

Chapter 6 : Staffing Resources

Staffing Resources

Review the staffing resources leveraged in OhioKAN to train and support staff in serving Kinship and Adoptive Families.

Staffing Resources Overview

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This section includes frameworks and practice profiles to support the initial training and ongoing coaching of core practice skills in service to kinship and adoptive families. The Workforce Development Framework includes a brief introduction to the primary components of initial training of OhioKAN staff. Such components include a structure for the initial training, coaching and supervision, job aids and practice guides, learning communities, and ongoing training and professional development. The Coaching Framework is both a supporting document to the Coach Practice Profile and a framework to provide the essential coaching practices used in all other roles throughout OhioKAN. The Navigator and Regional Director Practice Profile delineates core practice skills and provides role-specific guidance.

Workforce Development Framework

The OhioKAN workforce development framework is a comprehensive and integrated strategy for supporting personnel. The framework consists of five primary components:

- Initial training
- Coaching and supervision
- Job aids and practice guides
- Learning communities
- Ongoing training and professional development

The OhioKAN workforce development framework utilizes a variety of learning methods consistent with adult learning theory and incorporates key findings of implementation science including, but not limited to, stage-based implementation, just-in-time training, experiential learning, and individualized coaching. The modular design ensures that it is adaptable to changing workforce needs and hiring dynamics. For example, the OhioKAN workforce development framework includes initial trainings repeated monthly during the installation and initial implementation phase when many staff are on-boarded at the same time. However, the curriculum may be adapted during the full implementation

and maintenance phases to support one on one and small group initial training when hiring is intermittent. Due to the geographically dispersed nature of this statewide program, all initial training is designed to be delivered virtually through video meetings.

The initial training is aligned to the position description for each role as well as overarching expectations about team culture, diversity and inclusion, and best practices for communicating with internal and external stakeholders. This set of trainer-facilitated, coach-guided, and self-guided training content is designed to be completed within the first 90 days of employment and functions as an entry point to the suite of complementary ongoing professional development opportunities. Each component in the framework is designed to be used in conjunction with one another. For example, coaching and supervision may include the use of job aids or practice guides. Similarly, learning communities may be leveraged to offer access to ongoing training and professional development opportunities across the state.

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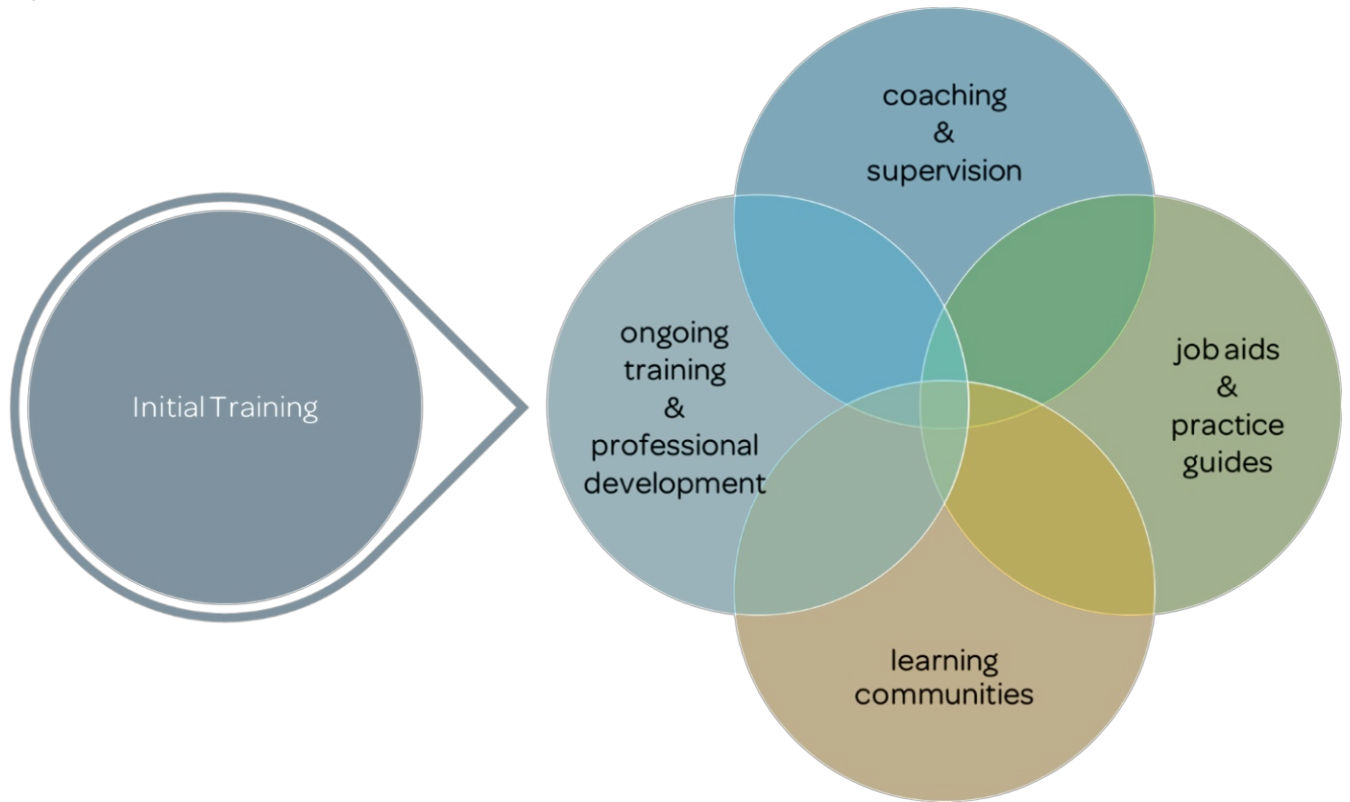


Figure 6. A high level visual of the training structure and content for the initial training.

Initial Training

The initial training is designed to complement organizational onboarding. OhioKAN's installation phase includes hiring groups of 5-20 staff at a time for each of two cohorts. Staff attend a sequence of initial trainings with a group of peers, many of whom have been hired for the same position. To facilitate relationship building and support coaching and supervision, their supervisors are also invited to attend the training. As part of initial training for supervisors, they must attend the training sequence of the roles directly reporting to them at least once so that they fully understand what practice expectation are communicated to their direct reports during training.

Initial training consists of general sessions common to all positions and role-specific sessions tailored to the initial skills and knowledge needed to be successful in each specific position. All staff who are responsible for answering family calls on the OhioKAN phone line must attend the navigator training sequence.

During the installation and initial implementation stages of the OhioKAN program, trainings reflect the staged rollout of services so that staff get the information they need when they need it. Early cycles of training delivery include usability testing and mechanisms for continuous quality improvement. The training material may be refined and improved after each delivery based on feedback from the facilitator and participants. To facilitate this iterative development, Chapin Hall debriefs with the OhioKAN Trainer regularly to review training feedback and identify action steps. While these trainings are designed to be delivered to a group of staff in similar roles during installation of the intervention, the materials are easily adapted for use in groups where staff hold different positions, or for one-on-one delivery as the program moves from the early stages of implementation to full implementation.

Initial Training Timeline		
30 Days	60 Days	90 Days

- All Staff, Part 1 & 2
- Customer Service
- OhioKAN Information Hub Training
- Navigator Training, Parts 1 & 2
- Navigator Training, Part 3
- Coach Training, Parts 1 & 3
- Regional Coordinator Training
- Regional Director Training
- SACWIS Training
- Procedure 1 Training Video
- Procedure 1 Practice Calls
- Flexible Funds Training Video
- Language Line Training
- Children Services & Mandatory Reporting Overview
- Boundaries, Creativity & Innovative Thinking
- Serving Victims of Domestic Violence
- Evaluation Overview
- Trauma-Informed Care, Parts 1-3
- Management Training for Coaches
- Sexual Orientation Gender Identity & Expression (SOGIE) 101

Ongoing Training & Professional Development

To build on the knowledge and skills acquired in the Initial Training, OhioKAN staff are provided with ongoing trainings and professional development activities appropriate to their role and professional goals. Some trainings are designed so that staff can move individually through a set of resources at their own pace, other trainings are facilitated by the OhioKAN Trainer or external partners, and some offer a hybrid model with assigned reading accompanied by a discussion with staff in similar roles. The latter can be modified from a group discussion during Installation to a paired peer discussion as the program moves into Full Implementation. The list of trainings and ongoing professional development opportunities in this section is not exhaustive. It is a starting point for the Installation Phase and will be updated throughout the Initial Implementation and Full Implementation phases of the program or as new trainings become available.

Ongoing Training & Professional Development includes any training opportunities offered after initial onboarding and aligned with professional goals or Key Performance Indicators. Much of the ongoing training and professional development coordinated by OhioKAN are offered in the context of learning communities and required for all staff in given role or cohort. Learning Communities will be explained in further detail in the following section, and can include external group training opportunities, peer-led discussions on a particular topic, and monthly cohort-based Learning Collaboratives, which are facilitated by OhioKAN staff or partners to further explore elements of practice and CQI. In addition to learning communities, individual staff may propose individual professional development relevant to their specific needs and request program funds to attend conferences, executive education courses offered by local universities, and other trainings in their field including those that offer education credits to maintain relevant professional licensures.

Coaching & Supervision

The use of “coaching” in this section should not be confused with the staff role of OhioKAN Coaches. Coaching is support provided at every level of the program to help staff meet fidelity, improve practice, and achieve a high level of performance. While the OhioKAN Coaches certainly do this, this description of coaching and the OhioKAN Coaching Framework applies to every role on the team in regard to supervision relationships. OhioKAN's approach to supervision is characterized as a parallel process of reflective supervision at every level.

Job Aids & Practice Guides

As listed above in the resource column, a set of job aids and practice guides are available for coaching and reference. These will be included in the Program CQI Cycle to ensure the content remains useful and current. Regional directors, coaches, and navigators all have role specific practice profiles specifying desired practice. Due to the administrative nature of the role of regional coordinators, they have a technical skills checklist rather than a practice profile. In addition to the resources provided through training, staff providing navigation services have a set of job aids available for their first 90 days of answering calls so that they are able to build confidence and work efficiently as they learn SACWIS. After 90 days of answering the phone, staff providing navigation services are expected to be proficient in documenting directly in the SACWIS system without the support of the initial job aids.

Learning Collaboratives

In keeping with OhioKAN's commitment to continuous learning and growth, learning communities offer staff the opportunity to both direct their own learning through staff-organized opportunities and to participate in structured program- or cohort-wide education. Examples of learning communities include:

- Study groups to learn larger concepts like implementation science
- Staff-led discussion groups around inclusion, diversity, equity, and access
- Coach-led learning within regions
- Team-building conversations between regional directors and leadership
- Cohort-wide monthly Learning Collaboratives for continuous quality improvement and ongoing training (see the Learning Collaborative Framework for further specificity)

Coaching Framework

The OhioKAN Coaching Framework is a strengths-based, structured learning process that supports the implementation, delivery, and continuous improvement of the OhioKAN program. The OhioKAN Coaching Framework incorporates several key best practice coaching models, which include five core components: collaborative goal setting, observation, action and practice, reflection, and feedback. Through this framework, Coaches build and reinforce core practice skills with OhioKAN Navigators to support fidelity to the OhioKAN model to ensure children and families are equitably served and supported. Coaches serve as a resource and partner to Navigators as they develop

and refine their skills to engage and serve kinship and adoptive families.

The Coaching Framework embodies a reflective and structured learning approach that supports Navigators to better understand their role and relate practice to the key family and community-level outcomes of the OhioKAN Theory of Change. This includes a dedicated safe space to discuss and reflect on how to best incorporate the inclusion, diversity, equity, and access (IDEA) principles in everyday practice as a Navigator. Such discussions could include debrief sessions about how to best advocate for families that are facing expressed oppression, how to ensure equitable service referrals, and reflection on one's own identity and implicit bias.

Core Components of OhioKAN Coaching

1. Collaborative Goal Setting

The coaching environment is designed to be encouraging and supportive for the Navigator to learn, ask questions, and build trust with the Coach. The Coach should strive to make each coaching session a space for the Navigator to reflect and think on their practice, performance, and goals. By setting goals collaboratively, the Coach and Navigator clarify the focus of their coaching relationship. Goals are focused on developing and refining the core practice skills for the Navigator, ensuring understanding of documentation and data integrity needs, practicing in an equity-oriented and inclusive manner, and achieving OhioKAN family and community-level outcomes. When creating and setting goals, Coaches apply the S.M.A.R.T. goal method with their Navigators. S.M.A.R.T. goals are specific, measurable, achievable, result-focused, and time-limited. The Coach is responsible for helping the Navigator monitor progress towards their goals, identifying next steps to achieve those goals through joint action planning, developing strategies to address opportunities for growth in individual practice, and guiding the Navigator's learning, skill adoption, and competency in role responsibilities.

2. Action and Practice

Navigators intentionally apply the new skills they have learned through their OhioKAN training and coaching sessions when engaging directly with OhioKAN families and while completing required service episode documentation. Throughout the coaching relationship, to further reinforce Navigators' skills development and ensure program fidelity, Coaches will continuously demonstrate the Navigators' key program behaviors and activities, which include opening an OhioKAN service episode, assessing a family's needs, providing referrals, and supporting the family through ongoing advocacy. Coaches also model the Navigator's Core Practice Skills of engagement, inclusion, assessment, intervention, collaboration, active learner, and reflection to facilitate the Navigators' understanding and implementation of the OhioKAN program.

3. Observation

Coaches observe their Navigators to support performance, fidelity to the OhioKAN program, alignment with the IDEA principles, and identify areas to provide additional support. This is critical for the Coach to deliver targeted feedback to the Navigator about strengths and growth areas for developing core practice skills and effectively partnering with OhioKAN families. Coaches may observe Navigators' everyday practice both during scheduled engagements with OhioKAN families as well as through case consultation and documentation review. An observation rubric guides the Coach's assessment of the Navigator's core practice skill level and contributions towards OhioKAN family and community-level outcomes. Observation is an important part of our sustained commitment as it allows us to reflect on how our work impacts children, youth, and families - providing us with the opportunity to grow and improve.

4. Reflection

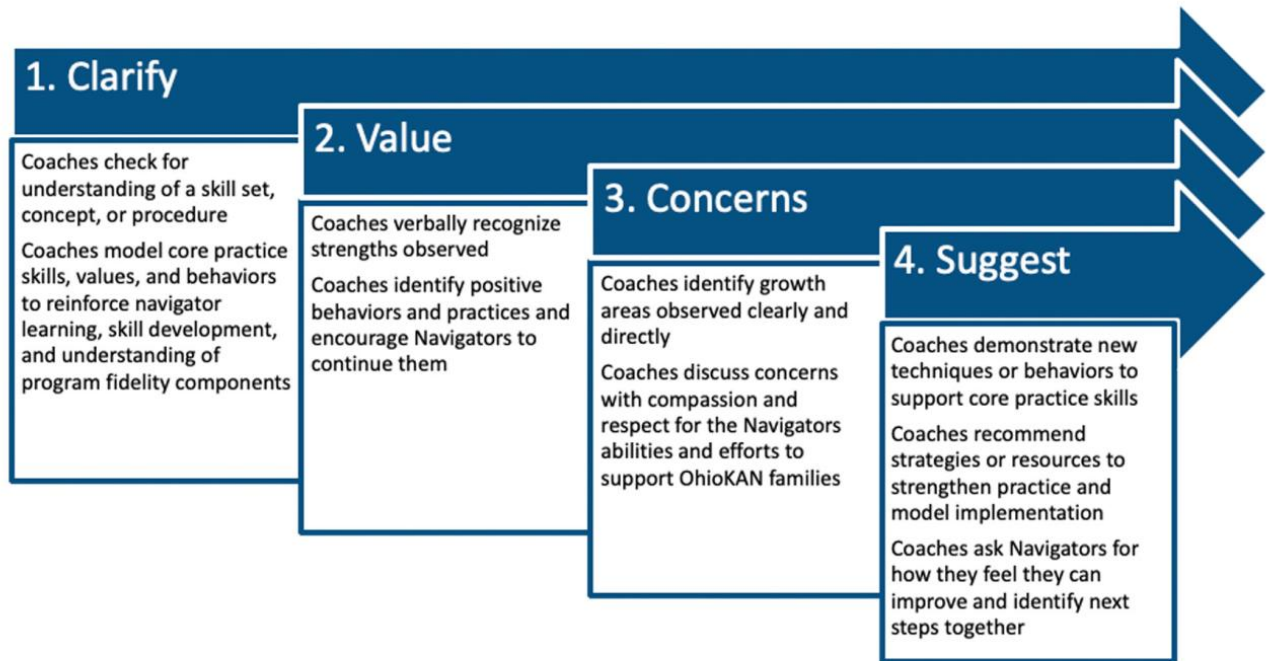
A reflective practice within the structured coaching process facilitates meaningful learning and builds trust between the Coach and Navigator. Coaches foster a learning environment that encourages and affirms vulnerability for Navigators to feel comfortable discussing areas where they may be struggling and need coaching support. Rather than overthink past decisions and actions, reflection with Coaches encourages Navigators to learn from their practice, consider how it relates to their goals and the OhioKAN theory of change, and identify strengths and growth areas. To promote self-reflection and individual analysis, Navigators are encouraged to keep a journal or log to reflect on their practice in between coaching sessions. Coaches can provide a series of questions to help prompt reflections, which can then be explored during coaching sessions. Reflection questions could include topics such as the use of Navigator's core practice skills, OhioKAN family and community-level outcomes, reflection of implicit bias and the use of the six inclusion, diversity, equity, and access (IDEA) principles, and data integrity. Coaches encourage learning and monitor progress towards achieving goals by asking questions when debriefing with Navigators and actively listening to their responses and individual reflections. Coaches are also encouraged to keep a journal following each coaching session to reflect on their own coaching practice.

5. Feedback

Following observation and reflection, structured, timely, and clear feedback between Coaches and their Navigators is the final core component of the OhioKAN Coaching Framework. Coaches share feedback through collaborative, strengths-based discussions to support Navigators in their practice and service delivery. It is especially effective when Coaches apply motivational interviewing techniques and principles: open-ended questions, affirmations, reflective listening, and summary statements (OARS) when delivering feedback. This informed approach builds Navigators' confidence and empowers them to draw from their experiences collaborating with OhioKAN families and the larger community to solve problems as they arise. In this way, Navigators drive their own improvement and performance achievement. Coaches regularly provide feedback to Navigators; Navigators are also encouraged to share feedback to Coaches about strengths and growth areas for the coaching relationship. The Navigator's perspective is valuable to strengthening the coaching dynamic, fostering a trusting environment, and ensuring that the coaching relationship effectively supports the Navigator in their practice and service delivery.

Feedback is an opportunity for Coaches to transfer knowledge in a constructive way that not only equips the Navigators with the necessary skill set to perform their role, but also builds trust with the Navigators. Aspects of the Navigator's training may be repeated during feedback to facilitate learning and bolster skill adoption and development. The ladder of feedback method is an effective tool that Coaches will follow when preparing and sharing feedback with Navigators:

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Coaching Sessions

OhioKAN Coaches maintain regular contact with their Navigators through weekly coaching sessions (at minimum) and may use a facilitation guide and standard agenda template to ensure consistent engagement. Coaching sessions may also include the Navigator's partnering supervisor to further strengthen the supervisory relationship. Throughout the coaching partnership, the Coach may create additional coaching sessions for transfer of learning activities with other Navigators in the region. The OhioKAN Coaching Framework is flexible to allow the Coaches to meet the Navigators at their individual skill level and facilitate necessary learning. As Navigators become more experienced in their role and better equipped with the knowledge and skill set to implement the OhioKAN model with fidelity, the frequency and nature of coaching sessions may evolve.

Tools to Support OhioKAN Coaching Framework

- Coach Practice Profile
- Observation Checklist
- Coaching Session Facilitation Guide with Standard Agenda Template
- Reflection Questions
- Goal Setting Worksheet

Core Practice Skills for Coaches

- Engagement
- Inclusion
- Collaboration
- Active Listening
- Goal Setting
- Observation
- Modeling
- Feedback
- Reflection

Coach Practice Profile

The goal of this role is to provide coaching related to quality service delivery, fidelity to the OhioKAN program model, and performance improvement strategies when indicated. The Coach is expected to provide technical assistance to OhioKAN sites, onboard and train OhioKAN site staff in the program model on an ongoing basis and contribute to continuous quality improvement (CQI) activities at the regional level. Engaging and supporting families is rooted in the six key principles of the Inclusion, Equity, Diversity, and Access (IDEA) Framework, which includes the continued analysis of historical factors and inequities; prioritization of solutions that balance power and promote social justice for families; elevation of inclusion and community voice; confrontation of all forms of discrimination and exclusion; understanding intersectionality and the sustained commitment to advance equitable realities both internally and for families.

In addition to being proficient in the skills and practice behaviors expected of the Navigator role, the Coach's role includes the following skills and practice behaviors.

Core Practice Skills	
Engagement	<p>Engagement with Navigators begins at first encounter and is established through an honest, respectful, and empathetic approach. We create a place for the Navigator to share practice experiences by actively listening, maintaining transparency, and communicating humbly. Through this dynamic coaching relationship, we partner with the Navigators to strengthen their practice and improve outcomes for children and families. The purpose of engaging with Navigators in this way is twofold: to build trusting strengths-based coaching relationships and to model behavior that will strengthen their practice and improve outcomes for children and families.</p> <p>Genuine engagement with children, families, and community members involves building relationships that are founded on trust and respect. It requires intentional examination of our own biases and active listening to understand and honor each person's unique experiences, perspectives, strengths, and challenges.</p>
Inclusion	<p>Coaches and Navigators work together and routinely have one-on-one discussions to develop an inclusive practice that begins in partnership with children, families, and caregivers. The families that we serve are the experts on their own circumstance and the decision-makers about which services and supports they need. We actively center their voice, experience, and needs through appreciative inquiry and open-ended questions throughout service delivery. During conversations, we respond to discrimination and experiences with oppressive systems and practice by actively listening, validating, and asking what you can do to help and how to be of support moving forward.</p> <p>We continuously work to develop self-awareness of how our own identities and biases shape our behaviors, beliefs, and opportunities. We use humility to be the bridge of awareness and accountability to one another and the families we work with. We continually learn about intersectional identities and the ways in which those identities are affected by social service systems to better understand a family's experience working with OhioKAN, as well as the Navigator's experience working with families and their colleagues.</p>
Collaboration	<p>We collaborate with Navigators to define the coaching relationship and create an effective, synergetic team. We intentionally partner with supervisors to provide Navigators with the tailored support they need to implement the OhioKAN program with fidelity and serve OhioKAN families.</p> <p>We partner with Navigators to build a diverse and collaborative coalition of stakeholders, including youth and families with lived experience, from a cross-section of our community. This community collaboration will help us connect families to the services and supports they ask for, identify both practice and service gaps, and develop new service capacity to support the identified needs of kinship and adoptive families. In alignment with the systems analysis principle in the IDEA framework, Coaches actively partner with Navigators to gather practice knowledge to inform community-level collaborations and coalition building to bridge service gaps and provide better, more equitable services for families.</p> <p>As the needs of kinship and adoptive families expand and evolve in our community, we coordinate with Navigators and Regional Advisory Councils to build new and innovative collaborations and enhance existing partnerships to meet their needs. Furthermore, we aggregate and elevate common direct practice challenges to the Regional Director, CQI Process Teams, and Learning Collaboratives with the goal of working together to find common solutions.</p>
Active Listening	<p>We actively listen to Navigators as they share their experiences working with kinship and adoptive families and implementing the OhioKAN program. By actively listening, we improve our understanding of the Navigators' strengths, growth areas, and needs, which enables us to identify appropriate supports, training, and skill development opportunities. Active listening includes asking open-ended questions, summarizing, checking for understanding, and asking permission to offer solutions. Our commitment to an active listening style is grounded in our core value of believing families and the knowledge that families, partners and staff are the experts of their own experiences. We believe the experience of Navigators working with families and reflect this belief with active listening.</p>
Goal Setting	<p>We jointly develop goals with Navigators that clarify the focus of the coaching relationship. The goals are specific, measurable, attainable, relevant, and time-based and facilitate the Navigator's performance and fidelity to the OhioKAN program.</p> <p>The Coach is responsible for structuring the process for the Navigator to monitor progress towards goals. The goal setting and tracking process is designed to build the Navigator's capacity and confidence over time. The OhioKAN model of coaching towards goals includes segmenting larger goals, identifying next steps to achieve those goals through joint action planning, developing strategies to foster growth in individual practice, and guiding the Navigator's learning, skill adoption, and competency in role responsibilities.</p>

Observation	<p>Coaches and Navigators work together to create a safe space for observation. We observe Navigators in action through direct and indirect methods to provide positive and constructive feedback to ensure fidelity of the OhioKAN program and equitable service delivery. Through observations, we build a deeper trusting relationship with Navigators to support continuous growth and learning, centered around the enhancement of both the Navigator's strengths and areas for refinement.</p> <p>Specifically, we accompany Navigators on visits with kinship and adoptive families to directly observe their practice, glean additional practice insights during coaching sessions, and review case record documentation. Observations provide a space to gain greater insight into the systems that kinship and adoptive families experience daily to inform continued analysis of systems through the IDEA framework.</p>
Modeling	<p>Coaching is the Navigator's primary resource for support and transfer of learning. We model behaviors, core practice skills, and effective rapport-building techniques to promote Navigators' ability to implement the OhioKAN program equitably and with fidelity. Modeling takes place in structured learning opportunities during coaching sessions, and we also embody OhioKAN behaviors and values whenever we engage with Navigators, other OhioKAN staff, families, and community members. This builds Navigators' understanding of the program and supports their effective engagement with kinship and adoptive families.</p> <p>We model the active embodiment of the six IDEA principles, data and CQI practices to build evidence and contribute new knowledge to both the OhioKAN program and the broader field of kinship and adoption navigator programs.</p>
Feedback	<p>We provide structured, timely, constructive feedback to Navigators about their practice strengths and skill development based on our observations and practice expertise. We provide feedback in a way that accounts for and respects a difference in perspective, learning styles and approaches to the work. We incorporate motivational interviewing techniques and principles to deliver feedback in a strengths-based and affirming manner. We encourage Navigators to also share feedback about strengths and growth areas about their coaching relationship and we respond to this feedback in a way that is appreciative and accepting, which affirms our commitment to continuous learning. We value the Navigator's perspective to strengthen the coaching dynamic and believe it contributes to a trusting environment. This bidirectional feedback informs the coaching process to effectively support the Navigator in their learning, practice improvement, and service delivery ability.</p>
Reflection	<p>We foster a safe environment that encourages, affirms, and models vulnerability so that Navigators feel comfortable discussing areas where they may be struggling and need coaching support. We reflect in a way that is safe for all involved, allowing reflection and discussion about topics that the Navigator would like to speak about. We explicitly discuss power dynamics and the complexity of the network of relationships Navigators are establishing.</p> <p>We support the Navigator's development in building awareness of how their own background and biases impact interactions with families, staff and partners. We create safe spaces to cultivate best practices for culturally humble customer service, naming issues related to IDEA. We facilitate reflection with Navigators by actively listening and asking questions, considering how it relates to their goals and the OhioKAN theory of change, and identifying strengths and growth areas. We debrief practice experiences with Navigators to prompt self-reflections and assess progress towards achieving goals.</p>

Our Core Practice Skills in Action for Coaching Sessions

When I engage with the Navigator and partnering supervisor and collaboratively set goals,

- During the initial coaching session, establish expectations for the coaching relationship by explaining your role as the Navigator's support resource and guide. Ask the Navigator if they have experiences with a Coach and whether they have any questions or requests to tailor the coaching dynamic. Ask the partnering supervisor how they would like to be involved during these sessions. (Engagement and Collaboration)
- Periodically throughout the coaching relationship, check in with the partnering supervisor to ensure that they are participating in the coaching dynamic in the way you believe is necessary and is upholding OhioKAN's mission. Their involvement may evolve over time. Reach out to your Regional Director for more support on relationship management or clarity when needed. (Collaboration)
- Collaboratively set goals with the Navigator. Encourage the Navigator to share their perspective on how they feel their role contributes to the OhioKAN program and what they hope to achieve in their role. This will help you understand their role expectations and motivations. Discuss how their goals relate to the community-level initiatives within each Regional Advisory Council, best practices in service delivery with families, and the six IDEA principles. Remind the Navigator that their coaching sessions are flexible to support them in their ability to effectively partner with OhioKAN families and can be tailored to meet their needs. (Collaboration, Goal Setting, and Active Listening)
- Explain the core practice goals that all Navigators must work on as part of the fidelity monitoring and CQI strategies. Remind the Navigator that while their set of goals will include these core practice goals, they may also add individualized, tailored goals to meet their needs. Refer to the goal setting worksheet to record goals. Let the Navigator know that you are their support to achieve their goals and will help them monitor their progress. (Goal Setting)
- Remind the Navigator that as the coaching relationship and their skill development evolve, their goals may need adjustments and new goals may be added. (Goal Setting and Collaboration)
- Check for understanding of the Navigator's core practice skills, responsibilities, procedural activities, and program components they implement. Offer to demonstrate any elements that the Navigator has questions about. (Engagement and Modeling)

When I prepare to meet with the Navigator and partnering supervisor for a coaching session,

- Prior to first coaching meeting: reach out to the Navigator to establish a weekly coaching session day and time and schedule the observation cadence (how often the Coach will observe the Navigator as they partner with Families and how often the Coach will review service episode documentation). (Engagement)
- Use notes from the observation rubric to identify strengths and growth areas for the Navigator's practice and skill development. Cite specific examples of when the Navigator performed well in their direct engagement with OhioKAN Families and case documentation and specific instances where the Navigator could have improved their practice. Gather the necessary learning materials to share with the Navigator. (Observation and Feedback)
- Ask the Navigator to communicate their needs related to what a safe space looks like for reflections on practice, including places where the Navigator may feel stuck such as difficult areas within practice or cultural understandings. Through discussion, develop suggestions and identify strategies to build the Navigator's skills in delivering family-centered and strengths-based service. (Feedback)
- Prepare the coaching session agenda using the standard coaching session agenda template and share with the Navigator in advance to ask for their input on additional agenda items. (Engagement and Collaboration)
- Reach out to the partnering supervisor to invite them to the coaching session if they do not already regularly participate. (Collaboration)

When I facilitate reflections with the Navigator and partnering supervisor,

- Facilitate reflections with the Navigator on their practice, service delivery, and progress towards their goals. Remind the Navigator that the coaching session is a learning environment for them to hone their practice, ask questions, and feel comfortable sharing and discussing areas where they are struggling and need support. (Reflection)
- Ask the Navigator to share their individual thoughts on their practice strengths, growth areas, and challenges. Actively listen to the Navigator when they describe their experiences and any challenges they've encountered. Use guiding questions (outlined below) to prompt reflections (Reflection and Active Listening)
 - Which aspects of your interactions with OhioKAN Families do you feel most confident about?
 - Which aspects of your interactions do you feel least confident about?
 - What's something you wish you had done differently/plan to do differently in the future?
 - Which aspects of your interaction and engagement with families do you feel need a bit more practice or familiarity?
 - Were there any portions of your calls you found particularly sad or disturbing? (Prompt to encourage processing of secondary trauma when relevant)
 - Were there any parts of your interactions that made you feel uncomfortable or uneasy? If so, why?
 - Where did you see the potential for bias (positive or negative) to influence your decisions?
 - Were there any apparent community system barriers that we could elevate to the Regional Advisory Councils?
- Ask the partnering supervisor to share their reflections on the Navigator's practice (Reflection and Collaboration)
- Debrief complex service episodes and strategies for selecting referrals. Ask the partnering supervisor for their consultation on more challenging service episodes. Ask follow-up questions that help the Navigator learn from past practice, identify strategies for improvement, and understand how the support they provide to OhioKAN Families is contributing to program outcomes. Provide your Navigator with a supportive environment and be aware of any secondary trauma stress responses they might display. (Active Listening and Reflection)
- Listen for themes across your Navigators' reflections to inform how best to support them and whether challenges are community-based and could be experienced by more than one Navigator. (Active Listening)

When I provide and discuss feedback with the Navigator,

- Based on observations, provide feedback to the Navigator using a structured, strengths-based approach. Clarify understanding of Navigator core practice skills and OhioKAN program procedures, such as eligibility requirements, screening decision-making criteria, service selection and referral provision, and case management process. Ask the Navigator if they have any questions about the core elements of the OhioKAN program. Gently remind the Navigator that you are their primary resource and partner as they implement the program. You are available to demonstrate or review elements covered in the Navigator's training to reinforce their learning and understanding of the program. (Feedback and Modeling)
- Emphasize the Navigator's positive contributions to the OhioKAN program outcomes by identifying their strengths. Discuss the positive behaviors, practices, and performance you observed and provide clear examples. Link the positive practices observed to the Navigator's goals and progress towards achieving them. (Feedback)
- Share practice concerns using an empathetic, compassionate approach. Let the Navigator know that you recognize their ability to engage with OhioKAN families and that they are knowledgeable about their families' service needs. Identify the Navigator's growth areas you observed and provide specific examples of how they can improve. Ask for their feedback on your observation and affirm that they understand your reasons for identifying the growth areas. Remind the Navigator that you are specifying growth areas to strengthen their ability to serve OhioKAN families and contribute to positive outcomes for families. (Feedback)
- Pulling from the Navigator's direct practice you observed, model alternative strategies, techniques, and behaviors for engaging with and supporting OhioKAN Families. In doing so, you are building the Navigator's capacity to serve a range of families who may need different approaches to facilitate positive engagement. (Modeling)
- Suggest strategies and guidance on ways the Navigator can address their growth areas and improve their practice. Provide additional training resources and learning materials that can aid their development. Ask if they have additional ideas on ways to improve. (Feedback)
- Check in with your Navigator to see whether they have any unmet needs you can support them with as well as any feedback for ways to improve the coaching relationship. (Active Listening, Feedback, and Engagement)
- Following feedback, jointly plan next steps and strategies to address identified concerns and growth areas with the Navigator. This may entail adjusting and amending established goals. (Goal Setting and Collaboration)

When I Coach a Navigator on direct practice with Families,

- Model OhioKAN CARES values, the six IDEA principles, the Navigator's core practice skills, behaviors, and characteristics through my language, demeanor, and attitude when engaging with Navigators, community members, and kinship and adoptive families. (Modeling)
- Model and demonstrate engagement and facilitation techniques that Navigators can apply in their own engagement with OhioKAN families. (Modeling)
- Reinforce role development and application of core practice skills by using role playing exercises to prepare the Navigator to support families with basic or complex needs. (Modeling)

- Practice answering and screening hotline calls, conducting the BASICS Assessment, making service selections and referrals, completing service episode documentation, facilitating caregiver/Family meetings, and closing a service episode
- Be mindful of trends and challenges in the community, as well as interpersonal challenges, that may affect a Navigator's ability to support OhioKAN Families; actively seek solutions and supports when needed. This includes having an awareness of current systemic barriers and cultural context that a family may be dealing with and incorporating that awareness in practice with families. Incorporating this awareness includes the ability to actively listen, collaborate and observe how families are describing their experiences to better inform our service delivery. (Active Listening, Collaboration, and Observation)

When I coach a Navigator on working in the community,

- Discuss and co-plan with Navigators about the different opportunities and strategies to educate system partners about the unique needs of K&A Families and how they can best be served and supported. (Inclusion & Collaboration)
- Reflect and work with Navigators on how to build upon their advocacy skills to support the development and increased accessibility of needed supports and services within the community and for families. (Engagement, Reflection & Collaboration)
- Be aware that there may be times when Navigators connect with system partners that display discriminatory or exclusive behavior, encourage Navigators to continue to advocate for the family in these situations. Touch base with Navigators often and if needed, find the time and space to reflect on experiences and discuss concerns and next steps together. (Collaboration, Inclusion and Reflection). If discrimination continues, work to contact and refer the family to services that are respectful and inclusive of all families. (Inclusion & Collaboration)

Our Core Practice Skills in Action within the CQI Process

When I observe a Navigator directly in action and practice and indirectly through documentation,

- For observing the Navigator's direct practice with OhioKAN Families each month, shadow the Navigator by accompanying them when meeting with a family or listening to a call when they answer the OhioKAN phone line. Reassure the Navigator that you are participating as an observer and support. Let them know that you may model alternative approaches and techniques for handling the situations you observe during your coaching sessions to improve and strengthen their practice. Use the observation rubric to assess quality practice and ensure fidelity to the OhioKAN program. (Observation and Modeling)
- For observing the Navigator's indirect practice with OhioKAN Families, review service episode documentation (call notes, service referrals, Support Plans, BASICS Assessment, Collaborative Assessment, written communication with families) for each week's new service episodes. Use case note review guiding questions (outlined below) to assess quality practice and fidelity to the OhioKAN program. (Observation and Engagement)
 - Are all required data points entered for the service episode's documentation?
 - Was the referral packet sent within 24 hours of completing the BASICS?
 - From the case notes, how did the Navigator demonstrate core practice skills of engagement, collaboration, and active listening during their engagement with the family?
 - Were the provided service referrals appropriate to meet the needs identified in the BASICS Assessment? Are there other referrals the Navigator could have provided?
 - Was post-referral follow-up conducted in a timely manner (within ten business days of referral distribution)?
 - For Collaborate Service Level episodes: Were the service referrals provided in the Support Plan appropriate to meet the needs identified in the Collaborative Assessment?
 - For Collaborate Service Level episodes: Is the frequency of contact appropriate to effectively engage and collaborate with the caregivers and families?
- Monitor trends in Navigators' practice and skill development. Listen for common themes in your Navigators' challenges. This can inform your coaching and teaching approach as it points to skills and areas to focus transfer of learning activities. These challenges may be trends in other regions that can be further discussed at your cohort's Learning Collaborative or CQI Process Team. (Active Listening and Observation)
- Support Navigators in preparing for quarterly CASP reviews by critically reflecting on their practice and ability to provide timely and appropriate referrals for Collaborate Families during coaching sessions. Co-facilitate quarterly reviews with Navigators and families and model key practice skills and behaviors as needed. (Reflection and Modeling)

When I facilitate a Learning Collaborative,

- Discuss trends in practice observed, service needs, referrals, and common themes across Navigator engagements with OhioKAN Families as identified by the CQI Process Team with the Learning Collaborative. Prompt Learning Collaborative members to reflect on these trends and how they relate to their individual experiences. Engage members of the Learning Collaborative in reflection and discussion on how to uplift and build on inclusion in our spaces. (Reflection, Inclusion, and Collaboration)
- Share observations on how OhioKAN is implemented and suggest general growth areas for program fidelity. Encourage Learning Collaborative members to provide feedback on these growth areas, revise them as needed, and build consensus for them. (Observation and Feedback)
- Guide the Learning Collaborative through the CQI process, especially with activities that occur during the Plan, Do, and Study phases. (Modeling)
- Create opportunities for members to frame challenges in their own words, support them in elevating areas of concern, and listen to their experiences engaging with OhioKAN Families. (Active Listening, Feedback, and Collaboration)
- Co-design small tests of change within the Learning Collaborative based on members' feedback and contributions and follow up on their implementation with Navigators during coaching sessions. (Collaboration and Reflection)
- Build member consensus on key issues to share with the CQI Process Team for their feedback and reflection. Collaborate with members to identify important issues collectively, ensuring that all members' voices are heard by periodically summarizing, consolidating, and repeating issues they raise. (Collaboration)

When I participate in the CQI Process Team,

- Prior to CQI Process Team meetings: Regularly review regional CQI indicator data reports, observation rubrics, and general observations of staff practice to identify trends, disparities and challenges in practice, service needs, referrals, and common themes across Navigator engagements with OhioKAN Families in my region. (Engagement and Collaboration)

- Share observations on my region's OhioKAN implementation, strategies for improvement progress, and main takeaways from my cohort's previous Learning Collaborative session. (Observation and Engagement)
- Actively listen to peers as they share their observations on practice trends, service needs, referrals, and challenges in their regions. (Observation and Engagement)
- Collectively identify growth areas for program fidelity and general program implementation with the CQI Process Team. Be mindful that my voice is not the only voice heard and make efforts to encourage all members to contribute their thoughts. (Active Listening and Engagement)
- Co-design Learning Collaborative session agendas with CQI Process Team members that incorporate challenges discussed. (Active Listening, Collaboration, and Engagement)
- Delegate time-sensitive, CQI-related tasks to regional coordinators and promote collaboration across the CQI Process Team. Clarify needed support and assistance with regional coordinators to ensure understanding. (Collaboration)

Our Core Practice Skills in Action with Regional Advisory Councils

When I engage with a Regional Advisory Council,

- Discuss trends, with a focus on disparate impact on communities marginalized by systems, in service needs, community providers available, and common themes across Navigator engagements with OhioKAN Families with the Regional Advisory Council.
- Discussion of trends is rooted in the six IDEA principles to proactively address systemic racism and system barriers faced by OhioKAN Families and the larger Ohio community. (Engagement and Collaboration)
- Share observations on how the OhioKAN program is being implemented and identify general growth areas for program fidelity. (Observation and Engagement)
- Create opportunities for direct practice experts to frame challenges in their own words and support them in elevating areas of concern within the Regional OhioKAN team and to the Regional Advisory Councils in partnership with the Regional Director. (Engagement and Collaboration)

Our Core Practice Skills in Action for Reflection

When I reflect,

- When you feel uncomfortable, get curious about it. Reach out to your Regional Director, peers or someone you trust to debrief. (Reflection, Inclusion, and Collaboration)
- When you realize you may have hurt or offended someone by what you have done or not done, apologize and take steps to make amends and improve. (Reflection and Active Learner)
- When someone comes to you about how you may have hurt or offended them – listen and ask questions to make sure you understand, thank them for bringing this to your attention, take accountability and apologize. Reflect after the conversation on ways you can prevent a situation like this in the future. (Reflection and Active Learner)
- Identify your own strengths, biases, areas of growth, and places where you need to ask for help. (Reflection and Inclusion)
- Continually examine your own power and privilege and how you are using it. (Reflection and Inclusion)
- Reflect on how your intersectional identities are similar and different than those of your colleagues. Even if you have shared experiences, differentiate your own experiences from the experiences of your Navigators or other colleagues. (Reflection and Inclusion)
- Questions to ask myself as I reflect (Reflection, Inclusion, and Engagement). In what ways...
 - Did I support inclusion?
 - Did I create opportunities for a family or Navigator to be vulnerable?
 - Did I respond to vulnerability?

Navigator Practice Profile

The goal of the kinship and adoption Navigator is to support kinship caregivers and adoptive parents in accessing the services, resources, and social support they need to care for themselves and the children in their homes, through a trauma-responsive and equity-oriented approach. We provide these services with the objective of improving placement stability and well-being for all children and caregiver/adoptive parents.

The work of identifying services and supporting families is rooted in the six key principles of the Inclusion, Equity, Diversity, and Access (IDEA) Framework, which includes the continued analysis of historical factors and inequities; prioritization of solutions that balance power and promote social justice for families; elevation of inclusion and community voice; confrontation of all forms of discrimination and exclusion; understanding intersectionality and the sustained commitment to advance equitable practices with families, partners and colleagues.

Core Practice Skills	
Engagement	<p>Engagement begins at first encounter and is established through an honest, respectful, and empathetic approach. We create a place for the family to tell their story by actively listening, maintaining transparency, and communicating humbly. We communicate through our words and body language our belief that the family is the expert on their situation. Through collaboration and partnership, we establish relationships with the kinship and adoptive families we serve, public agencies, and community organizations.</p> <p>Genuine engagement with children, families, and community members requires intentional examination of our own biases and active listening to understand and honor each person's unique experiences, perspectives, strengths, and challenges.</p>

<p>Inclusion</p>	<p>Inclusive practice begins in partnership with children, families, and caregivers. The families that we serve are the experts on their own circumstance and the decision-makers about which services and supports they need. We actively center their voice, experience, and needs through strengths-based and open-ended questions to avoid making assumptions about a family's experience. During conversations, we acknowledge, validate, and respond to discrimination and experiences with oppressive systems and oppressive practice.</p> <p>We continuously work to develop self-awareness of how our own identities shape our behaviors, beliefs, and opportunities. We use humility to be the bridge of awareness and accountability to one another and the families we work with. We continually learn about intersectional identities and the ways in which those identities are affected by social service systems to better understand a family's experience working with OhioKAN. Our commitment to practice skills of inclusion ensures that we use language and phrases that families can relate to and understand.</p>
<p>Assessment</p>	<p>We listen, gather, and make meaning of information Families share with us to understand the individual's and family's strengths, needs, perspectives, and wishes. We know families are experts of their own experiences and create opportunities for them to express their needs. We understand that the needs of Families can change; therefore, this collaborative process is ongoing through formal and informal interaction with the family.</p> <p>We use this same practice skill as we gather information related to the strengths and needs of communities where OhioKAN families reside. Throughout this process, we have regular discussions focused on the historical and current systematic ways the communities we work with were/are currently marginalized to further improve how we address disparities and mitigate additional trauma or re-traumatization. Remaining curious of community needs and strengths assists us to identify gaps in services.</p>
<p>Intervention</p>	<p>When sharing information and connecting to services, we empower and actively assist kinship and adoptive families in obtaining support, that is individualized and intended to achieve their identified goals. We know that families are the experts on their strengths, needs, and experiences. We partner with families to achieve their goals, work in the community to identify the services and supports they ask for and offer referrals to community organizations and partners. We actively note when community services are not available or accessible and make efforts to increase the service array.</p> <p>Meeting the needs identified by the family is our priority. In our collaboration with families, we explore and prioritize ways to remain solution focused and avoid reinforcing inequitable systems. We recognize that communities of color and other populations marginalized by systems are often met with discrimination and experience barriers to accessing services. To address access challenges, disparities, and mitigate trauma, we have regular discussions focused on the historical and current ways communities are marginalized by systems. We actively identify, document, and elevate service gaps and barriers.</p>
<p>Collaboration</p>	<p>We work to build a diverse and collaborative coalition of stakeholders, including youth and families with lived experience, from a cross-section of our community that will help us connect families to the services and supports they ask for, identify service gaps, and develop new service capacity to support the identified needs of kinship and adoptive families. As we work and learn with families, we uplift their intersectional identities and unique experiences, remain strengths-based, and commit to shifting power towards families. In our work with families, we also avoid damage imagery and drawing upon stereotypes. The needs of kinship and adoptive families will evolve in our community, and we will continue to search for new and innovative collaborations to meet their needs.</p>
<p>Active Learner</p>	<p>Learning is an ongoing and vital component of the work we do in our community and with individual families. We approach families as partners and allies, with cultural humility and empower them as experts to inform us about their strengths and needs. We approach this work with curiosity and improve our understanding of why and how people are marginalized by systems in order to advance equitable realities both internally and for the children, families, and communities that we serve. To promote continuous learning, we use the Observation Rubric monthly with our Coaches, participate in practice calls, receive feedback on areas of strength and growth, and set goals to build on our skills.</p> <p>We endeavor to improve our response and array of supports to build their strengths and address their needs. We embrace this commitment through continuous quality improvement activities such as actively reflecting on our practice, drawing insights on program delivery, and ongoing training and coaching. We also work to continuously examine our own biases, participate in listening and learning from diverse communities, and contribute new knowledge to the broader field of kinship and adoption Navigator programs.</p>
<p>Reflection</p>	<p>Self-reflection on our practice with families and communities is an essential part of our sustained commitment to advanced equitable realities for the children, families, and communities we serve. We also have the responsibility to build and maintain an equitable, safe, and inclusive environment within our organizational community by reflecting on how we interact with each other. Self-reflection is a skill that takes practice. It requires us to be open to others and to hold ourselves accountable while also practicing self-compassion and forgiveness.</p>

When Receiving an Initial Contact,

- During the initial contact, keep in mind this may be the caregiver/adoptive parent's first interaction with OhioKAN. It is important that their experience with you is marked by professionalism, acceptance and humility. The caregiver/adoptive parent is exercising strength and courage by calling, and it is a privilege to receive their call.

One of the objectives of this initial call is to determine if OhioKAN is the right program for the caregiver/adoptive parent (Engagement)

- During the initial contact, explain your role and create space for the caregiver/adoptive parent to tell you their story to gently lead the caregiver/adoptive parent to answer the screening questions (outlined in SACWIS). This connection with the caregiver/adoptive parent is a conversation, rather than a formal interview. It is likely that the answers to the screening will present themselves while they share their story. Do ask for clarity, be mindful to not make assumptions about what you are hearing. Ask the caregiver/adoptive parent for their contact information. (Engagement and Assessment)
- Approach the conversation through a trauma-responsive lens by understanding the trauma kinship and adoptive families may experience remaining empathic, and staying solution focused. (Engagement, Assessment, and Inclusion)
- If the caregiver/adoptive parent does not meet the service criteria for OhioKAN, explain why and refer them to the appropriate service provider(s) or resource, if possible, to address their concerns. (Intervention)
- If the caregiver/adoptive parent meets OhioKAN criteria, explain how OhioKAN can support them. Ask the caregiver/adoptive parent if they would like to participate in the OhioKAN program and get their permission to gather a bit more information about their situation through the BASICS. (Assessment)

Our Core Practice Skills in Action for Families Screened into OhioKAN

When I open an OhioKAN service episode,

- After the caregiver/adoptive parent has been screened in to OhioKAN and given consent to participate in the program, complete the BASICS assessment with the caregiver/adoptive parent to gain an initial understanding of the family's strengths and needs. Through open, transparent, and nonjudgmental communication, you show the caregiver/adoptive parent you see them, respect them, and believe they know what is best for their family. Explain that the BASICS helps you learn about their needs so that you can provide them with tailored support. Let the caregiver/adoptive parent set the pace for the conversation while they share more details about why they called OhioKAN and what services and support they're looking for. (Engagement, Inclusion, Assessment and Active Learner)
- Based on the caregiver/adoptive parent's responses to the BASICS assessment and by practicing self-reflection on what you have learned from the family and their needs, determine whether you can respond to their needs with referral information. (Assessment, Reflection, and Inclusion)
- If the caregiver/adoptive parent is receiving Connect Service Levels, provide the caregiver/adoptive parent with the appropriate referrals and information to community providers and resources. Ensure the caregiver/adoptive parent knows they can reach out to you at any time to address any needs or concerns that arise; provide the caregiver/adoptive parent with your email and phone number. (Engagement and Intervention)
- Let the caregiver/adoptive parent know that you would like to follow up with them to see how they are doing and check if they have any other needs you can help with. Ask the caregiver/adoptive parent if you may follow up with them within two weeks and if they have a preferred contact method. (Engagement and Assessment)
- Ask the caregiver/adoptive parent if they are willing to participate in a satisfaction survey after the follow-up. (Active Learner)

When I follow up with the caregiver/adoptive parent after sharing initial referrals,

- Reach out to the caregiver/adoptive parent within two weeks of when their service episode opened using their preferred method of contact. (Engagement)
- Ask the caregiver/adoptive parent if they have been able to access the services you provided referrals for and if so, how did it go. (Assessment)
- Ask if they have other needs you can support with and record their response in the OhioKAN Database. (Assessment and Active Learner). Inform the caregiver/adoptive parent that the OhioKAN program is available to them as often and for as long as the program can be of assistance. (Engagement)
- If the caregiver/adoptive parent determines that they do not have any other needs, begin discussing the process for closing the service episode (Intervention) and let them know that they will receive a request to complete a satisfaction survey to give feedback on the services received. (Active Learner)
- If the caregiver/adoptive parent has not yet accessed referred services, ask if they would like additional support and/or have additional needs. (Active Learner and Engagement)
- If the caregiver/adoptive parent requests additional support and/or has additional needs, continue services accordingly. (Engagement and Intervention)
- After the conversation, take a minute to regroup and reflect on how it went. Focus on how you're feeling, what you did well and what you want to improve on for next time. If needed, journal, engage in a few minutes of mindfulness, or reach out to your Coach for a debrief, support and/or guidance. (Reflection)

Our Core Practice Skills in Action for Families Screened into the Collaborate Service Level of service

As I prepare to meet with adoptive and kinship families,

- If you did not handle the initial inquiry, you will review the BASICS to ensure you have an understanding of the family's story and what precipitated the call as well as any potential service areas where you would like to gain more information. (Assessment and Inclusion)
- Reach out to the caregiver/adoptive parent to introduce yourself, explain your role, describe the Support Planning process, and request the opportunity to meet to learn more about what they need and to plan together for services. Ask who they would like to invite to participate in the meeting and schedule the meeting day, time and method that is accessible for the family (Assessment/Active Learner/Collaboration)
- Collect the necessary resources you will need when you meet with the caregiver/adoptive parent, e.g. BASICS, Support Plan, information on referrals provided in the initial binder (Intervention)

When I meet initially with an adoptive parent or kinship caregiver/adoptive parent,

- Introduce yourself, explain your role, and plan to co-create a Support Plan during the meeting so you can gain an understanding of the family's diverse identities, strengths, and needs. (Engagement and Inclusion)
- Let the caregiver/adoptive parent know you appreciate their outreach to OhioKAN and that you value their input and insight into their family's strengths and needs. (Engagement and Active Learner)
- Develop the Support Plan together through an equity-oriented lens by using open-ended questions, appreciative inquiry, and motivational interviewing and actively listening to what the caregiver/adoptive parent says. Respond to answers in an empathic, strengths focused and nonjudgmental manner. (Assessment and Inclusion)
- Reflect to the caregiver/adoptive parent your understanding of their circumstances, strengths, needs, and any culture-specific factors to ensure you understand what the caregiver/adoptive parent is saying. (Engagement/Assessment/Collaboration)

- Based on information gathered, co-develop a Support Plan with the caregiver/adoptive parent by identifying formal public services, community resources, and social supports that are culturally appropriate for the family and align with the caregiver/adoptive parent's goals. Use your knowledge of local resources and consult the OhioKAN info hub to identify needed trauma responsive and equity-oriented services, resources, and supports. (Intervention)
- Provide the caregiver/adoptive parent with the name, address, and phone number of the specific services, resources, and supports via their preferred method of communication (email, text message, or mail). (Intervention)
- Explain what happens next – establish the frequency and objective of follow up meetings in partnership with the caregiver/adoptive parent, schedule the next meeting, including location (virtual meeting, in-person, or phone), and discuss how the caregiver/adoptive parent can contact you. (Engagement)

When I am assisting with a referral,

- Once you have worked with an adoptive parent or kinship caregiver/adoptive parent to identify their needs, begin working with them to provide referrals. We always offer the family a choice to connect to their referrals through a warm transfer. A warm transfer is personally connecting the family with the service provider. A warm transfer can be done by connecting the family via phone to the provider or taking the family to the appointment and introducing them to the provider. If the caregiver/adoptive parent does not prefer a warm transfer, we respect their wishes because we believe that families are inherently capable of finding solutions to the circumstances and challenges they face. (Intervention)
- When offering referrals, ask the caregiver/adoptive parent if they have the necessary resources to access the referral. For example, do they have transportation to the counseling services that are being recommended? (Assessment)
- If a family needs flexible funds or hard goods, explain the process and anticipated timeline, ensure they understand what documentation and signatures you will need to complete the request, and ensure you have the appropriate information to deliver the flexible funds or hard goods if the request is approved. (Intervention)
- When we learn that families are experiencing system level challenges such as services that are not available or accessible, we elevate to the appropriate party which may include the Benefits Coordinator, Coach, and Regional Director. (Inclusion and Collaboration)

When I have ongoing meetings (virtual meeting, in-person or phone) with adoptive and kinship families,

- Check in with the caregiver/adoptive parent to inquire about progress being made on each element of their Support Plan. Discuss any successes or challenges they have encountered since the last meeting. Ask the caregiver/adoptive parent how you can assist them in overcoming their challenges. (Engagement)
- Review the Support Plan and work with the caregiver/adoptive parent to address any barriers that may have arisen since the last meeting. (Intervention)
- Discuss with the caregiver/adoptive parent any adjustments they would like to make to the Support Plan, e.g., timelines, goals that have been met or need to be added. (Assessment)
- Confirm changes to the Support Plan, as needed. (Intervention)
- Review the comprehensive needs assessment to assist the caregiver/adoptive parent in identifying any additional areas of support. (Assessment)
- Confirm the caregiver/adoptive parent would like to meet again and finalize meeting details such as location and date/time. (Assessment)

When a family identifies their needs have been met,

- Once the caregiver/adoptive parent lets you know that all their needs have been addressed, begin discussing the process for closing the service episode. (Intervention)
- Make sure the caregiver/adoptive parent understands that the OhioKAN program is available to them as often and for as long as the program can be of assistance until the child reaches adulthood or is no longer living in a kinship/adoptive home. (Engagement)
- As needed, encourage the family to continue services and supports.
- Gain the caregiver/adoptive parent's permission to contact them in four weeks to check in with them to see if OhioKAN can be of any further assistance (Assessment)
- During the pre-episode closure check-in, let the caregiver/adoptive parent know they will receive a request to complete a satisfaction survey to give feedback on the services they received. (Engagement and Active Learner)

When I am out in the community engaging with families and partners,

- When reaching out to community agencies to understand their services and make connections, find a moment to express OhioKAN's commitment to working with kinship families of all backgrounds. (Engagement, Collaboration, and Inclusion)
- When working with system partners, find opportunities to educate them about the unique needs of K&A families and how they can best be served and supported. (Inclusion and Collaboration)
- Advocate for and otherwise support the development and increased accessibility of needed supports and services within the community. (Engagement and Collaboration)
- If system partners exhibit any kind of discrimination and exclusion, try your best to advocate for the family by educating system partners about the family's intersectional needs, strengths, and barriers (Inclusion and Engagement). If discrimination continues, work to contact and refer the family to services that are respectful and inclusive of all families. (Inclusion and Collaboration)

Our Core Practice Skills in Action for Reflection

When I reflect,

- When working with families, during a follow-up call for example, take a minute to get grounded in your conversation by providing an overview of the last call from your perspective. Share relevant reflections about resources and the experience thus far with the family. Take a moment for the family to reflect and provide any clarifications on the last call from their perspective or confirm shared understanding. (Engagement and Reflection)
- When you feel uncomfortable, get curious about it. Reach out to your Coach or someone you trust to debrief. (Reflection and Inclusion)
- When you realize you may have hurt or offended someone by what you have done or not done, apologize and take steps to make amends and improve. (Reflection and Active Learner)
- When someone comes to you about how you may have hurt or offended them – listen and ask questions to make sure you understand, thank them for bringing this to your attention, take accountability and apologize. Reflect after the conversation on ways you can prevent a situation like this in the future. (Reflection and Active Learner)

Learner)

- Identify your own strengths, biases, areas of growth, and places where you need to ask for help. (Reflection and Inclusion)
- Ask for feedback, support or guidance. (Reflection and Active learner)
- Continually examine your own power and privilege and how you are using it. (Reflection ad Inclusion)
- Notice when you're judging someone or telling yourself negative stories about another person's motives or intentions. (Reflection and Inclusion)
- Notice when you are reaching your limits of physical and emotional energy and take steps to care for yourself. (Reflection)
- Reflect on how your intersectional identities are similar and different than those of the families you are working with and colleagues. Even if you have shared experiences, differentiate your own experiences from the experiences of the individuals you are working with. (Reflection and Inclusion)
- Questions to ask myself as I reflect (Reflection, Inclusion, and Engagement). In what ways...
 - Did I support inclusion?
 - Did I create opportunities for this Family to be vulnerable?
 - Did I respond to vulnerability?
 - Did the Family lead this conversation?
 - Can I grow moving forward?

Regional Director Practice Profile

The Regional Director's goal is to strategically lead their regional team to ensure that service delivery and capacity objectives are successfully met. The Regional Director is dedicated to building regional, county, and community-level partnerships and supports for the OhioKAN program in their region. Our dedication is rooted in community and family engagement as partners and allies when identifying challenges and shaping solutions to actively disrupt the perpetuation of institutional discrimination and oppression.

The work of engaging and supporting families is rooted in the six key principles of the Inclusion, Equity, Diversity, and Access (IDEA) Framework, which includes the continued analysis of historical factors and inequities; prioritization of solutions that balance power and promote social justice for families; elevation of inclusion and community voice; confrontation of all forms of discrimination and exclusion; understanding intersectionality and the sustained commitment to advance equitable practices with families, partners and colleagues.

As Regional Directors, we provide these supports to our regional team to facilitate their ability to assist kinship caregivers and adoptive parents with accessing the services, resources, and social support they need to care for themselves and the children in their homes. This practice profile reflects the core practice skills and behaviors for Regional Directors of OhioKAN. Key principles of leadership and management approaches from Dare to Lead (Brown, 2018) informed the development of this practice profile 59 .

Core Practice Skills	
Engagement	<p>Engagement begins at first encounter and is established through an honest, respectful, and empathetic approach. We establish trusting relationships with our regional team, the kinship and adoptive families we serve, public agencies, and community-based organizations, and providers.</p> <p>Genuine engagement with children, families, community members, and our team involves building relationships that are founded on trust and respect. It requires intentional examination of our own biases and active listening to understand and honor each person's unique experiences, perspectives, strengths, and challenges.</p>
Inclusion	<p>Inclusive practice begins in partnership with children, families, community members, and our team. The Families that we serve are the experts on their own circumstance and the decision-makers about which services and supports they need. We actively center their voice, experience, and needs throughout service delivery. When working with families, partners, and our team, we acknowledge, validate, and respond to discrimination and experiences with oppressive systems and oppressive practices. We continuously work to develop self-awareness of how our own identities and biases shape our behaviors, beliefs, and opportunities. We use humility to be the bridge of awareness and accountability to one another and the families we work with. We continually learn about intersectional identities and the ways in which those identities are affected by social service systems.</p> <p>We are responsible for building an inclusive space for all team members to be successful. This is done by believing our team members when they share with or confide in us, exploring ways to improve inclusion, holding welcoming spaces to have open dialogue, and naming and confronting discrimination and exclusion of any kind within our team or throughout OhioKAN.</p>

<p>Assessment</p>	<p>We listen, gather, and make meaning of information Families share with us to understand the individuals' and Family's strengths, needs, perspectives, and wishes. We know Families are experts of their own experiences and create opportunities for them to express their needs. We understand that the needs of families can change; therefore, this collaborative process is ongoing through formal and informal interaction with the family.</p> <p>We structure strengths-based, open-ended questions that focus on Family's strengths and aspirations using appreciative inquiry and motivational interviewing techniques. We use this same practice skill as we gather information related to the strengths and needs of communities where OhioKAN Families reside. Throughout this process, we have regular discussions focused on the historical and current systematic ways the communities we work with were/are currently marginalized to further improve how we address disparities and mitigate additional trauma or re-traumatization. Remaining curious of community needs and strengths assists us to identify gaps in services and drives our outreach and relationship-building efforts with human service organizations, community providers, and stakeholders across our respective regions.</p>
<p>Intervention</p>	<p>We ensure our team has the initial training and ongoing coaching needed to implement OhioKAN with consistency to empower and actively assist kinship and adoptive families in obtaining support, that is individualized and intended to achieve their identified goals. Meeting the needs identified and driven by the family and community is our priority. We know that families are the experts on their strengths, needs, and experiences. We partner with Families to achieve their goals and work with the community to identify the services and supports they ask for. We actively note when community services are not available or accessible and make efforts and advocate to increase the service array.</p> <p>We recognize that communities of color and other populations marginalized by systems are often met with discrimination and experience barriers to accessing services. To address access challenges, disparities, and mitigate trauma, we have regular discussions focused on the historical and current ways communities are marginalized by systems. We actively identify and elevate such service gaps and barriers and co-create strategies with communities to increase an equitable service array and promote best practices when serving kinship and adoptive families.</p>
<p>Collaboration</p>	<p>We collaborate with our OhioKAN colleagues to create an effective, cohesive team. We intentionally partner with Coaches and partnering sites to provide navigation services with the tailored support they need to implement the OhioKAN program with fidelity and to serve OhioKAN Families. We work to build a diverse and collaborative coalition of stakeholders, including youth and families with lived experience, from a cross-section of our community that will help us connect families to the services and supports they ask for, identify service gaps, and develop new service capacity to support the identified needs of kinship and adoptive families.</p> <p>In alignment with the systems analysis principle in the IDEA Framework, we listen to and gather practice knowledge from our teams to inform collaborations and coalition building to bridge service gaps and provide services for families. We actively manage the partnering site and Navigator selection process and closely collaborate with partnering sites to ensure that Navigators are effectively trained and supported in their ability to deliver the OhioKAN services the family has identified, in a strengths-based, trauma-responsive, and solution-focused manner. We advocate alongside kinship and adoptive families for equitable access to services to achieve their goals. The needs of kinship and adoptive families will evolve in our community, and we will continue to search for new and innovative collaborations to meet their needs.</p>
<p>Active Learner</p>	<p>We recognize active learning is an ongoing and vital component of the work we do in our community and with individual Families. We endeavor to improve our response and array of supports to highlight Families' strengths, to address their needs, and to mitigate instances of inequitable distribution of resources. We embrace this commitment through continuous quality improvement activities such as participating in learning collaboratives, reviewing data, actively reflecting on our practice, and ongoing training and coaching. We also work to continuously examine our own biases, participate in listening and learning from diverse communities and contribute new knowledge to the broader field of kinship and adoption navigator programs.</p>
<p>Active Listening</p>	<p>We actively listen to our regional team and community stakeholders as they share their experiences collaborating with kinship and adoptive families through the OhioKAN program and other services. We are committed to an active listening style that is grounded in the knowledge that team members, partners, and families are the experts of their own experiences. By actively and attentively listening, we improve our understanding of the team's and community's strengths, growth areas, and needs. This enables us to identify appropriate supports, training, and skill development opportunities together. Active listening includes asking open-ended questions, summarizing, affirming, checking for understanding, and asking for permission to support them in identifying solutions. Our commitment to an active listening style is grounded in our core value of believing families and our teams, and the knowledge that families, partners, and colleagues are the experts of their own experiences.</p>
<p>Observation</p>	<p>We monitor and observe program performance and outcome data to ensure consistent implementation of the OhioKAN program model, actively participate in the CQI process, and inform strategic decision-making. We monitor CQI dashboards, regional performance reports, and service episode data to build understanding of OhioKAN's reach, service population, community strengths, needs and barriers, fidelity and quality of services provided, and outcomes. Observation is an important part of our sustained commitment as it allows us to reflect on how our work impacts children, youth, and families - providing us with the opportunity to grow and improve.</p>

Goal Setting

We co-create professional development goals, including an IDEA related goal, with our regional team that are specific, measurable, attainable, relevant, and time-based. We also collaborate with partnering supervisors to achieve site performance indicators and set performance expectations. We support Navigators with the goals they have set with their Coach. These goals facilitate our team's performance and fidelity to the OhioKAN program.

We support our team to monitor progress towards professional development goals and build their capacity and confidence over time. We coach our team through goals by segmenting larger goals, identifying next steps to achieve those goals through joint action planning, developing strategies to foster growth in individual practice, and guiding learning, skill adoption, and competency in role responsibilities.

We facilitate identification of strategic objectives and implementation planning with Regional Advisory Councils. We support our Regional Advisory Councils with setting specific, measurable, attainable, relevant, and time-based goals and objectives to achieve positive community impact.

Feedback

We clearly provide structured, timely, and constructive feedback to our team about strengths and impact based on our observations and program expertise. We provide feedback in a way that accounts for and respects a difference in perspective, learning styles, and approaches to the work. We practice the courage to say what we mean and mean what we say with the belief that being clear is kind, while being unclear is unkind. We incorporate motivational interviewing techniques and principles to deliver feedback in a strengths-based and affirming manner.

We encourage our team to also share feedback about our supervisory relationship and we respond to this feedback in a way that is appreciative and accepting which affirms our commitment to continuous learning. We value our team's perspectives to strengthen the supervisory dynamic and believe it contributes to a trusting environment. We foster a learning culture with our partnering sites, community partners, and Regional Advisory Councils by welcoming their thoughts and feedback on OhioKAN implementation. We believe that bidirectional feedback between ourselves and team members, partnering sites, community partners, and Regional Advisory Councils effectively supports our collective learning, practice improvement, and service delivery ability.

Reflection

We intentionally cultivate a safe space that encourages, affirms, and models vulnerability so that our OhioKAN team feels safe discussing areas where they may be struggling and need additional support. We explicitly name and discuss power dynamics and the complexity of the network of relationships OhioKAN staff are establishing with families, communities, and each other. We support our team in building awareness of how their own background and biases impact interactions with families, partners, and colleagues. We create safe spaces to cultivate best practices for culturally humble customer service and name and confront all forms of discrimination and exclusion. We facilitate reflection with our team by actively listening and using appreciative inquiry to reflect on their practice and performance, consider how this relates to their goals and the OhioKAN theory of change. We model vulnerability when debriefing practice and performance experiences with OhioKAN team members, partnering sites, and Regional Advisory Councils to prompt self-reflections.

We reflect in a way that is safe for all involved, allowing reflection and discussion about topics that the team is interested in speaking about. We remind our team to share only as much as they are willing, able, and feel safe sharing. We are nonjudgmental and empathetic in these reflections. We demonstrate accountability for our decisions and actions and are vulnerable when confronting difficult situations. We share our own intentional strategies for addressing discord and concerns and encourage others to identify their own. Through active listening, we can support our team, partners, and Regional Advisory Councils to examine our own backgrounds and biases to improve service delivery of the OhioKAN program and achieve positive outcomes for kinship and adoptive families.

Our Core Practice Skills in Action for Team Leadership

When supporting and leading my regional team,

- Build trust within the regional team by creating opportunities to frame challenges in our own words, co-create solutions, and support each other in elevating areas of concern to the statewide OhioKAN team. (Engagement and Collaboration)
- Work toward meaningful inclusion which involves examining our own backgrounds and identities, as well as learning, being aware of and understanding who our team members are to create a space that is respectful, accepting, and inclusive for all. This also involves active efforts to recognize, address and confront moments of discrimination and exclusion within our teams and within OhioKAN (Inclusion).
- Regularly share program updates and information with team members to ensure everyone is aware of the same realities. Be mindful of boundaries and pay attention to what information is shared with the team and when. Create space for the team to ask questions, clarify assumptions, and identify knowledge and/or skills to further develop. (Collaboration)
- Encourage regional team members to identify practice strengths and growth areas they have observed for themselves individually and for the team. Ensure your full understanding of team members' strengths and needs by asking open-ended questions. (Engagement and Active Listening)
- Regularly discuss with regional team members any observed trends in service needs, community providers available, and common themes across Navigator engagements. Leverage existing data sources and the team's expertise and experiences to inform these conversations. Continually analyze with regional team members the historical factors, the distribution of resources, policies, and practices to address disparities and mitigate instances of experienced trauma for OhioKAN families. (Engagement and Collaboration)
- Engage in tough conversations with yourself about practice and leadership skills by critically and constructively reflecting on decisions made, program contributions, interactions with team members and challenges experienced. Demonstrate vulnerability and accountability with yourself about areas to improve and strengths before doing so with team members. (Reflection and Inclusion)
- Demonstrate authenticity and accountability by welcoming feedback on your leadership skills and abilities. Dig deeper to understand how your behaviors can affect

and/or hinder the team. Model courage and curiosity by asking team members to provide constructive criticism on behaviors and areas for you to improve. Confront the difficult conversations and co-create solutions for leadership improvement. (Feedback)

- Lead with empathy and acknowledge team members' feelings and comfort levels, especially when implementing difficult decisions or confronting challenging situations. Model self-awareness and self-compassion as key values for the team. (Engagement and Inclusion)
- Inspire a shared sense of purpose by consistently celebrating individual, regional, and program successes, implementation progress, and impact of the regional team's efforts. (Engagement)
- Engage with vulnerability when situations call for it by leaning into difficult conversations to build the team's collective courage and comfort addressing difficulties and concerns. Be mindful of team members' varying levels of ease participating in these conversations and provide targeted support to those that may need it. Create space for yourself and team members to acknowledge individual and collective challenges and reflect on how underpinning emotions can affect team dynamics and practice. (Reflection)

When supervising and coaching regional team members,

- Build authentic, productive relationships with team members through regular connection and communication. Practice empathy when team members express challenges or identify struggles. Recognize individual and collective contributions to OhioKAN's success and ensure that all team members feel heard, seen, and respected to create an innovative and collaborative work environment. (Collaboration, Inclusion, and Engagement)
- During individual supervisory meetings, facilitate reflections with regional team members on their performance, practice, and service delivery. Remind the team, supervisory sessions are also a learning environment for them to ask questions and feel safe sharing and discussing areas where they are struggling and need support. Demonstrate vulnerability by identifying your own areas for improvement and model strategies for addressing them. Embrace reflections that examine our own backgrounds, cultural strengths and biases to further dismantle white normative thought patterns. (Reflection and Inclusion)
- Set boundaries on what are appropriate work behaviors and activities within the OhioKAN team and with partnering sites. Clarify the communication, meeting participation, and teaming behaviors that are ok, which are not, and why to establish ground rules and performance expectations. (Engagement)
- Routinely use appreciative inquiry during individual supervisory meetings. Ask team members to share their thoughts and reflections on their practice strengths, growth areas, and challenges. Actively listen and practice empathy when they describe their experiences and any challenges they've encountered. Use guiding questions like the ones below to prompt reflections (Reflection and Active Listening)
 - Which aspects of your interactions with OhioKAN families, partnering sites, or community providers do you feel most confident about?
 - Which aspects of your interactions would you like to grow more confident in?
 - What is something you wish you had done differently/plan to do differently in the future?
 - What is a challenge you are trying to solve? What solutions have you tried so far?
 - Based on the challenge(s) you identified, could it lead to meaningful learning on a specific skill set, behavior, or program knowledge?
- Listen for themes across the team's reflections to inform how best to support them and whether challenges are community-based and could be experienced by more than one team member. Circle back to common themes related to the community that may be useful to bring to the Regional Advisory Council for further discussion. When we are interested in identifying or further addressing these challenges and shaping solutions, it is important that we actively seek full inclusion of people and communities who will be impacted. (Active Listening and inclusion)
- Assist team members to navigate complex team dynamics and challenging situations within the OhioKAN team and/or the partnering site. Build team members' capacity to address conflicts directly, honestly, and empathetically through guided reflections on the situation, their behaviors, and strategies to resolve issues and cultivate a collaborative partnership. If issues persist, intervene as needed to provide additional support to the team member(s) and facilitate a resolution. (Engagement)

When providing individual feedback to regional team members,

- Recognize the potential of each team member and devote time and energy to developing each member's abilities. Co-create professional development goals and clearly communicate the standards, expectations, deliverables, and deadlines. Use performance data and qualitative observations of practice to understand team members' progress towards achieving goals, growing their capacity, and leveraging their potential. (Observation and Goal Setting)
- Regularly provide individual feedback to regional team members using a structured, strengths-based approach. When beginning feedback, establish feedback norms by asking team members what they need to feel safe in the conversation. Gently remind team members that you are available to provide additional guidance and support to reinforce their learning and understanding of the program and can connect them with a resource for further support (Feedback and Inclusion)
- Ensure that team members understand OhioKAN policies, strategies for engaging partnering sites, and approaches to leverage community resources and provide guidance for any procedural updates or program changes. Ask if there are any questions about the core elements of the OhioKAN program. (Feedback)
- Emphasize team members' individual, positive contributions to OhioKAN program outcomes by identifying their performance and practice strengths. Discuss the positive behaviors and performance you observed and provide clear examples. Link the positive practices observed to team members' respective professional development goals and progress towards achieving them. (Feedback)
- Lean into the tough conversations with team members about performance concerns. Share concerns by using a clear, empathetic, compassionate approach. Let team members know that you recognize their ability to execute their respective roles. Identify the growth areas you observed, provide specific examples of how they can improve and ask what they need from you as they grow. Ask for feedback on your observation(s) and affirm that they understand your reasons for identifying the growth areas. Remind team members that you are specifying growth areas to strengthen their ability to effectively implement the OhioKAN program and contribute to its positive outcomes for families. (Feedback)
- Suggest strategies and guidance on ways team members can address growth areas and improve performance. Provide additional training resources and learning materials that can aid their development. Ask if they have additional ideas on ways to improve. (Feedback)
- Check in with team members to see whether they have any challenges, concerns or unmet needs you can support them with as well as any feedback for ways to improve the supervisory relationship. (Active Listening, Feedback, Inclusion, and Engagement)
- Following feedback, jointly plan next steps and strategies to address identified concerns and growth areas with team members. (Collaboration)

When supporting the CQI process,

- Actively participate in each month's Learning Collaborative session by sharing observations on how the program is implemented in your respective region and identify general growth areas to improve consistency of practice. (Observation and Engagement)
- Routinely check in with regional team members on progress towards benchmarks and targets for data collection and program fidelity. Through regular discussion with team members, emphasize the importance of the CQI process to our sustained commitment as it allows us to reflect on how our work impacts children, youth, and families - providing us all with the opportunity to grow and improve. Ensure benchmarks are grounded in this sustained commitment. (Observation and Engagement)
- Regularly follow up with team members during team meetings or supervisory sessions about progress implementing small tests of change identified in the Learning Collaborative. (Engagement and Active Learner)
- Champion evaluation and CQI practices for the region by exploring the team's challenges and strengths with collecting and using CQI and evaluation data to support constructive learning and promote practice and performance improvements. (Active Learner)

When overseeing regional program performance and partnering site engagement,

- Review each month's CQI information and partnering site performance data to become familiar with regional trends in service episode rates, identified needs on the BASICS Assessment, and referrals provided. (Assessment, Observation, and Intervention)
- Ensure the regional team members (inclusive of partnering site Navigators) are making progress towards their key performance indicators (KPIs), implementing the program with fidelity, and documenting their practice as required by regularly reviewing the CQI fidelity indicators and the monthly performance report. (Observation)
- Regularly meet with the regional team collectively and individually to understand individual and team-level strengths and performance challenges. (Observation)
- Encourage peer learning amongst the regional team by actively participating in Learning Collaborative sessions and prompting colleagues to share their best practice and lessons learned with each other. (Active Learner)
- Follow up individually with Coaches to understand observed region's performance strengths and barriers and discuss collaboration with partnering sites and Navigators. (Assessment and Collaboration)
- Recognize the potential of each partnering site and clearly communicate engagement expectations and ground rules with them. Set performance goals with partnering sites at the start of the partnership. Regularly meet with partnering site leadership on performance to build rapport and adjust expectations as needed. (Assessment, Goal Setting, and Collaboration)
- Meet monthly with each site's partnering supervisor to review performance benchmarks and outcome data. Celebrate success, inquire about challenges, and co-identify areas for growth at the site or Navigator level. (Assessment and Collaboration)
- Demonstrate a willingness to have tough conversations with partnering sites about performance concerns or challenges. (Engagement) Create space for yourself and partnering sites to acknowledge any challenges and discord. Collectively reflect on how underpinning emotions and our own backgrounds and biases can affect partnership dynamics and overall practice. (Collaboration, Inclusion, and Reflection)
- In partnership with Coaches, use performance benchmarks and outcome data to inform decision-making related to site partnerships. Address site performance barriers promptly in a clear, kind, understanding manner and co-create strategies with the partnering supervisor to address identified challenges. (Assessment and Active Learner)
- When challenging interpersonal or performance-based situations arise with partnering sites, clearly articulate concerns directly with partnering site leadership. Demonstrate patience and humility when discussing challenges by engaging partnering site leadership on performance reflections and open-ended questions to understand their perspectives and potential challenges that may be influencing site engagement. Create opportunities to problem solve in partnership with the partnering site and learn from these approaches. If challenges persist with a partnering site, elevate issues to the statewide OhioKAN Program Director and Program Manager for their support and further attention. (Collaboration, Engagement, and Active Listening)

Our Core Practice Skills in Action for Community Engagement

When leading and engaging with the Regional Advisory Council,

- Ensure that all members of your region's Regional Advisory Council actively participate in meetings and that all voices are heard. (Engagement)
- Strategically and effectively guide the Regional Advisory Council in developing a regional implementation plan and continuously reviewing and modifying it as needed. In partnership with the Regional Advisory Council, identify and articulate key priorities and strategies for the regional implementation plan using data from the regional readiness assessment and programmatic data. (Collaboration and Assessment)
- Regularly ask for feedback from Regional Advisory Council members to identify new or revised priorities for capacity building and strategies to accomplish them in the regional implementation plan. Challenge them to test to their assumptions on why they think certain strategies will be effective as well as their biases. Emphasize the importance of using data and evidence to inform decision-making within the Regional Advisory Council. (Collaboration)
- Emphasize OhioKAN's program successes, implementation progress, and impact of the Regional Advisory Council to inspire a shared sense of purpose. (Engagement)
- Discuss trends in service needs, community providers available, and common themes across engagements with OhioKAN families with the Regional Advisory Council. Engage members in continuous discussion around common themes that may arise such as systemic barriers that have produced historical and contemporary inequities for marginalized populations. (Engagement, Inclusion, and Collaboration)
- Create space and opportunities for direct practice experts to frame challenges in their own words and support them in elevating areas of concern to the Regional Advisory Council in partnership with Coaches. (Engagement and Collaboration)

When building relationships and connections with the community,

- Explore and execute strategies for targeted outreach to key stakeholders to build, engage, and sustain the membership of your region's Regional Advisory Council and achieve their buy-in for OhioKAN's theory of change. Follow up on outreach using a variety of communication channels to build OhioKAN's larger community network. Ensure the full inclusion of people of color and other populations marginalized by systems the targeted outreach strategy of key stakeholders. (Engagement)
- Actively forge, cultivate, and maintain effective collaborative relationships with key regional, county, and local stakeholders to strengthen OhioKAN's presence within the community by attending and participating in community events, reaching out to individuals and groups, and leveraging existing OhioKAN community relationships to further strengthen OhioKAN's community presence. (Engagement)
- Regularly meet with and actively listen to all kinship caregivers, adoptive parents, and young people with lived experience youth to understand their experiences

navigating social service systems within their communities and the services they participated in with OhioKAN. (Inclusion and Engagement)

- Attentively research regional, county, and community-level human service organizations to develop nuanced understanding of their organizational objectives, decision-making structures, areas of subject matter expertise, priority concerns, and opportunities for further collaboration and partnership to support kinship and adoptive families. Ensure the inclusion of people of color and other populations marginalized by systems in the process of identifying challenges and shaping solutions that will affect their lives and communities. (Engagement, Inclusion, and Active Learner)
- Explore new opportunities as well as support and promote existing venues for community, kinship, and adoptive family stakeholders to collaborate, connect, and engage with each other to strengthen community-family relations. (Engagement, Inclusion, and Collaboration)
- Identify areas for improvement within communities by analyzing the distribution of resources, policies, and practices that prevent equitable access for families. Prioritize solutions that are grounded in a commitment to balancing power and advancing social justice for families. (Engagement and Inclusion)

Our Core Practice Skills in Action for Partnering with Families

When receiving an initial contact,

- During the initial contact keep in mind this may be the caregiver/adoptive parent's first interaction with OhioKAN. It is important that their experience with you be marked by professionalism, acceptance and humility. The caregiver/adoptive parent is exercising strength and courage by calling and it is a privilege to receive their call. One of the objectives of this initial call is to determine if OhioKAN is the right program for the caregiver/adoptive parent (Engagement and Inclusion)
- During the initial contact, explain your role and create space for the caregiver/adoptive parent to tell you their story to gently lead the caregiver/adoptive parent to answer the screening questions (outlined in SACWIS). This connection with the caregiver/adoptive parent is a conversation, rather than a formal interview. Provide the caregiver/adoptive parent with a forum to tell you their story. It is likely that the answers to the screening will present themselves while they share their story. Do ask for clarity and be mindful to not make assumptions about what you are hearing. Approach the conversation through a trauma-responsive lens by understanding the trauma kinship and adoptive families may experience, remaining empathic and staying solution focused. Ask the caregiver/adoptive parent for their contact information. (Engagement and Assessment)
- If the caregiver/adoptive parent does not meet the service criteria for OhioKAN, explain why and refer them to the appropriate service provider(s) or resource, if feasible, to address their concerns. (Intervention)
- If the caregiver/adoptive parent meets OhioKAN criteria, explain how OhioKAN can support them. Ask the caregiver/adoptive parent if they would like to participate in the OhioKAN program (obtain consent) and get their permission to gather a bit more information about their situation through the BASICS assessment. Create strategies to navigate asking for sensitive information and use active listening techniques to identify when a caller may not feel comfortable answering a certain question. (Assessment)

Our Core Practice Skills in Action for Families Screened into OhioKAN

When opening an OhioKAN service episode,

- After the caregiver/adoptive parent has been screened in to OhioKAN and given consent to participate in the program, complete the BASICS assessment with the caregiver/adoptive parent to gain an initial understanding of the family's strengths and needs. Through open, transparent communication, you show the caregiver/adoptive parent you see them, respect them, and believe they know what is best for their family. Explain that the BASICS helps you learn about their needs so that you can provide them with tailored support. Let the caregiver/adoptive parent set the pace for the conversation while they share more details about why they called OhioKAN and what services and support they are looking for. (Engagement, Assessment and Active Learner)
- Based on the caregiver/adoptive parent's responses to the BASICS assessment and by practicing self-reflection on what you have learned from the family and their needs, determine whether you can respond to their needs with referral information, or if the needs require collaborate support. (Assessment, Reflection, and Inclusion)
- Provide the caregiver/adoptive parent with the appropriate referrals for their identified needs and information to community providers and resources. As co-creators of solutions, we understand the importance of the family's experience and the prevalence of disproportionate access to resources and services that often lead to barriers in meeting family needs. While completing the referral, ask the caregiver or family if they have previously accessed the resource and what their experience was like. Document their experiences and, if appropriate, complete a referral to a different community provider. Ensure the caregiver/adoptive parent knows they can reach out to OhioKAN at any time to address any needs or concerns that arise. (Engagement and Intervention).

Our Core Practice Skills in Action for Reflection

When I reflect,

- When you feel uncomfortable, get curious about it. Reach out to your peers or someone you trust to debrief. (Reflection, Inclusion, and Collaboration)
- Create opportunities to collaboratively reflect with your Regional Team and/or peers on current practice and discuss ways to improve or change to develop a more inclusive space and experience for all. (Reflection, Inclusion, and Collaboration)
- When you realize you may have hurt or offended someone by what you have done or not done, apologize and take steps to make amends and improve. (Reflection and Active Learner)
- When someone comes to you about how you may have hurt or offended them – listen and ask questions to make sure you understand, thank them for bringing this to your attention, take accountability and apologize. Reflect after the conversation on ways you can prevent a situation like this in the future. (Reflection, Active Learner, and Active Listening)
- Identify your own strengths, biases, areas of growth, and places where you need to ask for support. (Reflection and Inclusion)
- Continually examine your own power and privilege and how you are using it. (Reflection and Inclusion)
- Reflect on how your intersectional identities are similar and different than those of your Regional Team and/or peers. Even if you have shared experiences, differentiate your own experiences from the experiences of those on your Regional Team or colleagues. (Reflection and Inclusion)
- Questions to ask myself as I reflect (Reflection, Inclusion, and Engagement). In what ways...
 - Did I support inclusion?
 - Did I create opportunities for my Regional Team or a team member to be vulnerable?
 - Did I respond to vulnerability?

Regional Coordinator Practice Profile

Purpose

The Regional Coordinator supports their regional team's ability to deliver OhioKAN services with consistency. The Regional Coordinator is dedicated to coordinating implementation needs for their regional, county, and community-level partnerships and supports for the OhioKAN program in their region. Our dedication is rooted in community and family engagement as partners and allies when identifying challenges and shaping solutions to actively disrupt the perpetuation of institutional discrimination and oppression.

The work of engaging and supporting families is rooted in the six key principles of the Inclusion, Equity, Diversity, and Access (IDEA) Framework, which includes the continued analysis of historical factors and inequities; prioritization of solutions that balance power and promote social justice for families; elevation of inclusion and community voice; confrontation of all forms of discrimination and exclusion; understanding intersectionality and the sustained commitment to advance equitable practices with families, partners and colleagues.

As Regional Coordinators, we provide administrative and communication support, data and records management, and event coordination to our regional team to facilitate their ability to assist kinship caregivers and adoptive parents with accessing the services, resources, and social support they need to care for themselves and the children in their homes. This practice profile reflects the core practice skills and behaviors for Regional Coordinators of OhioKAN.

Core Practice Skills	
Engagement	Engagement begins at first encounter and is established through an honest, respectful, and empathetic approach. We establish trusting relationships with our regional team, the kinship and adoptive families we serve, public agencies, and community-based organizations, and providers. We respond to inquiries about OhioKAN by providing accurate information, and actively seek out information when we are not sure of the answer, so that families, partners, and colleagues receive the support, connections, or expertise they need. We foster regional team and Regional Advisory Council cohesion by scheduling, organizing, and staffing meetings. We coordinate our team's participation in community events to support program outreach and engagement with families and community members. We maintain regular communication and engagement with our community and state partners to support effective implementation.
Inclusion	Inclusive practice begins in partnership with children, families, community members and our team. The families we serve are the experts of their own circumstances and the decision-makers about which services and supports they need. We actively center their voice, experience, and needs throughout service delivery. When working with families, partners, and our team, we acknowledge, validate, and respond to discrimination and experiences with oppressive systems and oppressive practice. We support our team, partners, and Regional Advisory Councils to examine how our own identities and biases shape our behaviors, beliefs, and opportunities and affect service delivery. We use humility to be the bridge of awareness and accountability to one another and the families we work with. We continually learn about intersectional identities and the ways in which people with marginalized identities are affected by social service systems. We explicitly name and discuss power dynamics and the complexity of the network of relationships within OhioKAN staff. We contribute to an inclusive space for all team members to be successful. This is done by believing our team members when they share with or confide in us, exploring ways to improve inclusion, holding welcoming spaces to have open dialogue, and naming and confronting discrimination and exclusion of any kind within our team or throughout OhioKAN.
Interpretation	<p>We monitor CQI dashboards, regional performance reports, and other program-specific trackers to build understanding of OhioKAN's reach, service population, fidelity and service quality, and outcomes to illuminate practice and implementation areas to further enhance. We gather, synthesize, and make meaning of information to understand family's strengths, needs, perspectives, and wishes by reviewing Continuous Quality Improvement (CQI) data. We track and observe program performance and site performance data with our regional teams to ensure consistent implementation of the OhioKAN program model. We help our teams make connections across trends in performance data and elevate common themes between CQI and Regional Advisory Council discussions to inform strategic decision-making.</p> <p>At a regional level, we gather and interpret information related to the strengths and needs of communities where the OhioKAN families reside. This assessment of community needs and strengths assists us to identify gaps in services and drives our outreach and relationship-building efforts with human service organizations, community providers, and stakeholders across our respective regions. We elevate common themes across counties within our region to support efforts to enhance service arrays.</p>

<p>Intervention</p>	<p>We ensure our team has the initial training and ongoing support needed to implement OhioKAN with consistency to actively assist kinship and adoptive families to achieve their identified goals. Meeting the needs identified and driven by the family and community is our priority. We actively monitor when community services are not available or accessible in our regions and elevate common themes in service gaps and barriers to Regional Advisory Councils to strengthen efforts to enhance service arrays. We recognize that communities of color and other populations marginalized by systems are often met with discrimination and experience barriers to accessing services. To address access challenges, disparities, and mitigate trauma, we have regular discussions focused on the historical and current ways communities are marginalized by systems. We actively identify and elevate such service gaps and barriers and co-create strategies with communities to increase an equitable service array and promote best practices when serving kinship and adoptive families.</p>
<p>Collaboration</p>	<p>We collaborate with our OhioKAN colleagues to create an effective, cohesive team. We intentionally partner with Regional Directors, Coaches, and partnering sites to provide navigation services with the tailored support they need to implement the OhioKAN program with fidelity and to serve OhioKAN families. We model vulnerability when exploring performance experiences together with colleagues in CQI discussions and Regional Advisory Councils. We are nonjudgmental in these reflections to facilitate feedback and reinforce OhioKAN's collaborative learning culture.</p> <p>We provide active coordination and communication support to assist Regional Directors with managing partnering sites, regional teams, and Regional Advisory Councils. We contribute to Regional Directors' efforts to build a diverse and collaborative coalition of stakeholders from a cross-section of our community. We partner with stakeholders to help identify service gaps and develop new service capacity to support the identified needs of kinship and adoptive families. We advocate alongside kinship and adoptive families for equitable access to services to achieve their goals. As the needs of kinship and adoptive families evolve in our community, we will search for new and innovative collaborations to meet their needs.</p>
<p>Knowledge Management</p>	<p>We organize, create, use, and share knowledge within and across our regional teams to support effective implementation and program management. We actively maintain our regional team's records and program documentation to support effective implementation and program management. We facilitate feedback and communication loops between the different spaces and conversations we participate in to ensure our regional teams are aware of program updates, operational information, and implementation insights. We help our teams make connections across different spaces to inform strategic planning and decision-making. We believe that bidirectional feedback between ourselves and team members effectively supports our collective learning, practice improvement, and service delivery ability.</p> <p>We accurately capture questions asked, insights shared, and action items discussed to share with our regional teams to inform decision-making and program management. We manage data entry for partnering site's program compliance and fiscal records to ensure appropriate and consistent delivery of services. We survey and document community supports, gaps, and barriers to maintain a list of available community providers to help our regional teams meet families' needs. We contribute to active outreach strategies by researching opportunities for community engagement and tracking our regional team's</p>
<p>Active Learner</p>	<p>Learning is an ongoing and vital component of the work we do in our community and with individual families. We cultivate learning spaces by contributing our own reflections on processes and program performance. We endeavor to improve our response and array of supports to address the needs of families and communities and strengthen our team's implementation efforts. We embrace this commitment to improvement through active participation in CQI activities, coordination and scheduling of trainings, and communication with state and community supports. We actively review data and contribute new knowledge to the broader field of kinship and adoption Navigator programs.</p>
<p>Active Listening</p>	<p>We actively listen to our regional team and community stakeholders as they share their experiences collaborating with kinship and adoptive families through the OhioKAN program and other services. We are committed to an active listening style that is grounded in the knowledge that team members, partners and families are the experts of their own experiences. We accurately document what we heard to share insights with our regional teams. By actively and attentively listening, we improve our understanding of the team's and community's strengths, growth areas, and needs, which enables us to identify appropriate supports, training, and skill development opportunities they need. Active listening includes asking open-ended questions, summarizing, checking for understanding, and asking permission to offer solutions.</p>

Our Core Practice Skills in Action for Team Coordination:

When Supporting my Regional Team,

- Ensure your regional team is up to date on program updates by promoting timely information sharing through appropriate communication channels and leveraging feedback loops between the different spaces and conversations you participate in. Be mindful of boundaries and pay attention to what information is shared with the team and when. (Collaboration and Knowledge Management)
- Foster regional team cohesion by scheduling, organizing, and staffing regional meetings and other events. (Engagement and Collaboration)
- Build trust within your regional team by contributing to solution development and elevating areas of concern to your Regional Director. (Engagement and Collaboration)
- Regularly discuss any observed trends in service needs, community providers available, and common themes across Navigator engagements with your Regional Director. Leverage existing data sources and the regional team's expertise and experiences to enrich and contextualize these observations. (Interpretation and Knowledge Management)

- Contribute to your regional team's skill growth and development by coordinating trainings. Identify resources and opportunities for further learning and capacity development and circulate within the regional team. (Intervention and Active Learner)
- Maintain accurate regional records, fiscal reports, and program records (e.g., memorandums of understanding, training/program materials and notes from OhioKAN programmatic activities) to support your Regional Director with the functional management of the regional team and its activities. (Intervention and Knowledge Management)
- Continually analyze with regional team members the historical factors, the distribution of resources, policies, and practices to address disparities and mitigate instances of experienced trauma for OhioKAN Families. (Inclusion, Interpretation, and Active Learner)
- Contribute to a shared sense of purpose by celebrating individual, regional, and program successes, implementation progress, and impact of the regional team's efforts. (Engagement)
- Regularly check in with team members to see whether they have any coordination needs you can support them. Team members may not explicitly ask for help, but exercise initiative in proactively offering support to regional team members when needs are explored. (Collaboration and Active Listening)

When Participating in the CQI process,

- Champion CQI practices for the region by reflecting on available program and administrative data (CQI Dashboard and regional tracker) and elevating implementation successes and growth areas to promote constructive learning and practice improvements. (Interpretation and Active Learner)
- Prepare for each month's CQI Process Team by assessing the CQI Dashboard and other regional data trackers to understand your region's performance on CQI measures of reach, service population characteristics, and fidelity and quality. Reflect on conversations from the Regional Advisory Councils and elevate relevant themes and insights during the CQI Process Team meeting to contextualize observed dynamics in the CQI Dashboard. (Interpretation and Collaboration)
- Listen for key themes, big ideas, and reflections on practice discussed during CQI Process Team meetings and Learning Collaborative discussions and capture in minutes reports to facilitate feedback loops that support the stewardship of the CQI process. (Interpretation, Knowledge Management)
- Reinforce bidirectional feedback loops between your Regional Advisory Council, regional team, and CQI Process Team by sharing critical insights and themes on implementation and practice. (Interpretation and Knowledge Management)
- Contribute to cohort peer-to-peer knowledge sharing through Learning Collaborative planning and preparation. Partner with your region's coach to design engaging Learning Collaborative sessions that meet the learning needs of the team. (Collaboration, Active Learner, and Knowledge Management)
- Encourage peer learning amongst the regional team by actively participating in Learning Collaborative sessions and prompting colleagues to share their best practice and lessons learned with each other. (Active Learner)
- Regularly follow up with team members during regional team meetings about progress implementing small tests of change identified in the Learning Collaborative. (Engagement and Active Learner)

When Observing Regional Program and Partnering Site Performance,

- Manage monthly trackers for critical program areas of interest (e.g., Flex fund use, outreach efforts, and service gaps and barriers). Coordinate with your regional teams to ensure accurate tracking and elevate themes observed. (Interpretation and Knowledge Management)
- Provide coordination support to your Regional Director to facilitate their monthly performance management meetings with each site's partnering supervisor. Prepare program performance data using the CQI Dashboard and other trackers for the Regional Director to share with partnering site supervisors. (Interpretation, Knowledge Management, and Collaboration)
- Review quarterly Memorandum of Understanding (MOU) reports with your Regional Director to prepare for their quarterly site performance meetings with site supervisors. Observe trends in your region's sites' performance on MOU standards and share your observations with your Regional Director. (Interpretation and Knowledge Management)
- Share insights on program and site performance with regional teams to inform decision-making related to site partnerships. Elevate site performance challenges promptly to Regional Directors in a clear, kind manner. (Interpretation and Active Learner)

Our Core Practice Skills in Action for Community Engagement:

When Supporting and Engaging with the Regional Advisory Council,

- Support your Regional Director to ensure that all members of your region's Regional Advisory Council actively participate in meetings and that all voices are heard. (Engagement and Inclusion)
- Coordinate Regional Advisory Council scheduling to accommodate members' availability. Regularly communicate scheduling updates with members to ensure their attendance and participation. (Engagement and Collaboration)
- Synthesize key themes, insights, and observations shared during Regional Advisory Councils and other stakeholder engagements in meeting minutes. (Interpretation, Active Listening, and Knowledge Management)
- Assist your Regional Director to guide the Regional Advisory Council in developing a regional implementation plan. Actively listen to discussions within the Regional Advisory Council on key priorities and strategies for the regional implementation plan and integrate identified enhancements. Elevate insights from the regional readiness assessment and programmatic data to inform planning decisions. (Collaboration, Interpretation, and Active Listening)
- Partner with your Regional Director and Regional Advisory Council to actively monitor progress on your region's regional implementation plan. Listen for updates on efforts to strengthen the region's service array (mitigate service gaps and barriers) and document updates. (Interpretation, Knowledge Management, and Active Listening)
- Compile and synthesize the data needed to inform decisions and action plans in the Regional Advisory Council and regional teams. (Interpretation and Knowledge Management)
- Review the monthly CQI Dashboard and regional tracker on service gaps and barriers to assess regional trends in families served, identified needs on the BASICS Assessment, referrals provided, and types of services needed. Bring in trends discussed in CQI Process Team on service needs, community providers available, and common themes across engagements with OhioKAN Families with the Regional Advisory Council (Interpretation, Knowledge Management and Intervention)
- Support your Regional Director's facilitation of the Regional Advisory Council by sharing information and updates on OhioKAN's program successes, implementation

progress, and impact of the Regional Advisory Council to inspire a shared sense of purpose. (Engagement and Knowledge Management)

When Building Relationships and Connections with the Community,

- Actively research regional, county, and community-level human service organizations to develop nuanced understanding of their organizational objectives, decision-making structures, areas of subject matter expertise, priority concerns, and opportunities for further collaboration and partnership to support kinship and adoptive families. Share insights learned with your Regional Director and regional team. (Interpretation, Knowledge Management, and Active Learner)
- Analyze the distribution of resources, policies, and practices that prevent equitable access for families to identify possible areas for improvement within the community. Leverage information gathered on service gaps and barriers to understand service array priorities for the community. (Interpretation and Inclusion)
- Contribute to your regional team's targeted outreach to build, engage, and sustain the membership of your region's Regional Advisory Council and achieve community buy-in for OhioKAN's theory of change. Support your Regional Director with outreach follow-up and tailor communications to specific audiences. Track target audiences reached to ensure the meaningful inclusion of people of color and marginalized populations. (Collaboration and Knowledge Management)
- Support your Regional Director in cultivating and maintaining effective collaborative relationships with key regional, county, and local stakeholders to strengthen OhioKAN's presence within the community. Provide scheduling and coordination support to facilitate your regional team's attendance and participation in community events. (Engagement)

Our Core Practice Skills in Action for Partnering with Families:

When Receiving an Initial Contact,

- Respond to all inquiries from kinship and adoptive families, community members, and providers about participation in the OhioKAN program using appropriate customer service skills. Provide accurate information about the program and available services to all individuals that contact OhioKAN. (Engagement and Intervention)
- During the initial engagement, keep in mind this may be the caregiver/adoptive parent's first interaction with OhioKAN. It is important that their experience with you be marked by professionalism and humility. The caregiver/adoptive parent is exercising strength and courage by calling and it is a privilege to receive their call. One of the objectives of this initial call is to determine if OhioKAN is the right program for the caregiver/adoptive parent (Engagement)
- During the initial engagement, explain your role and gently lead the caregiver/adoptive parent to answer the screening questions in SACWIS. This connection with the caregiver/adoptive parent is a conversation, rather than a formal interview. Provide the caregiver/adoptive parent with a forum to tell you their story. It is likely that the answers to the screening will present themselves while they share their story. Do not ask for clarity and be mindful to not make assumptions about what you are hearing. Ask the caregiver/adoptive parent for their contact information. (Engagement and Interpretation)
- If the caregiver/adoptive parent does not meet the service criteria for OhioKAN, refer them to the appropriate service provider(s) to address their concerns. (Intervention)
- If the caregiver/adoptive parent meets OhioKAN criteria, explain how OhioKAN can support them. Ask the caregiver/adoptive parent if they would like to participate in the OhioKAN program (obtain consent) and get their permission to gather a bit more information about their situation through the BASICS assessment. Create strategies to navigate asking for sensitive information and use active listening techniques to identify when a caller may not feel comfortable answering a certain question. (Intervention)

Our Core Practice Skills in Action for Families Screened into OhioKAN

When Opening an OhioKAN Service Episode,

- After the caregiver/adoptive parent has been screened in to OhioKAN and given consent to participate in the program, complete the BASICS assessment with the caregiver/adoptive parent to gain an initial understanding of the family's strengths and needs. Through open, transparent communication, you show the caregiver/adoptive parent you respect them and believe they know what is best for their family. Explain that the BASICS assessment helps you gain an initial understanding of their needs so that you can provide them with tailored support. Let the caregiver/adoptive parent set the pace for the conversation while they share more details about why they called OhioKAN and what services they are looking for. (Engagement, Intervention, and Active Learner)
- Based on the caregiver/adoptive parent's responses to the BASICS assessment, determine whether you can respond to their needs with referral information, or if the needs require Collaborate support. (Intervention)
- Provide the caregiver/adoptive parent with the appropriate referrals for their identified needs and information to community providers and resources. As co-creators of solutions, we understand the importance of the family's experience and the prevalence of disproportionate access to resources and services that often lead to barriers in meeting family needs. While completing the referral, ask the caregiver or family if they have previously accessed the resource and what their experience was like. Document their experiences and, if appropriate, complete a referral to a different community provider. Ensure the caregiver/adoptive parent knows they can reach out to OhioKAN at any time to address any needs or concerns that arise. (Engagement and Intervention).