Home Visitors will collaborate to support safety in the homes, neighborhoods and communities served by the program.

Essential Knowledge and Skills

Competency:	The Home Visitor will be able to:
5.1	Assist parents in developing safety and/ or crisis plans
5.2	Understand behavioral and environmental health and safety issues that affect infants, children and adults
5.3	Identify the characteristics and needs of parents, children and families at risk for abuse and neglect
5.4	Recognize environmental and caregiving practices that reduce or increase risks to the health and safety of the infant/young child and parents and take appropriate actions.
5.5	Identify and use Mandated Reporting regulations and program policies

5.6	Identify community resources to address health and safety hazards in the home and community
5.7	Recognize the impact of stress and trauma on children and families and support families in reducing children's exposure to stress
5.8	Assess home and community safety in partnership with parent(s) such as playground safety, pedestrian safety, etc.
5.9	Understand environmental and relationships factors that reduce or increase personal safety. Assess surroundings for threats to personal safety and respond based on program policies
5.10	Apply relationship-based practices and family-centered principles to support the family in reducing risks that may negatively affect child health and development
5.11	Recognize signs of resilience in the child and family and works with the family to strengthen protective factors
5.12	Act appropriately to address risks, which may include delivering intervention, referring the family to appropriate services, or reporting concerns to a supervisor or appropriate agency
5.13	Seek and/or recommend supports for the parent/caregiver as well as the child when having identified an at-risk relationship and/or the presence of one or more risks
5.14	Encourage parents to manage stress effectively
5.15	Help parents understand how to buffer their child during stressful times

6. Family Health and Nutrition

Rationale: Home Visitors will understand and promote quality health, nutrition and well-being practices that protect and support all family members. Children's healthy experiences in the infant/toddler years are the foundation for their successful growth and learning. Home Visitors must work in partnership with families and be knowledgeable about their community to ensure that the family's health and nutritional needs are met.

Essential Knowledge and Skills

Competency:	The Home Visitor will be able to:
6.1	Understand behavioral and physical health, and nutrition issues that affect parents (e.g. chronic mental and physical conditions, social determinants of health (the conditions in which people are born, grow, live, work and age), substance use, and maternal depression)
6.2	Understand social-emotional and physical health, and nutrition issues that affect infants and children (e.g. social determinants of health, breastfeeding, healthy diet, nutrition, physical activity, immunizations, and well-child health care)
6.3	Demonstrate general knowledge in the areas of maternal care, breastfeeding, healthy diet, nutrition, physical activity, and how to access health care and insurance
6.4	Work collaboratively with a range of specialists (e.g. medical, dental, speech, nutrition, mental health) by sharing (with the family's consent) child and family information, identifying approaches

	to work together and develop follow-up plans
6.5	Help families recognize the many opportunities for health and nutrition practices in daily home and community experiences (e.g. washing hands, brushing teeth, making healthy food choices)
6.6	Supports families in fostering healthy and nurturing home environments.
6.7	Assist the family in applying the principles of children’s mental health, physical health, and nutrition as a foundation for development and learning
6.8	Provide and promote health and nutrition practices and routines that recognize individual children’s needs and abilities and are congruent with individual families’ cultures, values, and preferences
6.9	Support families in obtaining consistent medical providers to address all health issues from the prenatal period through early childhood, adolescence, and adulthood

7. Community Collaborations

Rationale: Home Visitors advocate for and secure community services and resources in partnership with families by maintaining constructive communication with a range of community organizations and community service professionals.

Essential Knowledge and Skills

Competency:	The Home Visitor will be able to:
7.1	Support families’ goals and self-sufficiency by helping them understand the link to entitlement and benefit policies and programs
7.2	Assist families in accessing appropriate services
7.3	Help families advocate for themselves and their children with schools, community agencies and systems by providing them with current and accurate lists of available resources and services and building their ability to articulate their needs
7.4	Help families access and follow up on treatment, support and intervention programs by initiating referrals and supporting the family in scheduling appointments
7.5	Work with other community professionals serving the family to develop a meaningful plan for advancing the family goals, when appropriate and with the consent of the family
7.6	Evaluate strengths, prioritize needs, set goals and define resources needed to achieve the outcomes related to family concerns, stressors and/or crisis
7.7	Advocate for policies and procedures which assist families in their efforts to obtain supports needed from agencies and other community resources
7.8	Build trusting relationships with other service providers by recognizing the contributions of each service provider, being responsive and using open communication

7.9	Use evidence-based processes and principles to improve the quality of relationships at all levels of health and developmental services
7.10	Engage with other service providers in a team setting to create and maintain cross-agency and cross-work sector connections to best meet the individual needs of infants, toddlers and their families
7.11	Support children and families with transitions into and out of various services, programs and events
7.12	Provide knowledge of what services are available and how to access them
7.13	Advocate effectively for self , caregivers, and child to receive necessary help
7.14	Seek out support additional supports when needed or warranted



Notes

Pennsylvania Home Visitor Competencies

Self-Assessment Checklist

Rationale

This document is a self-assessment for home visitors in Pennsylvania. A **Home Visitor (HV)** is a professional who works in partnerships with families and an array of community organizations. Their primary work is to support and strengthen families with young children using a home visitation model. They have knowledge of all competencies, strong interpersonal skills and a strengths-based belief system that underpins their work. A home visitor can work within many organizations across educational, health, and family support systems.

This self-assessment is based upon seven general Competencies that are essential for all effective relationship-based home visiting strategies. These competencies address skills, knowledge and attitudes that lay the foundation for developing professional relationships and promoting a strength-based approach to working with families and for continuous quality improvement. This tool is designed to be used across systems and is intentionally written using open ended language. It should be interpreted to reference the context of home visiting programs. Use of this self-assessment can identify the professional development strengths and needs of individuals working within the field. It can also be used to inform program quality improvement efforts.

Completing the Competency Self-Assessment Checklist

1. **Complete the Self-Assessment column:** Indicate the date completed in the appropriate column. Three columns are provided so self-assessments can be repeated at regular intervals (at least annually). Ongoing self-reflection is recommended.
2. **Assess your abilities using: L=Limited A=Adequate S=Strong**
 - **Limited** - You have little knowledge and skill in this area and you need more information.
 - **Adequate** - You have some knowledge and skill in this area, but need more.
 - **Strong** - You have extensive knowledge and skill in this area and do not require additional professional development at this time.
3. **Education/Professional Development column:** Record the professional development taken that relates to each content area and the date of the professional development activity.
4. **Notes/Self-Reflection Section:** Use as a place to record your thoughts on the professional development that was taken. Reflect on the professional development you have taken and how it has affected your own growth. What outcomes have been achieved as a result of the professional development?

Name: _____ Job Title: _____

Agency: _____

Employment Address: _____

City: _____ State: _____ Zip: _____

Pennsylvania Home Visitor Competencies *Self-Assessment Checklist*

Date of Assessment: _____

Domain 1. Family Growth and Development		Self-Assessment: L=Limited A=Adequate S=Strong			Education/Professional Development: (Ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)
		L	A	S	
1.1	Apply basic knowledge of child development in four developmental domains- language, cognitive, social/emotional and motor				
1.2	Identify the Early Learning Standards and their relationship to child development and appropriate parenting practices				
1.3	Describe the correlation between the four developmental domains				
1.4	Describe the correlation between cognitive development and relationships				
1.5	Provide families with current information regarding the impact of stress and/or trauma in all developmental domains from prenatal through adulthood				
1.6	Help children develop emerging skills and practice existing ones by providing families with current information about how children learn				
1.7	Understand the importance of the development of literacy skills and ways parents can support this with children. Support parent-child interactive book reading by helping families gain access to high-quality children’s books and by providing encouragement and guidance on book reading techniques				
1.8	Support families in fostering children’s development of age-appropriate, self-regulated behaviors through families routines and realistic expectations for children				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

1.9	Recognize, support and acknowledge parent behaviors that encourage child development				
1.10	Understand the critical importance of annual screenings to understand the child’s current status and gaps (both under and over the “norm” and how this affects parenting practices.				
1.11	Equip parents with tools and knowledge to foster their children’s development and learning through the use of play and materials available in the child’s home.				
1.12	Support families in promoting children’s development of fine- and gross-motor skills by helping families recognize and use opportunities and materials available in the home and community				
1.13	Understand emotional intelligence and its relationship to working with families				
1.14	Understand and impart knowledge of health and nutritional information, such as breastfeeding, for promoting healthy development				
1.15	Describe parent/caregiver interactions with infants and toddlers that reflect a healthy relationship and support social-emotional development				
1.16	Recognize the strengths and abilities of all very young children, including those with special needs; and convey this to parents.				
1.17	Model developmentally appropriate interactions with children				
1.18	Provide information and resources on parenting and child development				
1.19	Encourage parents to observe, ask questions, explore parenting issues and try out new strategies				
1.20	Address parenting issues from a strength-based perspective				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

1.21	Model nurturing care to children social-emotional development of children				
1.22	Help parents foster their child's social emotional development				

Self-Reflection:

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

Domain 2. Professional Practices of Home Visitors		Self-Assessment: L=Limited A=Adequate S=Strong			Education/Professional Development: (Ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)
		L	A	S	
2.1	Recognize the importance of reflective practice and supervision				
2.2	Examine personal thoughts, feelings, experiences and biases, and understand the impact these may have in working relationships				
2.3	Implement the home visitation model with fidelity				
2.4	Utilize program data and outcomes to develop efficient and effective strategies for working with families in the home				
2.5	Use screening, observation and/or assessment strategies to inform planning and provision of appropriate services that promote optimal development				
2.6	Ensure family confidentiality by not sharing information unless there is written consent				
2.7	Maintain professional boundaries in relationships with staff and families and use appropriate, professional language.				
2.8	Serve as a role model for families by exhibiting sound, daily physical and emotional practices (e.g. wearing seat belts, making healthy food choices, washing hands, communicating positively and understanding and accepting differences)				
2.9	Further professional growth by seeking feedback, reflecting on and assessing own practice and taking advantage of opportunities to improve skills and knowledge				
2.10	Advance program practice by promoting a positive working environment and working collaboratively with other staff to understand and support the adoption of best practices for children, families and staff				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

2.11	Establish and maintain external professional relationships by participating as a member of community, state, and/or national professional organizations				
2.12	Provide and/or receive supervision supporting self-reflection, self-assessment and professional growth				
2.13	Maintain written notes and records to monitor progress and document concerns and maintain appropriate confidentiality of these records				
2.14	Advocate for system improvements to raise the quality of services provided to expectant parents, infants, toddlers and families to promote healthy child and family development				
2.15	Advocate within the service and health care settings and in the community to identify and remove service delivery barriers for expectant parents, infants, toddlers and/or families in need				

Self-Reflection:

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

Domain 3. Cultural Responsiveness		Self-Assessment: L=Limited A=Adequate S=Strong			Education/Professional Development: (Ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)
		L	A	S	
3.1	Adapt communication style and vocabulary to meet the needs of the family based on culture, primary language and cognitive strengths and/or limitations				
3.2	Identify one’s own biases and prejudices and how those impact work with families and others				
3.3	Recognize and respect the unique values, traditions, strengths and needs of each family				
3.4	Support families in their use of family values, traditions and language				
3.5	Individualize services to reflect family characteristics, strengths and needs				
3.6	Recognize and acknowledge the family’s definition of their own culture/cultural affiliation and values				
3.7	Understand the roles of racism, discrimination, poverty on families and on individual development				
3.8	Provide materials in the family’s primary language when available				
3.9	Recognize and be responsive to differences in family literacy levels				
3.10	Recognize the dynamics of differences and know how to respond when cross-cultural communication problems arise				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

3.11	Understand the importance of acquiring language proficiency or using appropriate translation assistance that improves communication with children and families served				
3.12	Seek out information from members of the cultural group about cultural norms and behaviors and avoid making assumptions about practices				
3.13	Participate in activities designed to improve the cultural competence of services for expectant parents, infants, toddlers and families				
3.14	Employ observation and listening skills in order to understand the cultural values of families				
3.15	Demonstrate in multiple ways that parents are valued---resilience				
3.16	Honor each family’s race, language, culture, history and approach to parenting				
3.17	Create an inclusive environment –social connections				

Self-Reflection:

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

Domain 4. Building Relationship-Based Family Partnerships		Self-Assessment: L=Limited A=Adequate S=Strong			Education/Professional Development: (Ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)
		L	A	S	
4.1	Recognize the importance of developing trusting, respectful relationships with families				
4.2	Recognize the importance of nurturing, consistent, responsive, and respectful parenting/Have knowledge of theories of early relationship development, family interactions, and parenting styles				
4.3	Understand the principles of relationship-based practice for effective family engagement				
4.4	Know how to engage in goal-oriented partnerships with families to promote parent-child relationships and family well-being				
4.5	Engage and involve fathers, extended family members , and a network of kinship				
4.6	Apply knowledge of early relationship development, family systems, parenting, and child development to support the family in strengthening healthy family dynamics				
4.7	Assist families with implementing appropriate and effective communication skills and coping strategies				
4.8	Recognize and address the stressors that may negatively affect development and family interaction, such as poverty, homelessness, substance use, mental health issues, incarceration, domestic violence, change in family structure, etc.				
4.9	Understand how developmental delays and physical and other health impairments impact early relationship development and family dynamics				
4.10	Know how to address challenges and utilize problem solving techniques to help families find solutions				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

4.11	Use a strength-based family centered approach (e.g. Strengthening Families Framework) when working with families to identify a family’s social supports, goals, strengths, and needs				
4.12	Provide information and assistance as families expand their knowledge of child growth, development, and parenting techniques as it relates to the backgrounds and parenting practices of individual families				
4.13	Understand the unique ways in which adults learn, acquire skills, and adjust to change. Understand a variety of teaching and adult learning strategies that can be used to support them				
4.14	Help parents recognize the learning that is taking place for a child simply through their interactions				
4.15	Nurture relationships with families with ongoing communication and respect for family strengths				
4.16	Ability to identify the factors (i.e., parent age, education, religion, etc.) that impact parenting styles and skills				
4.17	Recognize indicators of at-risk adult-child relationships				
4.18	Support parents as decision-makers and help build decision-making and leadership skills				
4.19	Help families value, build, sustain and use social connections				
4.20	Respond proactively when social or emotional development needs extra support				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

Domain 4. Self-Reflection:

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

Domain 5. Safety- Individual, Family, Community		Self-Assessment: L=Limited A=Adequate S=Strong			Education/Professional Development: (Ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)
		L	A	S	
5.1	Assist parents in developing safety and/ or crisis plans				
5.2	Understand behavioral and environmental health and safety issues that affect infants, children and adults				
5.3	Identify the characteristics and needs of parents, children and families at risk for abuse and neglect				
5.4	Recognize environmental and caregiving practices that reduce or increase risks to the health and safety of the infant/young child and parents and take appropriate actions.				
5.5	Identify and use Mandated Reporting regulations and program policies				
5.6	Identify community resources to address health and safety hazards in the home and community				
5.7	Recognize the impact of stress and trauma on children and families and support families in reducing children’s exposure to stress				
5.8	Assess home and community safety in partnership with parent(s) such as playground safety, pedestrian safety, etc.				
5.9	Understand environmental and relationships factors that reduce or increase personal safety. Assess surroundings for threats to personal safety and respond based on program policies				
5.10	Apply relationship-based practices and family-centered principles to support the family in reducing risks that may negatively affect child health and development				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

5.11	Recognize signs of resilience in the child and family and works with the family to strengthen protective factors				
5.12	Act appropriately to address risks, which may include delivering intervention, referring the family to appropriate services, or reporting concerns to a supervisor or appropriate agency				
5.13	Seek and/or recommend supports for the parent/caregiver as well as the child when having identified an at-risk relationship and/or the presence of one or more risks				
5.14	Encourage parents to manage stress effectively				
5.15	Help parents understand how to buffer their child during stressful times				

Domain 5. Self-Reflection:

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

Domain 6. Family Health and Nutrition		Self-Assessment: L=Limited A=Adequate S=Strong			Education/Professional Development: (Ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)
		L	A	S	
6.1	Understand behavioral and physical health, and nutrition issues that affect parents (e.g. chronic mental and physical conditions, social determinants of health (the conditions in which people are born, grow, live, work and age), substance use, and maternal depression)				
6.2	Understand social-emotional and physical health, and nutrition issues that affect infants and children (e.g. social determinants of health, breastfeeding, healthy diet, nutrition, physical activity, immunizations, and well-child health care)				
6.3	Demonstrate general knowledge in the areas of maternal care, breastfeeding, healthy diet, nutrition, physical activity, and how to access health care and insurance				
6.4	Work collaboratively with a range of specialists (e.g. medical, dental, speech, nutrition, mental health) by sharing (with the family's consent) child and family information, identifying approaches to work together and develop follow-up plans				
6.5	Help families recognize the many opportunities for health and nutrition practices in daily home and community experiences (e.g. washing hands, brushing teeth, making healthy food choices)				
6.6	Supports families in fostering healthy and nurturing home environments.				
6.7	Assist the family in applying the principles of children's mental health, physical health, and nutrition as a foundation for development and learning				
6.8	Provide and promote health and nutrition practices and routines that recognize individual children's needs and abilities and are congruent with individual families' cultures, values, and preferences				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

6.9	Support families in obtaining consistent medical providers to address all health issues from the prenatal period through early childhood, adolescence, and adulthood				
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Domain 6. Self-Reflection:

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

Domain 7. Community Collaborations		Self-Assessment: L=Limited A=Adequate S=Strong			Education/Professional Development: (Ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)
		L	A	S	
7.1	Support families' goals and self-sufficiency by helping them understand the link to entitlement and benefit policies and programs				
7.2	Assist families in accessing appropriate services				
7.3	Help families advocate for themselves and their children with schools, community agencies and systems by providing them with current and accurate lists of available resources and services and building their ability to articulate their needs				
7.4	Help families access and follow up on treatment, support and intervention programs by initiating referrals and supporting the family in scheduling appointments				
7.5	Work with other community professionals serving the family to develop a meaningful plan for advancing the family goals, when appropriate and with the consent of the family				
7.6	Evaluate strengths, prioritize needs, set goals and define resources needed to achieve the outcomes related to family concerns, stressors and/or crisis				
7.7	Advocate for policies and procedures which assist families in their efforts to obtain supports needed from agencies and other community resources				
7.8	Build trusting relationships with other service providers by recognizing the contributions of each service provider, being responsive and using open communication				
7.9	Use evidence-based processes and principles to improve the quality of relationships at all levels of health and developmental services				
7.10	Engage with other service providers in a team setting to create and maintain cross-agency and cross-work sector connections to best meet the individual				

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

	needs of infants, toddlers and their families				
7.11	Support children and families with transitions into and out of various services, programs and events				
7.12	Provide knowledge of what services are available and how to access them				
7.13	Advocate effectively for self and child to receive necessary help				
7.14	Seek out support additional supports when needed or warranted				

Domain 7. Self-Reflection:

Pennsylvania Home Visitor Competencies *Self-Assessment Checklist*

Professional Development Plan for Home Visitors

This section provides you with a means to write out your annual professional development plan and evaluate the accomplishment of your goals.

Follow these steps to complete your plan and evaluate the outcomes at the end of the year:

- Review** the competencies where you already demonstrate developing competence or proficiency.
- Identify** the areas and competencies in which you need more education, information, or guidance.
- Determine**, through personal reflection or through discussion with your supervisor, what you will be able to accomplish as your yearly professional development goal(s).
- Identify** professional development experiences that help you meet your professional development goal(s).
- Participate** in the experience and maintain a record of your participation.
- Consider** how well the experience helped you achieve your professional development goal(s).
- Indicate** the date that your goals were achieved.
- Write** your reflections about the experience, your professional development goals, and how your experiences from the year can be used in putting together your professional development plan for the next year.
- Take** advantage of the professional development opportunities that are available.

Pennsylvania Home Visitor Competencies
Self-Assessment Checklist

Professional Development Plan for Home Visitors

NAME: _____

TODAY'S DATE: _____

BEGINNING: _____

Month/Year

ENDING: _____

Month/Year

NAME OF AGENCY WHERE EMPLOYED: _____

POSITION OR JOB TITLE: _____

My goals for the year are to participate in professional development opportunities to develop my knowledge and ability in the following areas:

Domain Area	Competency	Competency #

Glossary

APPENDICES

Adult learning: A cognitive process internal to the learner; it is what the learner does in a teaching- learning transaction and includes the planned and unplanned learning.

Assessment: A method that defines strengths, concerns, and needs. Assessment is accomplished by using existing data, careful observation, and reflective practice to examine the progress made towards achieving current goals and implementing positive change. The client may be involved in the assessment process to a certain extent.

Best Practice: A technique or methodology that, through experience, professional wisdom, and research, has proven to reliably lead to a desired result. A commitment to using the best practices in any field is a commitment to using the most appropriate knowledge and technology at one's disposal to ensure success.

Building Relationships: The process of forming mutual, trusting, and respectful partnerships with clients through the fair and consistent sharing of information.

Cultural Competence: A set of congruent behaviors, attitudes and ability that enables one to interact and work effectively with people from different cultures in a way that acknowledges and respect the culture and language of the person being served.

Linguistic Competence: The capacity to communicate effectively and convey information in a manner that is easily understood by diverse audiences, including individuals with limited English proficiency, low literacy or cognitive skills or those who are not literate or individuals with disabilities.

Developmentally Appropriate Practices: Refers to creating an environment and offering content, materials, activities, and methodologies based on the needs of an individual child. Three dimensions of appropriateness must be considered: age appropriateness, individual appropriateness, and appropriateness for the cultural and social context of the child.

Evidence-based: Used to describe practice that features a variety of strategies proven to be effective. Evidence-based practices have demonstrated outcomes that are validated through research.

FERPA: Family Education Rights and Privacy Act: This act safeguards student privacy especially records: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Strength-Based/Focused: The strength-based perspective assumes that the client has the ability to learn new skills and solve problems, and therefore, involves them in the process of discovery, learning, and coping with the challenges they may face in addition to celebrating their accomplishments. This perspective recognizes and makes use of the client's existing strengths and effectively addresses concerns.

Transfer of Learning: The ability of a learner to apply the behavior, knowledge, and skills acquired in one learning situation to another.

Acknowledgements

The task of creating *Pennsylvania's Home Visitor Competencies for Home Visiting Professionals* was a multi-year endeavor guided by many talented, passionate, knowledgeable and committed home visiting professionals from a wide variety of disciplines and with a broad range of expertise. Stakeholders included home visiting professionals representing a variety of home visiting, community, non-profit, federal, and state organizations including:

American Academy of Pediatrics, Pennsylvania Chapter
Bethlehem Bureau of Health Title V
Chester County Health Department
Community Prevention Partnership of Berks County
Crozer
Dauphin County MH/ID, Harrisburg
Pennsylvania Department of Drug and Alcohol Programs
Pennsylvania Department of Education
Pennsylvania Department of Health

- Bureau of Family Health
- Violence and Injury Prevention Programs

Pennsylvania Department of Human Services

- Office of Child Development and Early Learning
- Office of Children Youth and Families
- Office of Medical Assistance Programs
- Office of Policy

Early Intervention
Early Childhood Comprehensive Systems
Early Head Start
Erie County Family Center
Erie Family Center
Federal Head Start
Fight Crime Invest in KIDS Pennsylvania
The Guidance Center
Hamilton Health Center, Healthy Start
Healthy Families America
ICF International, Region II
Keystone Human Services
Maternity Care Coalition, Philadelphia
Mercyhurst College, Erie
Mifflin Juniata United Way
Nurse Family-Partnership
Pennsylvania Child Welfare Resource Center
Pennsylvania Coalition Against Domestic Violence
Pennsylvania Coalition Against Rape
Pennsylvania Head Start Association
Pennsylvania Head Start Collaborative Office
Pennsylvania Partnerships for Children
Pennsylvania Perinatal Partnership
Parents as Teachers
Pennsylvania Early Learning Keys to Quality
Protect Our Children Committee



pennsylvania

DEPARTMENT OF HUMAN SERVICES
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING