| **Home Visitor Knowledge and Skills Competency Goals** | **Goals**  **What I want to accomplish** | **Objectives**  **The steps I will take to achieve my goal** | **What do I need to accomplish my goals.(Identify any resources needed)** | **Outcomes: What results do I want** | **Start Date** | **Complete Date** | **Schedule for meetings with supervisor (weekly/monthly)** |
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| **KNOWLEDGE** |  |  |  |  |  |  |  |
| **K.1.1** |  |  |  |  |  |  |  |
| Understands that each person’s culture shapes their values, beliefs, and behaviors, is a source of pride and is an asset to embrace and celebrate.  Examples for goal setting   * Acquire more skills for understanding how culture impacts behaviors. * Learn more about the beliefs and values of other ethnic groups. * Develop skills for engaging families/parents in sharing their own family/personal narratives in order to more fully understand how ethnic and cultural background plays a part in child rearing practices. | Learn how to use family/personal narratives in my work.  Be able to share the skill/competency with others | Get information and educate myself about using family/personal narratives and how to get started.  Identify a friend, peer, or one of my own family members to practice and get feedback.  Practice with one of the families on my caseload.  Record progress in my journal and share results with supervisor | I need a computer and access to web resources.  I need to set aside one hour a week out of my busy schedule.  I need to have a family member, peer or friend make a time commitment to help me.  I need my supervisor to keep motivating me, giving me encouragement and guide me to additional resources. | Increase my skills and competency in actively listening so I can extract strengths and abilities from family personal narratives.  Increase my ability to engage families in sharing their  cultural narratives and stories within the context of building the parent/child relationship. | 9/1/17 | 11/1/17 | **Weekly** |
| **K.1.2** |  |  |  |  |  |  |  |
| Recognizes that language and/or cultural values and beliefs influence the way families seek and access services.  **Examples for goal setting:**   * How to link families to services that are culturally and linguistically responsive. * Improve my own communication skills so that I can model good culturally sensitive attitudes to families/parents. * Learn a variety of problem-solving skills to promote and ensure families have access to quality services that honor and respect their language and culture. |  |  |  |  |  |  |  |
| **K.1.3** |  |  |  |  |  |  |  |
| **Recognizes that a family’s experience of systemic barriers such as limited resources, availability of services in their first language, lack of cultural responsiveness, immigration status and program policies may impact a family’s readiness to access services.**  **Examples for goal setting.**   * Learn more about program policies that impact my work. * Learn more about how immigration status impacts the delivery of services for families and children. * Develop skills in helping families feel safe and honored in spite of immigration status. |  |  |  |  |  |  |  |
| **K.1.4** |  |  |  |  |  |  |  |
| **Understands how disparities in program policies, design and practices impact equity in health and educational outcomes.**  **Examples for goal setting.**   * Learn more about how I can help families with advocating for equity in health and educational outcomes. * Understand the difference between equity and equality. * Develop skills in providing feedback to supervisors about how disparities in health and education services impact the progress of families/parents to meet their goals. |  |  |  |  |  |  |  |
| K.1.5 |  |  |  |  |  |  |  |
| Comprehends how racial and ethnic inequities in healthcare, education, housing, employment, law enforcement and other systems may marginalize and traumatize families across generations, generate chronic stress and disease and create trauma responses that further limit access to needed resources.  Examples for goal setting:     * Get more training on trauma informed care. * Learn about generational and historical trauma of marginalized groups. * Develop skills in identifying symptoms and behaviors associated with trauma and toxic stress. |  |  |  |  |  |  |  |
| **K.1.6** |  |  |  |  |  |  |  |
| **Identifies how cultural identity and an individual’s cultural community provide an important source of resiliency for families**  **Examples for goal setting:**   * Learn more about linking families to groups and services that celebrate diverse ethnic backgrounds. * Develop skills in strength-based communication to help develop resiliency in families. * Get additional training on learning about the diverse ethnic groups in my service community. |  |  |  |  |  |  |  |
| **K.1.7** |  |  |  |  |  |  |  |
| **Recognizes and acknowledges how personal assumptions, perceptions, attitudes, beliefs and practices influence and contribute to successful relationships with families.**  **Examples goal setting:**   * Learn more about how my own personal assumptions and beliefs influence my work with families/parents from ethnic groups other than my own. * Develop skills in examining and exploring my own biases based on my own past experiences. * Increase my ability to understand and respect different life styles, beliefs and behaviors. |  |  |  |  |  |  |  |
| **SKILLS** |  |  |  |  |  |  |  |
| **S.1.1** |  |  |  |  |  |  |  |
| Provides responsive supports that celebrate home language and cultures.  Examples of goal setting:   * Increase skills on helping families/parents celebrate their home language and culture. * Learn more about the value of honoring and developing the home language in children. * Develop skills in engaging families/parents literacy in the home language. * Obtain more resources in the home language to use with diverse ethnic/language families/parents. |  |  |  |  |  |  |  |
| **S.1.2** |  |  |  |  |  |  |  |
| **Demonstrates the ability to discuss and incorporate new culturally and linguistically relevant ideas and approaches into practices to engage and support families.**  **Examples of goal setting**   * Get additional training and resources on best practice approaches that are culturally and linguistically relevant. * Develop skills in the practical application of new resources. * Increase ability to communicate new cultural information to families/parents |  |  |  |  |  |  |  |
| **S.1.3** |  |  |  |  |  |  |  |
| **Partners with families to promote advocacy and empowerment on behalf of the family system. Works to assure that family voice is considered and that rights and responsibilities are honored. Seeks out quality, equity-based resources that meet families’ language and cultural needs.**  **Examples for goal setting:**   * Learn skills on how to engage families/parents on exercising their rights regarding their child’s/children education and health care. * Get additional training on family rights and advocacy opportunities. * Increase skills for empowering families/parents to advocate for their children. |  |  |  |  |  |  |  |
| **S.1.4**  **Supports a variety of individuals from varying backgrounds and cultures including ability, age, ethnicity, family composition, gender, race, religion, sexual orientation, language and social economic status.**  **Examples for goal setting:**   * Learn more about how ethnic and cultural norms view adults and children with disabilities. * Develop skills in working more effectively with ethnic groups who are also members of the LGBT community. * Increase ability to provide resources and linkages to community services that are LGBT friendly and culturally and linguistically responsive. |  |  |  |  |  |  |  |
| **S.1.5**  **Employs a culturally responsive and trauma informed approach in working with families to work toward equitable access to needed resources.**  **Examples for goal setting.**   * Get additional training on trauma informed care best practices for diverse ethnic families/parents. * Develop skills on discussing the impact of toxic stress and adverse childhood experiences on child development. * Get additional training and resources to help families and children who are experiencing trauma due to racism, fear of immigration and historical oppression. |  |  |  |  |  |  |  |
| **S.1.6**  **Empowers and supports families’ connection to their cultural communities.**  **Examples for goal setting:**   * Learn more about the cultural communities in my service area. * Develop skills in developing cultural community networks for diverse families. * Increase skills for linking families to their own cultural communities for support and belonging. |  |  |  |  |  |  |  |
| **S.1.7**  **Utilizes strengths-based perspective to understand cultural identity and practices to support families and improve family outcomes.**  **Examples for goal setting:**   * Increase skills in culturally and linguistically responsive strength-based approaches. * Learn more about empowering families by targeting existing strengths and abilities. * Increase skills in how to honor cultural identity as a key element for improving family outcomes. |  |  |  |  |  |  |  |