

**Appendix**

**Appendix**

**Appendix 1. Assessments and Plans Used in Practice**

**Brief Assessment & Screening to Inform, Connect and Support (BASICS)**

Image

OhioKAN Program Manual

# Appendix 1.

## Assessments & Plans Used in Practice

**BRIEF ASSESSMENT &  
SCREENING TO INFORM,  
CONNECT AND SUPPORT  
(BASICS)**



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### Purpose of the BASICS

The Brief Assessment and Screening to Inform, Connect, and Support will be conducted during a first or second conversation with a family that has been screened in for OhioKAN services based on eligibility criteria. The goals of BASICS are to:

1. Collect baseline information about family needs and financial resources.
2. Determine whether family's needs are imminent and/or complex.
3. Identify which referrals to provide immediately.
4. Identify which domains to conduct additional assessments.

### How the BASICS was Developed

None of the research-validated assessments reviewed as part of the literature review met the unique goals of the OhioKAN brief assessment. The OhioKAN Design Team, which includes stakeholders from child welfare, aging, formal and informal kinship, adoption and post-adoption, implementation, and evaluation, developed a draft brief assessment specifically designed for OhioKAN needs based on:

- Current kinship and adoption navigator program practices in Ohio,
- Domains commonly included in research-validated measures, and
- Federal and state legislation guiding kinship and adoption navigator services.

Nine core "domains" of potential need were identified by comparing and combining these perspectives. Each of the domains includes examples of specific services or supports that are relevant. Through the conversation with a family, the OhioKAN staff will assess the level of need based upon the family's expressed urgency and/or complexity of need. This does not denote the frequency of a particular need, but the severity of the need. Because this is a newly developed measure, the evaluation team will test reliability and validity to ensure that it has strong measurement properties and can be used for research/evaluation purposes, as required by the Title IV-E Prevention Services Clearinghouse.

### Using BASICS in Practice

To administer BASICS, the OhioKAN staff will talk with an adoptive parent or kinship caregiver about their family and the reasons they reached out to OhioKAN. After informal conversation and rapport building, Navigators will tell families that OhioKAN can support kinship and adoptive families in a number of ways, depending on what the family needs. The Navigator will ask about the following...

### BASICS Items

"Kinship and adoptive families sometimes face special circumstances that can make parenting even more challenging. I am going to list a few different areas, and I would like you to tell me whether this area is..."

- 0 = Not challenging for my family; no additional support needed
- 1 = Somewhat challenging for my family; additional support could be helpful for us
- 2 = Very challenging for my family; we need support right away"

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Brief Assessment & Screening to Inform, Connect and Support (BASICS)

Domain	Examples	0 = Not a challenge	1 = Somewhat challenging	2 = Very Challenging	Not Answered
<b>Caregiver/Family Needs Tab</b>					
<b>1. Basic needs</b>	<i>Housing, utilities, transportation, clothing, food, furniture</i>				
<b>2. Legal</b>	<i>Questions about custody, delinquency court, other legal services needed</i>				
<b>3. Caregiver Social</b>	<i>Loneliness, no time</i>				

<b>support</b>	<i>for self, respite, support groups</i>				
<b>4. Caregiver health</b>	<i>Mental health, behavioral health, physical health, cognitive health, dental</i>				
<b>5. Caregiver training/ education</b>	<i>Caregiver parenting training, support for children with special needs</i>				
<b>6. Family functioning</b>	<i>Child/caregiver relationship, attachment, bonding, family relationships</i>				
<b>Other Domain</b>	<i>If Caregiver mentions something outside the domains listed above – captured with a narrative</i>				
<b>Child Needs Tab</b>					
<b>1. Child care</b>	<i>Locating care, accessing care, after school or summer programs</i>				
<b>2. Education/Child Development</b>	<i>Enrolling child in school, IEP/504</i>				

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Brief Assessment & Screening to Inform, Connect and Support (BASICS)

	<i>plan, school supplies, Early Intervention, Head Start</i>				
<b>3. Child Social Support</b>	<i>Connections to peers and/or caring adults and mentors</i>				
<b>4. Child health</b>	<i>Mental health, behavioral health, physical health, dental, special equipment needs</i>				
<b>Other Domain</b>	<i>If Caregiver mentions something outside the domains listed above – captured with a narrative</i>				
<b>Resources Tab</b>					

**Does your family already have any of these resources in place?** (Select options: Yes/No/Not eligible/Not Answered)

- Adoption Assistance (AA)
- Area Agency on Aging
- Free/reduced school meals
- Home Energy Assistance Program (HEAP)
- Kinship Caregiver Program (KCP)
- Kinship Permanency Incentive Program (KPIP)
- Medicaid
- Ohio Works First Child Benefits (OWF)
- Other medical insurance
- Post Adoption Special Services Subsidy (PASSS) Program
- Social Security death benefits
- Social Security Disability Insurance (SSDI)
- State Adoption Maintenance Subsidy (SAMS)
- Subsidized child care
- Subsidized housing
- Supplemental Nutrition Assistance Program (SNAP)
- Supplemental Security Income (SSI)
- Temporary Assistance for Needy Families (TANF)
- Women, Infants, and Children (WIC)

**Prior involvement with Kinship and Post-Adoptive services?**

Yes/No

**Name of Program/Agency**

[text field]

**Were urgent and/or complex needs identified?**

- Yes, complex
- Yes, urgent
- Yes, both urgent and complex
- No, neither urgent nor complex

Support Plan

Image

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**SUPPORT PLAN**



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Support Plan

**Support Plan**

<b>Name of Kinship and Adoption Navigator:</b>	
<b>OhioKAN Region:</b>	
<b>Family Name/Service Episode ID:</b>	
<b>Date of first support planning meeting:</b>	

People Involved in the Collaborative Support Plan	Family Role (child, adoptive parent, biological parent, kinship caregiver)
<b>Narrative Summary</b>	

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 Support Plan

Current Family and Community Supports for Identified Needs

Family Supports	Relevant BASICS Domain	Support relevant to
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
Community Supports	Relevant BASICS Domain	Support relevant to
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

Referral Updates						
Area for Support/ Assistance <i>Brief description</i>	BASICS Domain	Binder Referrals Already Provided <i>if applicable</i>	New Referrals Needed <i>If applicable</i>	Were new referrals provided?	Was youth voice included?	Notes and Updates
1.	Choose an item.			<input type="checkbox"/>	<input type="checkbox"/>	
2.	Choose an item.			<input type="checkbox"/>	<input type="checkbox"/>	
3.	Choose an item.			<input type="checkbox"/>	<input type="checkbox"/>	
4.	Choose an item.			<input type="checkbox"/>	<input type="checkbox"/>	



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Support Plan

Action Steps Table							
Area for Support/ Assistance Area	BASICS Domain	Action Step	Person Responsible:	Estimated Target Date	Was youth voice included?	Notes	Date Accomplished
1.	Choose an item.			Click or tap to enter a date.	<input type="checkbox"/>		Click or tap to enter a date.
2.	Choose an item.			Click or tap to enter a date.	<input type="checkbox"/>		Click or tap to enter a date.
3.	Choose an item.			Click or tap to enter a date.	<input type="checkbox"/>		Click or tap to enter a date.
4.	Choose an item.			Click or tap to enter a date.	<input type="checkbox"/>		Click or tap to enter a date.
5.	Choose an item.			Click or tap to enter a date.	<input type="checkbox"/>		Click or tap to enter a date.
6.	Choose an item.			Click or tap to enter a date.	<input type="checkbox"/>		Click or tap to enter a date.
7.	Choose an item.			Click or tap to enter a date.	<input type="checkbox"/>		Click or tap to enter a date.
8.	Choose an item.			Click or tap to enter a date.	<input type="checkbox"/>		Click or tap to enter a date.

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### Our next meeting is:

Contact/Plan Check-In Schedule			
Preferred Contact Method(s)	Frequency	Day or Time Preferences	People to Involve in Check-Ins
	Choose an item.		

Date	Updated referrals	Connected to a referral together	Updated action steps	Requested funding	Worked together to access benefits	Requested benefits coordinator support	Notes
Click or tap to enter a date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Click or tap to enter a date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Click or tap to enter a date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Click or tap to enter a date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Click or tap to enter a date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Click or tap to enter a date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Support Plan Discussion Guide**

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**SUPPORT PLAN  
DISCUSSION GUIDE**



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### Discussion Guides For Co-Developing the Kinship and Adoptive Family Collaborative Support Plan with the Family

The OhioKAN Collaborative Support Plan is a tool used to plan Collaborate Service Level. The Support Plan is designed to be co-developed through open-ended discussion with the caregiver or parent and should be revisited and updated at each meeting. This discussion guide provides suggested questions to better understand the somewhat challenging and very challenging areas the caregiver or parent identified during the BASICS assessment. The goal of the first interaction when providing Collaborate Service Level is to build rapport and trust with the parent or caregiver, ask follow-up questions based on what was shared in the BASICS, and learn more about the family's circumstances to co-develop a tailored Support Plan.

#### The Navigator's Role and Primary Skills

The Navigator's role in co-developing the Support Plan with the caregiver or parent is to facilitate their exploration of ways to address their identified needs, recognize their strengths and abilities, and identify what family and community supports they already have. The primary skills used may include appreciative inquiry and motivational interviewing.

Before starting the Support Plan discussion, be sure to reintroduce yourself if needed and re-explain your role using plain language, especially if children are present.

#### During the Support Plan discussion:

- ask open-ended questions
- listen closely
- make reflective statements to confirm understanding
- Follow the caregiver or parent's lead, adjusting the pace and content of the discussion to be responsive to the emotional dynamics of the conversation
- take notes of the main points to fill out the Support Plan template
- orient the caregiver or parent to the Support Plan so that they understand what the next steps are and what to expect in their ongoing work

#### Framing the Discussion

The order of the Support Plan sections is flexible, though it is recommended you begin by discussing the reasons the caregiver or parent first contacted OhioKAN (information provided on the BASICS). You are encouraged to use your practice experience and follow the lead of the OhioKAN family when selecting a place to start. Depending on the family's circumstances, you should select the applicable sections/questions. The conversation and Support Plan should be tailored to the family's needs; you are not required to ask all the questions or use all the sections on the Support Plan.

As you frame questions, mirror the language OhioKAN families use about themselves, their relationships, and their situation. For example, if the caregiver describes the situation as temporary, you can say "staying in the home" rather than "living in the home". Rather than using the more general term of caregiver, you can identify the specific relationship of "grandparent" "auntie" "uncle" or whatever term the caregiver and child use to identify their relationship. You will see multiple options of words to use in parentheses, and you may develop your own way of phrasing based on what you think will resonate with the OhioKAN family and will create a positive strengths-based conversation.

#### Youth Involvement in Developing the Support Plan

It is best practice to involve youth in planning and making decisions that impact them because can give youth a sense of control and increase their engagement in services. When it is developmentally appropriate and appropriate to the needs of the family, you should always ask the parent/caregiver if they would like youth to be involved in developing the plan. Youth involvement is especially relevant to the domains of education/child development, child social support, and child health. Involving youth in the support/assistance portion of the conversation is not recommended, especially if the discussed areas are related to Flex Funding. Your conversation with the caregiver or parent about the BASICS should inform what areas for support or assistance are appropriate to discuss with the youth.

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### How do I determine youth involvement in the discussion?

- Determine if youth involvement is developmentally appropriate. If you are unsure, ask the parent/caregiver.
- Ask the parent/caregiver if they would like the youth to participate in the conversation.
- Ask if there are identified needs that they would rather not talk about in front of the youth (e.g., financial support, caregiver health, caregiver social support).
- With the caregiver's permission, ask the youth if they would like to participate in the plan.
- Ensure the youth has an authentic choice, if the youth is hesitant, do not pressure

When a child is involved in the Support Plan, be mindful of how long they have lived in the caregiver's or parent's home as well as the relational dynamics the caregiver or parent reports and what you observe. The Support Plan may remind them of past trauma or sensitivities that could inform your approach to the discussion as well as identify

additional areas of support. The child is always welcome to leave the conversation, be mindful of both verbal and nonverbal cues that may signal the child is done.

After determining with the caregiver and family if the youth will be involved in the discussion, you can use the following prompts to engage them while co-developing the Support Plan:

1. What would you like us to know about you?
2. What are you interested in?
3. Are there things that are important to you that you want to be sure we are paying attention to?
4. What feels hard right now?
5. Can you tell us about any problems you are trying to solve that you would like our help with?
6. You may also want to ask questions to learn about how they are experiencing referrals that impact them (e.g., after school programs, health/behavioral health providers, etc.)

**Discussion Guide: Exploring Personal Strengths and Family and Community Supports** To build the Support Plan's family and community supports table and action steps table with the caregiver or parent, it may be helpful to also explore areas in their broader family and community networks that might be strengths and natural supports. You can explore personal strengths and supportive relationships by applying appreciative inquiry skills (suggested questions below) to have an open-ended conversation with the caregiver or parent. If appropriate to the circumstances of the family and support needs identified by the caregiver, you may consider developing together a network of support diagram.

**Suggested questions to explore personal, family, and community strengths for caregivers/parents are outlined below:**

1. Who do you feel like you and your family can count on?
2. Who helps you out when you need extra support?
3. What community groups or organizations are you already connected to?
4. What are you most proud of as a (family role – caregiver, parent, grandparent, aunt, uncle, cousin, etc.)?
5. How would you describe what's best about your (family or home)?
6. What do you think of as your most important personal strengths?
7. How would you describe what's best about your community?
8. Who outside of the family is important to you?
9. Tell me about a time you or your (family/household) experienced a challenge and how you addressed it?
10. What do you think of as you and your (family's/household's) most important strengths?
11. What do you think of as you and your community's most important strengths?

*Tip: Be mindful of how the caregiver or parent characterizes their family or household and modify your questions as needed. OhioKAN serves the whole family, including a caregiver's or adoptive parent's biological child(ren).*

#### **Discussion Guide: Articulating Areas for Support or Assistance**

The goal of the conversation is to co-develop a Support Plan by learning more about the reasons the caregiver or parent first contacted OhioKAN and the BASICS domains they identified as "very challenging" and "somewhat challenging" and to make plans to address these challenges together. Co-developing the Support Plan is a way to build trust and accountability with the caregiver or parent through this discussion to support them with their unique circumstances. If the caregiver or parent's reason for contacting OhioKAN relates to Flex Funds, the conversation should focus initially on those reasons for requesting this support before exploring other potential needs and include clear expectations of the steps involved in the process and how long it may take.

#### **Exploring the BASICS Domains**

To open the conversation with the caregiver or parent, begin by asking about the BASICS domains they reported as "somewhat challenging" or "very challenging" and asking follow-up questions to learn more about their support needs and which are most important to them. If you have not already, you may also want to review the binder referrals with them and learn whether they have been able to access those referrals. Remember, you can always make different or additional referrals and you can offer to contact a provider with a family if they would like your assistance.

Some suggested prompts are below. Questions will need to be tailored to the unique circumstances of the family. The caregiver or parent may choose to opt out of answering certain questions.

1. You identified [BASICS domain] as very challenging. Can you tell me a little more about that? Would you still describe it as very challenging?
2. Tell me more about what first led you to contact OhioKAN.
3. Are there other areas for support or assistance that are especially important to you?
4. What support or assistance can we provide that would be most helpful to you?
5. How important is this area of support or assistance to you?
6. I see that you identified financial assistance as the primary reason for contacting OhioKAN. Can you tell me a little more about that? Are you interested in exploring other forms of assistance from OhioKAN?

Repeat this process as needed until you and the caregiver or parent feel that enough information has been gathered on the "challenging" and "very challenging" domains indicated in the family's BASICS.

#### **Exploring other Family Needs**

After going through the domains indicated as “very challenging” and “challenging” on the Family’s BASICS, you may also explore other areas of support the caregiver or parent may be interested in sharing. Follow the parent or caregiver’s lead and assess their level of comfort with the conversation before exploring additional areas. The below questions are suggestions for ways to explore additional needs and should be tailored to the Family’s unique circumstances:

1. Are there other areas of support that are important to you that you would like to share?
2. Are there other problems you are trying to solve that you would like our help with?

#### **Discussion Guide: Developing Action Steps**

Developing action steps is a critical piece of the Support Plan as it lays the groundwork for the Family’s expectations for OhioKAN’s Collaborate support. This discussion guide is closely related to the next guide on exploring personal strengths and family and community supports as action steps build on and leverage the caregiver’s or parent’s strengths. The below guiding questions are a starting point for this portion of the Support Plan conversation, but it is not an exhaustive list. Questions will need to be tailored to the unique circumstances of the Family.

1. During our conversation, it sounds like you’ve identified [ ] as an area for support or assistance. What would it look like to see this problem solved?
  1. If you could wave a magic wand and make this challenge go away, what would change?
  2. What will it take to see this problem solved?
  3. How important is this area for support to you?
2. I’d like to understand what you’ve tried before to address this area. Are there resources or services in your community you’ve accessed? What was your experience with them?
  1. Can you tell me about any steps you’ve taken to address this challenge previously?
3. Can we build on resources you may already have in your network to support with this challenge?
  1. Who in your network has been helpful with this area?
  2. Who do you turn to for support?
  3. Who is available to you when you need help?
4. Can we explore what you found meaningful about our conversation so far?
  1. How would you describe your greatest strength to support change?
  2. How would you describe your hope and biggest reason for change?
5. What are some steps you’d like to accomplish to address this area for support?
  1. How confident are you that you can accomplish this step?
  2. How ready are you to take this step?
  3. How difficult do you think taking this action step will be?
  4. How much energy do you think this step will take?
  5. How much support do you feel you will have for taking this step? Support might be from me, your family, your community.
6. Let’s explore how I can partner with you to solve this problem and support you with your action steps. What steps would be helpful for me to take? How much support do you feel you will need to move forward?
  1. Would a referral to [service] address this area for support?
  2. I see you’ve identified enrolling in [benefit program] – can I help you with completing the necessary forms?
  3. Would it help if I introduce you to [service provider]?
  4. Would it help if I attended the [appointment, school meeting] to support you?

Collaborate Service Level build on the referrals offered through the Connect Service Level. In addition to providing referrals, you can also offer the following services and supports:

- **Warm hand-off referrals**
  - You can offer to call an agency with a family on the phone, or call an agency on a family’s behalf to make the initial introduction
- **Assistance with an application**
  - You can offer to assist a family with an application for a social service benefit (SNAP, childcare, SSI, etc.) virtually or in person if there are barriers to completing the application virtually
- **Benefits coordination**
  - If the family has questions about eligibility, a benefits appeal process, or would like support with an application, or other benefits challenges that require more specialized expertise, you can offer to connect them with the OhioKAN Benefits Coordinator
- **Flexible Funds and Hard Goods**
  - If a family needs hard goods like clothing, beds, car seats, etc., for their kinship or adoptive children, you can offer to directly link families to organizations and agencies for short-term assistance in obtaining these items, and follow up support
  - If you have exhausted all community-based options for a family to meet a need for funds or hard goods, you can apply for flexible funds and hard goods through OhioKAN
- **In-person visiting**
  - In select situations, you can offer to join a family in a meeting with the child’s school, social worker, etc. in the community to provide extra advocacy for the family
  - If there are barriers to providing virtual support, you may also offer to visit the family in their home to assist with applications, etc.
- **Collaboration with caseworker, state, or local agencies**
  - You can offer to coordinate with the family’s case worker, if they have one, or reach out to local/state agency contacts to advocate alongside them

## Appendix 2. Job Descriptions

### Kinship & Adoption Navigator

#### Overview of the OhioKAN Program:

OhioKAN is an innovative statewide Kinship and Adoption Navigator Program that supports formal and informal kin caregivers and adoptive parents by providing information and referral services and assistance obtaining support services. Building on current and previous Ohio kinship navigator programs, OhioKAN is distinguished by its planned statewide implementation, broad population of families served, and provision for rigorous evaluation. Contingent on evaluation results, OhioKAN may establish a new evidence-based practice model that may be considered for federal payments under the Family First Prevention Services Act of 2018.

OhioKAN builds the necessary community and systems capacity to support families and works directly with kinship and adoptive families to build confidence and connections. Anticipated outcomes to be measured include greater family resilience, improved family functioning, increased stability and permanency for children, and improved child well-being.

OhioKAN is a statewide program organized into 10 geographic regions. Regional staff will develop community capacity to deliver a service model designed to support formal and informal kin caregivers and adoptive parents obtain the knowledge, social support, and access to the human services and resources they need to achieve positive health and wellbeing outcomes for themselves and the children in their care.

#### Overview of the Kinship and Adoption Navigator Position:

The Kinship and Adoption Navigator is a full-time position dedicated to supporting 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. The Kinship and Adoption Navigator reports to the [insert partnering supervisor's organizational job title here], and meets weekly with the OhioKAN Regional Coach for case consultation and support in delivering OhioKAN services with fidelity. The primary functions of this role include providing direct services to families and children, participating in continuous quality improvement activities, community outreach, collaboration, and continued learning of emerging best practices in serving kinship and adoptive families.

#### Providing Direct Services

- Responds to inquiries about participation in the OhioKAN program, provides referrals, and follows up in a timely manner
- Partners with kinship and adoptive families to assess their needs, identify their goals, and provide individualized case management to provide an appropriate level of support in achieving their goals
- Collaborates with diverse families and organizational partners with an empathetic strengths-based orientation that prioritizes dignity and respect
- In partnership with the Regional Director, builds and maintains relationships with public and private partners to support referrals
- In partnership with the Regional Coordinator, builds and curates a list of services and resources across the region to serve kinship and adoptive families
- Advocates alongside kinship and adoptive families for access to services to achieve their goals
- Organizes and hosts events for outreach, public education, and to support kinship and adoptive families
- Conducts home visits and meetings at times and locations that accommodate families' schedules
- Continuous Quality Improvement (CQI) and Continued Learning
- Meets regularly with assigned OhioKAN Coach to monitor fidelity to the OhioKAN model, review cases, and set goals.
- Documents case-level data as specified by the OhioKAN model
- Identifies trends across cases and shares common barriers and facilitators that kinship and adoptive families are experiencing
- Participates in Learning Collaboratives in order to problem-solve and exchange knowledge with other Kinship and Adoption Navigator sites across the state
- Implements strategies as defined by the regional and statewide CQI plans and participates in CQI activities as assigned by the Regional Director

#### Education and Experience

- Associate's or Bachelor's degree in Social Work, Public Health, Education, or related field preferred
- Experience working directly with families and/or case management experience preferred

TRAVEL REQUIRED, AS NEEDED. MUST HAVE ACCESS TO OWN TRANSPORTATION.

Background Check Information: The final candidate selected for the position will be required to undergo a criminal background check. Criminal convictions do not necessarily preclude an applicant from consideration for a position. An individual assessment of an applicant's prior criminal conviction(s) will be made before excluding an applicant from consideration.

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# Appendix 2. Job Descriptions

**KINSHIP & ADOPTIVE  
NAVIGATOR**



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# Regional Coordinator

## Overview of the OhioKAN Program

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OhioKAN is a statewide program organized into 10 geographic regions. Regional staff will develop community capacity to deliver a service model designed to support formal and informal kin caregivers and adoptive parents obtain the knowledge, social support, and access to the human services and resources they need to achieve positive health and wellbeing outcomes for themselves and the children in their care.

## Overview of the Regional Coordinator Position:

The Regional Coordinator is a full-time position dedicated to supporting implementation by coordinating within one of OhioKAN's 10 service delivery regions. The Regional Coordinator reports to the Regional Director, supports Coaches within their region, and collaborates frequently with OhioKAN staff from other regions and the statewide team. The primary function of this role include administrative support to the region, coordinating regional communications and events, managing data and program records, and partnership with OhioKAN Families.

## Administrative Support

- Supports the Regional Director in achieving programmatic goals
- Takes clear comprehensive notes of regional meetings and trainings
- Manages communications with and scheduling of the Regional Advisory Council
- Coordinates meetings with internal and external stakeholders
- Ensure regional staff have adequate supplies and equipment

## Regional Communications and Event Coordination

- Coordinates regional trainings and learning communities in partnership with staff from other regions
- Schedules, organizes, and staffs regional meetings and other regional events (e.g. trainings and outreach events)
- Creates and regularly updates a list of community events and service providers across the region
- Maintains regular communication with ODJFS, the Program Director, and Program Coordinator

## Data and Records Management

- Maintains regional records and fiscal reports
- Maintains orderly and complete program records including MOU's, training/program materials and notes from OhioKAN programmatic activities
- Facilitates communications related to the evaluation and ensures data entry and CQI processes take place as scheduled
- Participates in and supports CQI activities as assigned
- Enters data and runs reports in the OhioKAN Database

## Partnership with OhioKAN Families

- Responds to inquiries about participation in the OhioKAN program, provides referrals, and follows up in a timely manner
- Collaborates with diverse families and organizational partners with an empathetic strengths-based orientation that prioritizes dignity and respect
- Advocates alongside kinship and adoptive families for access to services to achieve their goals

## Education and Experience

- Bachelor's degree preferred
- Related experience using databases strongly preferred
- Experience maintaining an internal SharePoint site and a high level of proficiency in Microsoft Office strongly preferred

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# Appendix 2.

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# Descriptions

## REGIONAL COORDINATOR



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## Regional Coach

### Overview of the OhioKAN Program:

OhioKAN is an innovative statewide Kinship and Adoption Navigator Program that supports formal and informal kin caregivers and adoptive parents by providing information and referral services and assistance obtaining support services. Building on current and previous Ohio kinship navigator programs, OhioKAN is distinguished by its planned statewide implementation, broad population of families served, and provision for rigorous evaluation. Contingent on evaluation results, OhioKAN may establish a new evidence-based practice model that may be considered for federal payments under the Family First Prevention Services Act of 2018.

OhioKAN builds the necessary community and systems capacity to support families and works directly with kinship and adoptive families to build confidence and connections. Anticipated outcomes to be measured include greater family resilience, improved family functioning, increased stability and permanency for children, and improved child well-being.

OhioKAN is a statewide program organized into 10 geographic regions. Regional staff will develop community capacity to deliver a service model designed to support formal and informal kin caregivers and adoptive parents obtain the knowledge, social support, and access to the human services and resources they need to achieve positive health and wellbeing outcomes for themselves and the children in their care.

### Overview of the Regional Coach Position:

The Regional Coach is a full-time position dedicated to supporting implementation and coordinating within one of OhioKAN's ten service delivery regions. The Regional Coach reports to the Regional Director, supports the navigator sites within their region, and collaborates frequently with OhioKAN staff from other regions and the statewide team. The primary function of this role includes coaching for fidelity to the OhioKAN program model, ensuring continuous quality improvement activities at the regional level, and partnering with OhioKAN families.

### Coaching for Programmatic Fidelity

- Meets regularly with OhioKAN Kinship and Adoption Navigators and regional staff who provide navigation services to consult on cases and support implementation of the OhioKAN practice model
- Reviews program tools, fidelity measures, and data collection for the evaluation team with OhioKAN Kinship and Adoption Navigators and regional staff
- Monitors programmatic goals and metrics for assigned navigator sites
- Partners with navigator sites to set goals, gather feedback on common challenges, and interpret program data
- Facilitates communication and maintains relationships within referral agencies to ensure effective service delivery
- Coaches and supports OhioKAN Kinship and Adoption Navigators and regional staff to evaluate and discern how each case with its individualized plan meets benchmarks set forth by the evaluation team
- Responds to inquiries from prospective OhioKAN program participants and provides referrals and direct services as needed

### Continuous Quality Improvement (CQI) and Continued Learning

- Executes CQI plan for assigned navigator sites and drives regional CQI activities
- Partners with Coaches from other regions to identify and meet continued learning needs for OhioKAN Kinship and Adoption Navigators and Partnering Supervisors through Learning Collaboratives
- Communicates regularly with the Regional Director and Regional Coordinator regarding program delivery and services provided
- Partners with Kinship and Adoption Navigators to identify trends across cases and share common barriers and facilitators that kinship and adoptive families are experiencing
- Participates and facilitates CQI activities as assigned

### Partnership with OhioKAN Families

- Responds to inquiries about participation in the OhioKAN program, provides referrals, and follows up in a timely manner
- Partners with kinship and adoptive families to assess their needs, identify their goals, and provide individualized case management to provide an appropriate level of support in achieving their goals
- Collaborates with diverse families and organizational partners with an empathetic strengths-based orientation that prioritizes dignity and respect
- In partnership with the Regional Director, builds and maintains relationships with public and private partners to support referrals
- In partnership with the Regional Coordinator, builds and curates a list of services and resources across the region to serve kinship and adoptive families
- Advocates alongside kinship and adoptive families for access to services to achieve their goals
- Conducts home visits and meetings at times and locations that accommodate families' schedules

### Education and Experience

- Bachelor's degree required, Master's preferred in Social Work, Public Health, Education or related field
- Related experience and skills

TRAVEL REQUIRED, AS NEEDED. MUST HAVE ACCESS TO OWN TRANSPORTATION.

Background Check Information: The final candidate selected for the position will be required to undergo a criminal background check. Criminal convictions do not necessarily preclude an applicant from consideration for a position. An individual assessment of an applicant's prior criminal conviction(s) will be made before excluding an applicant from consideration.

Image

OhioKAN Program Manual

# Appendix 2. Job Descriptions

**REGIONAL COACH**



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## Regional Director

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### Overview of the Regional Director Position:

The Regional Director is a full-time position dedicated to building community-level supports for the Ohio Kinship and Adoption Navigator program in their assigned region(s). The Regional Director reports to the OhioKAN Program Director and supervises a regional team which may include – a Regional Coordinator and Coach. The Regional Director will partner with the Regional Coordinator and Coach to ensure the service delivery and capacity building objectives of the OhioKAN are successfully met within their region. The Regional Director will also work with the statewide evaluation team to ensure that successful data collection and continuous quality improvement activities are completed for the region.

The Regional Director will build and maintain local partnerships and co-facilitate regular Regional Advisory Council meetings designed to engage local stakeholders. In partnership with the Regional Advisory Council, the Regional Director will develop a regional implementation plan to build their region's capacity to serve kin caregivers and adoptive parents. The regional director's responsibilities include strategic leadership at the regional level, program design and implementation, community engagement, evaluation and CQI, and partnering with OhioKAN families.

### Strategic Leadership:

- Exemplifies the mission, vision, and values of the OhioKAN program
- Leads and sustains the implementation and continuous quality improvement of the OhioKAN program in a multi-county regional area in a manner that is responsive to the needs of kinship and adoptive families, takes into account the resources and capacity of individual counties and local communities, ensures fidelity to the program model, and supports formal program evaluation and CQI activities
- Leads a regional staff team
- Forges, cultivates, and maintains deep relationships with and connections among a broad network of regional and local human services organizations
- Inspires a shared sense of purpose among key stakeholders, including families served, public and private human service organizations, community leaders, and staff
- Establishes, grows, and co-leads a Regional Advisory Council, composed of key regional and local stakeholders, that is charged with providing ongoing expert guidance, service capacity assessment and building, problem-solving, and support for the regional OhioKAN program
- Contributes to the success of the statewide OhioKAN program by building collaborative relationships with peer regional directors, actively sharing ideas and information, and contributing personal creativity and critical thinking to the ongoing refinement and success of OhioKAN

### Program Design and Implementation

- Implements OhioKAN consistent with the program model, project timeline, and budget
- Hires, trains, and supports regional OhioKAN staff, including a Regional Coordinator and two Coaches
- In conjunction with the Regional Advisory Council and supported by the Evaluation Team, conducts a regional readiness assessment and utilizes the same to define strategies and objectives for developing necessary resources
- Manages the process for selecting organizations to serve as host sites for OhioKAN Navigators and site supervisors within the region
- Initiates formal agreements with partnering organizations; forges close collaborative relationships with the same; and plans with partnering organizations for the selection, onboarding, training, and supervision of OhioKAN Navigators
- Ensures the initial training of OhioKAN Navigators and site supervisors (and regular case consultation conducted by Coaches) and ongoing peer support through learning collaboratives

### Community Engagement

- Targeted outreach to key stakeholders to build, engage, and sustain the membership of the Regional Advisory Council, a group which the Regional Director co-leads
- Meets with and listens attentively to kinship caregivers, adoptive parents, and youth
- Builds effective collaborative relationships with key regional, county and local stakeholders
- Forges effective and collaborative relationships with human service organizations across the region
- Engages stakeholders in identifying priorities for capacity building and strategies for accomplishing them
- Acquires nuanced understanding of the regional, county, and community-level human service organizations, formal and informal decision-making structures, and priority

concerns

#### **Evaluation and Continuous Quality Improvement (CQI)**

- Champions evaluation and CQI practices for the region; effectively communicates the same to partnering organizations and stakeholders; and utilizes performance and outcome data to inform decision making
- Directly and in conjunction with regional Coaches and evaluation staff, supports partnering organizations in their collection, input, and utilization of evaluation data and constructive learning through the application of sound CQI practices
- Achieves targets for data collection, data integrity, program fidelity, and CQI practices
- Participates in and facilitates CQI meetings and activities as assigned

#### **Partnership with OhioKAN Families**

- Responds to inquiries about participation in the OhioKAN program, provides referrals, and follows up in a timely manner
- Collaborates with diverse families and organizational partners with an empathetic strengths-based orientation that prioritizes dignity and respect
- Advocates alongside kinship and adoptive families for access to services to achieve their goals

#### **Education and Experience**

- Bachelor's degree required; masters preferred
- 3-5 years of progressive leadership experience including experience supervising a team

TRAVEL REQUIRED, AS NEEDED. MUST HAVE ACCESS TO OWN TRANSPORTATION.

Background Check Information: The final candidate selected for the position will be required to undergo a criminal background check. Criminal convictions do not necessarily preclude an applicant from consideration for a position. An individual assessment of an applicant's prior criminal conviction(s) will be made before excluding an applicant from consideration.

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OhioKAN Program Manual

# Appendix 2. Job Descriptions

**REGIONAL DIRECTOR**



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# Program Coordinator

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## Overview of the Program Coordinator Position:

The Program Coordinator is a full-time position dedicated to supporting statewide implementation by coordinating with OhioKAN's 10 service delivery regions. The Program Coordinator reports to the Program Director and collaborates frequently with Regional Directors and Regional Coordinators. The primary functions of this role include administrative support to the Program Director, coordinating statewide communications and events, managing data and program records, and partnering with OhioKAN Families.

## Administrative Support

- Supports the Program Director in achieving programmatic goals
- Takes clear, comprehensive notes of statewide meetings and trainings
- Manages communications with and scheduling of the Statewide Advisory Council
- Coordinates meetings with internal and external stakeholders
- Coordinates all statewide CQI activities

## Statewide Communications and Event Coordination

- Coordinates statewide trainings and learning communities in partnership with the regional staff
- Schedules, organizes, and staffs statewide meetings, trainings, and outreach events
- Maintains regular communication with ODJFS, Regional Coordinators, and key stakeholders

## Data and Records Management

- Maintains programmatic records and fiscal reports for OhioKAN
- Maintains orderly and complete program records including MOU's, training/program materials and notes from OhioKAN programmatic activities
- Facilitates communications related to the evaluation and ensures data entry and CQI processes take place as scheduled

## Partnership with OhioKAN Families

- Responds to inquiries about participation in the OhioKAN program, provides referrals, and follows up in a timely manner
- Collaborates with diverse families and organizational partners with an empathetic strengths-based orientation that prioritizes dignity and respect
- Advocates alongside kinship and adoptive families for access to services to achieve their goals

## Education and Experience

- Bachelor's degree preferred
- Related experience and skills

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OhioKAN Program Manual

# Appendix 2. Job Descriptions

**PROGRAM COORDINATOR**



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# Benefits Coordinator

At Kinnect, we envision a child welfare system in Ohio where:

- Foster care is a temporary or short-term option
- Children and families are empowered to find solutions to the problems they face
- Direct service providers and social workers can establish and maintain a culture of innovation and excellence
- All stakeholders prioritize permanency in each decision made on behalf of a child and their family

We believe that childhood is a fundamental human right, and that every day for a child in foster care is a day in crisis. We envision a world where families, agencies, resources – and children – work together so that every child is loved and nurtured in a permanent chosen family. We develop partnerships that transform beliefs, values, and actions to achieve permanency for all children in the shortest time possible. We have been advancing this mission since 2005 (as Waiting Child Fund).

## OhioKAN Program

OhioKAN is a flexible and responsive kinship and adoption navigator program designed to assist children, caregivers, and families statewide. With OhioKAN Navigators working throughout 10 OhioKAN Regions, we combine local knowledge with statewide resources. OhioKAN is designed specifically to ensure every kinship and adoptive family who wants support navigating the resources available to them can get it.

## Position Description:

Kinnect is seeking a Children and Family Benefits Coordinator ("Benefits Coordinator") to support its OhioKAN Program. This role works closely with families to ensure awareness and access to appropriate social services (SNAP, etc.). The Benefits Coordinator is responsible for conducting education and outreach, as well as providing application assistance to enroll children and their families into available benefit programs.

This position involves staying current on available benefits and successfully connect and enroll children and families to the benefits for which they are eligible. The Benefits Coordinator builds effective working relationships with OhioKAN staff and partners to ensure seamless service to OhioKAN clients.

## Essential Functions:

### Technical Assistance

- Act as liaison between the State of Ohio, Subject Matter Experts (SMEs) and the OhioKAN staff to create awareness of available benefits.
- Provide education and training to OhioKAN staff and partners on available benefits.
- Create internal guidelines and trainings on best practices for coordinating benefits.
- Document and maintain standard operating procedures and policies.

### Relationship Building and Collaboration

- Create collaborative relationships with OhioKAN staff and partners to deliver optimal services and support to Kinnect's clients.
- Convene teams to build relationships and maintain a consistent understanding of OhioKAN and the benefits that are available to its clients.
- Assist in problem resolution, as needed.
- Regularly communicate with staff and partners to ensure alignment and provide current information.

### Information and Data Management

- Create process for collecting, analyzing and reporting actionable data to Kinnect staff and partners.
- Maintain and manage database.
- Document data management procedures and policies.

## Qualifications and Requirements:

- Bachelor's Degree in social work or related field or equivalent work experience.
- Three to five years' (3-5) experience in social services or non-profit organizations, preferred.
- Thorough knowledge of the benefits available in family and child services system.
- Strong working knowledge of Microsoft Suite including Outlook, Excel (including formula function), and Teams.
- Experience working with diverse and underserved communities.
- Ability to work independently, anticipate needs, and take initiative in a fluid and fast-paced environment.
- Experience in data entry and data management, including producing and interpreting reports.
- Ability to effectively conduct information sessions and training to diverse audiences in person and virtually.
- Strong organizational and time management skills, attention to detail; ability to work collaboratively, and excellent writing and oral communication skills.
- Bi-lingual/Multi-lingual skills, desirable.

## Physical Demands and Work Environment:

- Ability to work within an office environment and have regular interaction via telephone, teleconference, text and email with Kinnect's team as well as in the community.
- Periodic travel may be required.

## Americans with Disabilities Act

This position involves sitting in a stationary position for at least 50% of the time and the ability to ambulate with or without assistance to attend on-site meetings, as

needed. The job requires movement in a typical office environment with file cabinets, office machinery, office furniture and typical hallway and access doorways. The position must operate typical office equipment, such as copiers, telephones, computers and peripherals. This job requires that the incumbent must have the ability to access transportation to attend meetings and special events. The organization provides reasonable accommodations for this position.

Disclaimer: The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of employees assigned to this position.

All employment decisions at Kinnect are based on business needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, size, physical, mental or sensory disability, HIV Status, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, past or present military service, family medical history or genetic information, family or parental status, or any other status protected by the laws or regulations in the locations where we operate.

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OhioKAN Program Manual

# Appendix 2. Job Descriptions

**BENEFITS COORDINATOR**



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# Program Trainer

At Kinnect, we envision a child welfare system in Ohio where:

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## Position Summary

The Kinnect Trainer is responsible for delivery of new staff orientation, program-specific training, and stakeholder presentations for all Kinnect staff and programs. This position is directly responsible to the Director of Program Innovation and will help shape learning and engagement for all Kinnect partners and programs. It is critically important for the Trainer to maintain a strong knowledge base of Ohio revised code and administrative code as it relates to child welfare practice. The Trainer will also work closely with the Institute for Human Services and other Ohio child welfare training and program partners. The Trainer is the voice of Kinnect's values, mission, and vision.

## Essential Functions:

- Support OhioKAN through training of Navigators, Coaches, Regional Directors, Regional Coordinators and all other OhioKAN roles
- Lead and assist with the development of new training content
- Provide program-specific stakeholder training
- Provide in-service training as requested for OhioKAN staff
- Mentor new OhioKAN staff through modeling, collaboration, and coaching approaches
- Attend meetings and trainings as requested
- Collaboration for curriculum development
- Build relationships with community partners and engage them in training opportunities as they arise
- Assess and provide feedback to Kinnect supervisors, as well as partner agencies, regarding employee engagement and retention/application of training material
- Build and maintain relationships with Kinnect and partner agency staff
- Documentation
- Accurate tracking of attendance at trainings
- Collection and summary of pre/post-test knowledge checks
- Collection of trainer evaluation forms to be submitted to the Program Director

## Education, Skills & Qualifications:

- Bachelor's Degree in Social Services or related field, required.
- Experience in working in child welfare, social services, academia or government settings, required.
- Minimum of three (3) years training experience, required.
- Ability to travel in state which may include overnight stays up to five nights at a time
- Ability to work a flexible schedule, which may include nights and weekends
- Possess exemplary public speaking and interpersonal skills
- Ability to use customer service initiatives to work with partner agencies
- Ability to work independently
- Ability to meet multiple program deadlines, and manage multiple tasks
- Experience using Microsoft Office
- Possess a valid driver's license and dependable transportation
- Ability to maintain a contact log spreadsheet
- Knowledge of the Ohio welfare system
- Ability to train others
- Must be able to pass a background check

## Additional skills/competencies necessary:

- Teaming: Ability to motivate and inspire a team. Must show a commitment to establishing and maintaining vision in a fast-paced fluid environment and to help team members to understand their role in helping to accomplish the vision.
- Initiative: Measure self against a standard of excellence. Undertake self-development activities and learn new skills, seek increased responsibilities and ask for and offer help when needed. Demonstrate the ability to work independently and harmoniously with a variety of personalities and leadership styles.
- Communication Skills: Clearly and persuasively communicate, including public speaking; listen and seek clarifications; participate in meetings; write clearly and informatively.
- Integrity: Work well in a rapidly changing environment; treat others with respect and consideration; accept responsibility for own actions. Understand business implications of decisions, align work with strategic goals, complete administrative tasks and develop strategies to achieve organizational goals.
- Flexibility: Able to multitask in a changing work environment. Handle competing demands and unexpected events. Willingness to change approach to best fit the

situation.

- Dependability: Follows instructions, takes responsibility for own actions; keeps commitments.

**Working Conditions**

- This position requires frequent travel throughout Ohio.
- This position occasionally requires long hours and occasional weekend work.
- This job generally operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets, etc.

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OhioKAN Program Manual

# Appendix 2. Job Descriptions

**PROGRAM TRAINER**



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# Program Manager

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## Position Summary

The OhioKAN Project Manager is a full-time position dedicated to support the OhioKAN program and the OhioKAN team. The Project Manager will work under the direction of the Program Director to manage various programmatic aspects with emphasis on data and program expansion.

The Project Manager will be responsible for coordinating, facilitating and monitoring program-related benchmarks as they implement the program. The Project Manager will also be responsible for managing program data and will play a critical role in maintaining relationships with external partners, as well as teaming amongst Kinnect staff.

## Essential Functions

- Develop, implement and manage a program database in collaboration with partners and stakeholders
- Maintain tracking of programmatic outcomes and reports to inform program strategy and tactics with all appropriate stakeholders
- Develop weekly, monthly and annual program reports
- Train Kinnect staff and partners on data reporting and management as needed
- Work collaboratively with Project Director and Regional Directors(s) to manage implementation benchmarks of all county partners
- Participate in Learning Community meetings
- Participate and contribute to leadership calls and strategic planning efforts
- Work with strategic partners and consultants to further program development efforts
- Educate and support partner counties to ensure all partner commitments are understood and actualized
- Schedule organizational and programmatic meetings
- Maintain fiscal records for program
- Create and maintains office documents
- Attend program and staff meetings as needed
- Maintain confidentiality regarding Kinnect, partner organizations, and children served
- Perform other responsibilities assigned by the Project Director
- Assist with staff orientation and onboarding

## Minimum Requirements

Education: Bachelor's Degree in Social Services or Business Administration. Master's Degree preferred.

Experience: Demonstrated experience working with interdisciplinary teams utilizing innovative strategies to overcome obstacles. Some nonprofit and/or government sector is preferred.

## Preferred Skills/Qualifications:

- Adaptation and flexibility
- Detail oriented

- Ability and comfort working with diverse populations in various environments
- Basic knowledge of Microsoft Office programs
- Understanding of, or ability to learn, Quickbooks
- Ability to build and maintain a team
- Knowledge of qualitative and quantitative program measures

**Additional skills/competencies necessary to carry out services to the service population's culture and socioeconomic characteristics:**

- Obtain a cultural awareness that results in a clear understanding of the worldview that directs individual interactions with people of other backgrounds.
- Ability to identify needs unique to various diverse populations including those of different gender identity, sexual orientation, ethnic group, race, and physical or mental capacity and address those needs with community resource referrals.
- Assist other professionals and team members in understanding the unique needs/characteristics of diverse populations.

**Working Conditions**

- This job generally operates in a professional office environment. The role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets, etc.
- This job requires occasional overnight travel in the state of Ohio

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OhioKAN Program Manual

# Appendix 2. Job Descriptions

**PROGRAM MANAGER**



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# Program Director

## Overview of the OhioKAN Program:

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## Position Description

The Program Director, OhioKAN, will report to the Executive Director/Chief Program Officer and will oversee the Ohio Kinship and Adoption Navigator Program (OhioKAN). The Program Director will support the statewide implementation and evaluation of the Ohio Kinship and Adoption Navigator Program that will be administered in partnership with the Program Manager from the Ohio Department of Jobs and Family Services (ODJFS) in 10 regions across Ohio. The Program Director will directly oversee ten regional directors working in diverse regions statewide. Regular and frequent travel around the state is expected.

## Strategic Leadership

- Exemplifies the mission, vision, and values of the OhioKAN program
- Leads the implementation of the OhioKAN program statewide in a manner that is responsive to the needs of kinship and adoptive families, takes into account the resources and capacity of individual counties and local communities, supports regional staff ensuring fidelity to the program model, and supports formal program evaluation
- Leads a statewide team including Regional Directors, Regional Coordinators, Regional Coaches, and the OhioKAN Navigators
- Forges deep relationships with and connections among a broad network of state, regional and community-level human services organizations
- Inspires a shared sense of purpose among key stakeholders, including, families served, state partners, public and private human service organizations, community leaders, and regional staff
- Contributes to the success of the statewide OhioKAN program by building collaborative relationships with regional directors and program staff, actively sharing ideas and information, and contributing personal creativity and critical thinking to the ongoing refinement and success of OhioKAN

## Program Responsibilities

- Reports to and works collaboratively with the ODJFS OhioKAN Program Manager to achieve all Federal and State requirements for the OhioKAN Program
- In partnership with the ODJFS Program Manager ensures fiscal and budget management and ensures diversity in funding for the sustainability of OhioKAN
- Informs and advocates for kinship policy and procedure changes in partnership with ODJFS as areas of needs are identified
- Supports hiring and directly supervises (10) Regional Directors across Ohio
- Works in partnership with the Regional Directors to develop partnerships with community-level providers to increase organizations' capacity to ensure service delivery to kinship and adoptive families statewide
- Establishes and supports the regional staff in creating (10) Regional Advisory Councils, composed of key regional and local stakeholders, that is charged with providing ongoing expert guidance, service capacity assessment and building, problem-solving, and support for the regional OhioKAN program
- Addresses any major challenges to implementation with the Program Manager from ODJFS and with the Regional Directors

## Evaluation and Continuous Quality Improvement (CQI)

- In partnership with the evaluation team, supports the coordination of statewide data collection, data integrity, program fidelity, and CQI practices
- Works proactively with Regional Directors and regional staff to ensure accurate and targeted data collection from all community partners across the state

## Minimum Requirements

- Master's Degree required with at least three years of experience in child welfare, public health, health and human services, and/or community-based services.
- Demonstrated effectiveness in program management and program coordination
- Proven experience in meeting program objectives
- Proven record in meeting and exceeding the financial management of a large scale program
- Experience managing a budget of over 3 million dollars

## Preferred Skills/Qualifications

- Demonstrated expertise and professional experience in statewide program supervision and program coordination
- Ability to demonstrate a strong knowledge of child welfare best practices.
- Experience developing and leading strong high functioning teams

- Demonstrated success supporting the evaluation of programs
- Experience working in a fast-paced high performing environment
- Demonstrated experience in hiring, managing, developing and coaching individuals and teams

***Minority and LGBTQ candidates strongly encouraged to apply.***

All employment decisions at Kinnect are based on business needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, size, physical, mental or sensory disability, HIV Status, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, past or present military service, family medical history or genetic information, family or parental status, or any other status protected by the laws or regulations in the locations where we operate.

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# Appendix 2. Job Descriptions

**PROGRAM DIRECTOR**



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**Appendix 3. Fidelity Monitoring: Observation Check-List Tool**

**Observation and Debrief Checklist**

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# Appendix 3. Fidelity Monitoring: Observation Check-List Tool

**OBSERVATION AND DEBRIEF  
CHECKLIST**



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Appendix 3. Fidelity Monitoring: Observation Check-List Tool

**Observation and Debrief Checklist**

Navigator (First & Last Name)	Coach (First & Last Name)	Cohort/Region	Month/Year	Observation Type	Type of Doc. Review
				SACWIS ID: <input type="checkbox"/> Intake/BASICS <input type="checkbox"/> Support plan dev. <input type="checkbox"/> Follow-up	SACWIS ID: <input type="checkbox"/> BASICS + Referral Binder <input type="checkbox"/> BASICS + Support Plan

Engagement	Observation		Debrief		Doc Review		Debrief		Notes
	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	
<b>E1. Actively listened to the family.</b> For example: - Checked for understanding - Affirmed family's strengths - Reflected observations from last conversation - Paraphrased, repeated, rephrased - Reflected feelings - Asked open ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E2. Demonstrated cultural humility during interaction with the family.</b> For example: - Acknowledged and validated family's experience with oppressive systems (when appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E3. Conveyed empathy for family's situation.</b> For example: - Perspective taking, listened without judgement, practiced mindfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Inclusion	Observation		Debrief		Doc Review		Debrief		Notes
	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	
<b>I1. Asked about family's preferences regarding interaction and resources.</b> For example: - Offered accommodations based on accessibility needs. - Connected the conversation with interpretive services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I2. Used language and phrases the family could relate to and understand in verbal and written communication.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I3. Understood family's previous experience(s) with local resources and worked through that with them.</b> - Offered different ways of talking about their experience and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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I4. Partnered with family to co-create a support plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Assessment	Observation		Debrief		Doc Review		Debrief		Notes
	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	
A1. Asked all the BASICS questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A1b. Included notes documenting family strengths, needs and wishes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A2. Explored resources family is already receiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A3. Explored family experiences when seeking assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A3b. Asked about successes, challenges, or gaps in accessing community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Intervention	Observation		Debrief		Doc Review		Debrief		Notes
	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	
V1. Referred family to resources that met their identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V2. Referred family to resources that were consistent with the family's preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V3. Offered family additional collaborate level supports based on their needs and preferences. - Benefits coordination, hard goods, flex funds, warm handoff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V4. Support plan aligned with family's needs, preferences and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V5. Contacted family according to their preferences, and as frequently as they prefer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V6. Identified barriers and facilitated breaking down barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Active Learner	Observation		Debrief		Doc Review		Debrief		Notes
	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	
AL1. Demonstrated curiosity about family's experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AL2. Considered why and how family is marginalized by systems. (Debrief Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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AL3. Considered how intervention could advance equity. (Debrief Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Reflection	Observation		Debrief		Doc Review		Debrief		Notes
	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	Observed	Learning Opp.	
R1. Identified your own strengths, supports, biases, areas for growth, and places where you need help and support. (Debrief Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2. Considered how personal intersectional identities are similar and different than those of families you're working with. (Debrief Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3. Processed own bias, power, and privilege and considered how it is being used. (Debrief Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Appendix 4. OhioKAN CARES Values

### OhioKAN CARES Values

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# Appendix 4.

## OhioKAN

### CARES Values



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***Children & Families***

We value Ohio's children and families and are determined to keep their stability and well-being as our primary drivers.

***Accountability***

We value integrity and transparency. We do what we say and say what we do. We regularly reflect on our practice to ensure we are always learning how we can respond in the most appropriate and consistent ways.

***Respect***

We value the diversity of families and hold the belief that everyone deserves to be treated with dignity and thoughtfulness.

***Engagement***

We value the voices of all kinship and adoptive families and will partner with them knowing their perspective is the foundation on which we will build. We intentionally advocate alongside people of color and others marginalized by systems to shape solutions affecting their lives.

***Strengths***

We value every family's strengths and believe everyone can contribute to their solutions. We believe families and honor them as the experts on their situation.