

Section 4 – Service Coordinator On-Boarding Guidance

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On-Boarding Expectations:

On-Boarding is more than just a one-day effort or even a one-year process. To ensure families participating in FSH derive the best possible benefit from services, providers are expected to invest in a structure of selecting, training, and coaching/supervising Service Coordinators to ensure they have the knowledge and skills to effectively practice the core competencies of their role - engagement, assessment, advocacy, tracking and adjusting and teaming.

This means hiring the right staff -- qualified and committed; compensating them well; providing on-going professional development; keeping their workloads manageable; and supporting them daily with effective supervision and encouraging self-care.

Practice expectations and outcomes should also be clear to all (staff, program management, family members) and all must be held accountable for the role they play in helping to achieve those outcomes.

The checklists in this document are designed to ensure Service Coordinators get off to the best possible start with Family Supportive Housing. They are also intended to ensure providers have what they need to identify, train and coach Service Coordinators in acquiring and developing core competencies necessary for FSH to have a positive impact on families and for staff to feel competent and supported at work.

FSH Staff Selection Check List:

Required Items:

- FSH Service Coordinator Job Description
- Interview Protocol
- Service Coordinator Core Competences

FSH Provider On-Boarding Check List:

The following items must be reviewed with new Service Coordinators.

New Hire Orientation

- On-Boarding Timeline
- Plan internal job shadows to understand the full scope of the agency's work (optional: unique to each provider)
- Introduction to OEO FSH Program Officer
- FSH OEO Grant Agreement
- FSH Policies and Procedures
- FSH Core Components: Housing Transition Services, Housing Stability, Case Management and Coordination
- FSH Eligibility Process, Prioritization, and Coordinated Entry
- Service Coordinator Core Competencies: Engagement, Assessment, Advocacy, Tracking/Adjusting and Teaming
- Homelessness Definitions
- Script/Standard Explanation of FSH
- Reporting Requirements
- Outcomes, Performance Measures and HMIS
- Home Visit Safety Protocols (unique to each provider)
- Supervision Expectations (unique to each provider) and Service Coordinator Professional Development Plan (sample is provided)
- Self-Care and Wellness Resources (unique to each provider)

Training and Resources for Serving Families

- Plan for Existing Caseload Transition
- Practice Tools: *Welcome Home: Design and Practice Guidance for Supportive Housing for Families with Children*
- Expected Practice: *A Practice Framework for Delivering Services to Families in Supportive Housing, Strengthening Families Framework*
- Mandatory Training List (see *FSH Provider Manual* for full list of required trainings)
- External Job Shadow Expectations
- Family and Child Assessments (unique to each provider)
- FSH Financial Empowerment Guidance
 - Your Money, Your Goals and Behind on Bills*
 - FSH Financial Capability Orientation Guide*
- Family Savings Account Protocol (unique to each provider)

Staff Selection and On-Boarding Timeline - OEO and Provider Responsibilities:

Responsible Party	Preparation	Orientation		Integration	Evaluation	Continuous Learning and Professional					
	Hiring	First 30 Days	First 60 Days	90 Days	12 Months	18 Months					
Provider	Update job description	Welcome	Supervisor Assesses Performance on Core Competencies and fills in	Check-in on Competency plan	Supervisor Assesses Performance on Core Competencies	Check-in on core competencies and planning					
	Post position	Tech Set-up			Gather Family and Stakeholder Feedback						
		Assign work space									
	Set-up interview committee	Introduce to peers			Continue to Identify Training Opportunities						
		Explain Roles, Responsibilities and Expectations					Conduct Staff Recognition				
	Interview candidates using appropriate interview tools	Review grant agreement/provide overview of FSH, goals, history			Transition caseload						
		Set up meetings with housing and other community partners									
		Coaching and Supervision									
		Set up job shadow on-site									
		Local Training on Housing Resources									
	Set-up meetings with local stakeholders; bring to CoC Meeting										
	Assign self-paced on-line training modules	Complete On-line Training Modules									
OEO	Provide interview template and sample job description	Provide Template for Housing Training	Coordinate Job Shadow with FSH Provider	In-Person On-Boarding Site Visit	Provides Expectations and Indicators for Evaluation						
			Sets Expectations for Peer Job Shadow		Provides sample tools for family feedback						
		Provide Policy Manual & Practice Tools	Welcome to Community of Practice; FSH facilitates communication loop for administrative and policy barriers		Obtains feedback from staff and providers on process and makes changes accordingly						
					Collects training and selection data as part of the annual report						
					Helps to recognize staff at CoP meetings and in other forums						
Share free and low-cost training information with providers regularly											

Job Shadow:

Provider Responsibility: Internal Job Shadow

- Existing Service Coordinator or supervisor provides the following:
 - A “tour” of the community to provide new Service Coordinators with introduction to community providers or partners they will work with frequently.
 - A discussion about job responsibilities, FSH philosophy and model, questions and answers regarding cases, common barriers, and solutions.
 - Shadowing the Service Coordinator with a client (if client approves).
 - Joint reflection of the day.

OEO Responsibility: External Job Shadow

- OEO identifies FSH Service Coordinator or Supervisor available to host a new Service Coordinator.
- OEO plans the logistics of the day with the hosting agency and new Service Coordinator in collaboration with their supervisor.
- FSH host will set aside 2-3 hours for shadow.
- New Service Coordinator will plan for 2-3 hours of shadow plus up to 2 hours for driving each way.
- It is expected that the FSH host will at least touch on the following topics during their discussion with the new Service Coordinator:
 - Housing Transition Services
 - Housing Stability
 - Case Management and Coordination
 - Practice Tools
 - Partnerships

Since the new Service Coordinator will have already spent some time in the position in their own site the new Service Coordinator is expected to bring case scenarios or questions about common barriers and how they are overcome at the host site.

Other ideas for a shadow might include meetings with partner organizations, shadowing the host Service Coordinator with a client (if client approves), a tour of their workplace, and introductions to other services the hosting organization might offer besides FSH.

Required Training:

FSH Providers, in the person of the FSH Service Coordinator, will participate in and complete the following trainings within the first 3 months of establishing a new FSH program or employment of a new FSH Service Coordinator.

1. Mandated Reporter (Family Services): <https://goto.webcasts.com/starthere.jsp?ei=1087433>
2. Domestic Violence (AHS module): <https://www.ahsnet.ahs.state.vt.us/DVTraining/index.html>
3. Financial Empowerment: <https://dcf.vermont.gov/oeo/training/money-goals>

4. Fundamentals in Trauma Informed Practice <http://training.vermontcwtp.org/login/index.php>
 - Module 1 – Family Systems
 - Module 2 – Attachment
 - Module 5 – Core Competencies of Trauma Informed Practice
 - Module 6 – Adoption and Permanency – Loss, grief and trauma
 - Module 8 – Motivational Interviewing
 - Module 9 – Culturally Responsive Practice
 - Module 10 – Secondary Traumatic Stress
5. HIPAA Security and Privacy Training (Provided by FSH Grantee).

In addition to the mandated trainings, FSH Service Coordinators are encouraged to participate in trainings offered by OEO or other community partners. Examples included: The Poverty and Opportunity Training Forum, HMIS trainings (for Service Coordinators who will be HMIS users), trainings offered by Corporation for Supportive Housing and recorded webinars at <https://dcf.vermont.gov/o eo/training/webinars>

Completed trainings will be logged and submitted annually at the end of the program year.

Optional Tools to Support Providers:

Staff selection, training, and on-going supervision are essential for developing and improving staff competencies to support the program. Below is a set of best practices to guide providers in these areas.

Staff Selection Best Practices Checklist:

- There is someone accountable for recruiting and selecting relevant staff for the program or practice.**
A specific person is responsible for coordinating the quality and timeliness of recruitment and selection processes for staff who will implement the program or practice. This person is able to execute the responsibilities related to his/her role in the selection process.
- Job descriptions are in place for relevant staff that will implement the program or practice.**
Job descriptions are:
 - Clear about expectations for the position.
 - Aligned with the competencies required for the FSH program to be implemented competently.
- Individuals accountable for selection understand the skills and abilities needed for relevant staff.**
Individuals accountable for selection:
 - Know the knowledge, skills, and abilities related to the staff position.
 - Accurately assess applicant knowledge, skills, and abilities.
- Selection protocols are in place to assess competencies for Service Coordinators and other staff that carry out the program.** Selection protocol includes all of the following:
 - An assessment of core skills needed for the position.
 - Specific procedures (e.g., scenario, role play) for assessing individual ability to perform key skills.
 - Specific procedures for assessing ability to receive and use feedback provided during the interview.
 - A documented process for review of adherence to the interview protocol.
 - Record of the ratings of individuals' responses.

- Selection processes are regularly reviewed.** Selection processes are annually reviewed and revised as needed to improve the selection process. The annual review examines at least three of the following:
 - Interview results (e.g. protocol adherence, applicant responses).
 - Training data.
 - Turnover data.
 - Exit interview results.

Interview process protocol available in [Appendix K](#).

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). *A Review and Synthesis of the Literature Related to Implementation of Programs and Practices*. Tampa, FL: National Implementation Research Network. Metz, A., & Bartley, L. (2012). Active implementation frameworks for program success: How to use implementation science to improve outcomes for children. *Zero to Three (J)*, 32(4), 11-18.

Staff Training Best Practices Checklist:

Training should support staff in acquiring the skills and information needed to carry out the FSH program. Training of staff provides knowledge related to the theory and underlying values of the FSH program and practice, opportunities to practice new skills to meet expectations, and feedback in a safe and supportive training environment.

- There is someone accountable for the training of relevant staff for the program or practice.**

A specific person is responsible for coordinating quality and timeliness of training for staff supporting the program or practice. This person can execute the responsibilities related to his/her role in training.
- Agency staff provides or secure skill-based training for relevant staff on the program or practice.**

Training is:

 - Required and provided before staff begin to serve families in FSH.
 - Provided by trainers who have a deep content knowledge of the FSH program and practice and who are effective trainers.
 - Skill-based and includes opportunities for practice and feedback in a safe environment.
 - Comprehensive including practice-specific and complementary skills (e.g. equity, diversity and inclusion).
- Agency staff use training data for improvement.**

Training assessment data are collected and provided to supervisors in a timely manner to improve staff competency and other implementation drivers.

Supervision & Coaching Overview:

Coaching is the responsibility of the supervisor and is a necessary component for promoting staff confidence and ensuring competence. Skillful coaching serves the following functions:

- *Ensures support for staff:* Staff often do their work alone or in silos and can feel isolated, particularly as they encounter challenges in their work. Coaching ensures that staff feel supported to do their work well and reduces isolation.
- *Ensures skills are used in practice:* New practices or ways of work can be challenging for staff to use. Without coaching, staff often fall back on 'business as usual,' using skills they are already comfortable with even if those skills are not aligned with the FSH program or practice. Coaching ensures that the fragile, uncomfortable new skills are actually used in practice.

- *Ensures practice is aligned with the FSH goals:* Coaching allows supervisors to understand what staff are doing and saying, and support their practice so that their work is aligned with the FSH program and practice as it was designed.

Supervision Best Practices Checklist:

- There is someone accountable for coaching/supervising Service Coordinators on the program and practice.**
A specific person is responsible for coordinating the quality and timeliness of supervising relevant staff supporting the program or practice.
- Supervision/Coaching is provided to improve the competency of relevant staff for FSH.**
Coaching is provided at least monthly to Service Coordinators during supervision. Feedback to staff is based on direct observation and at least one other data source such as:
 - Group or individual reflections.
 - Product or document review.
 - Interviews with key stakeholders.
- Supervisors look for opportunities to observe and coach the extent to which the Service Coordinator:**
 - Uses formal and informal techniques to understand the strengths, interests, goals, needs, risks, stressors, and underlying issues of family members.
- Supervision Best Practices Checklist, cont.**
 - Understands the findings from formal and informal information gathering within the culture and context of the child and family.
 - Uses the family’s perspective and input to develop an accurate picture of the family for planning and decision making.
 - Regularly asks families about their experience, supervising and coaching the desired behaviors and skills, self-assessing individual practice.
 - Ask Service Coordinators to reflect on their own interactions with family members and seek guidance and professional development in areas they believe they need to strengthen.
- Supervisors look for opportunities to observe and coach the extent to which the Service Coordinator:**
 - Identifies who forms the family’s group of formal supporters.
 - Identifies who forms the family’s group of informal supports.
 - Engages and supports these people in playing a role in helping families meet identified goals.
 - Adheres to an established protocol for meetings.
 - Has ongoing communication with family members and the people who support them.
 - Documents results of communications, used in practice and service adjustments.

Tips for Getting Feedback From Family Members

- Conduct focus groups.
- Seek help from independent parties to observe and assess the quality of engagement.
- Interview families (supervisors).

☐ **Supervisors look for opportunities to observe and coach the extent to which the Service Coordinator:**

- Understands and monitors family status in the change process, identifies emergent needs and makes adjustments to plans.
- Addresses known risks to reduce/avert crises.
- Identifies unmet family needs and attends to them in planning efforts with all team members.
- Ensures safety plans are in place when needed.

See reflective and educational supervision self – assessment checklist in [Appendix L](#).

Competency Development Plan

See the *Service Coordinator Competency Development Plan* tool in [Appendix N](#). This tool:

- Outlines and defines all the essential functions of a Service Coordinator.
- Is intended to help supervisors assess Service Coordinators’ practice, essential skills, and gaps in knowledge.

Filling it out with the Service Coordinators or using it in conjunction with other supervision tools should help supervisors hone in on the skills necessary for Service Coordinators to be effective and identify areas where training and professional development may be needed.

The Competency Development Plan is based on the core competencies described in the practice profile in the FSH Provider Manual.

Summary:

Support and coaching are necessary to ensure Service Coordinators can perform effectively, focus on self-care and continue to grow and learn in their role.

As a whole, the organization responsible for delivering supportive housing services is also responsible for building staff competencies and creating a supportive organizational environment through policies, procedures and technical capacities.¹

Tools and Attachments:

- [Job description – Appendix J](#)
- [Sample Interview Protocol – Appendix K](#)
- [Reflective and Educational Supervision Self-assessment – Appendix L](#)

Learn more:

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¹ For more information about critical implementation success factors, go to the resources available through the National Implementation Research Network at <http://nirn.fpg.unc.edu/>