

# **STAFF QUALIFICATIONS and SUPERVISION**

## **POLICY:**

In order to maintain the high quality of services provided to children and their families, the program will set specific criteria for education and experience required of all staff. Each staff person hired will design and implement a comprehensive professional development plan, specifically related to job tasks, with assistance from their supervisor. UMCHS will ensure that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly and comply with the requirements of all funding sources.

## **STAFF QUALIFICATIONS**

### **Head Start/EHS/Oregon Pre Kindergarten: Education/Social Services Staff:**

- All Child and Family Advocates, in a Center Base/Combination model and Teachers in Full Day/Full Year models are required to have a Bachelor degree in Early Childhood Education or a related field by September 30, 2013.
- Child and Family Advocates and Family Educators must have training and experience in social services including home visiting.
- Teacher assistants must have a CDA, a state awarded ECE certificate, or an Associate degree or be enrolled in an Associate degree program by September 30, 2013.
- All Home visitors must have knowledge and experience in child development and early childhood education; the principles of child health, safety, and nutrition; adult learning principles; and family dynamics. They must be skilled in communicating with and motivating people. In addition, they must have knowledge of community resources and the skills to link families with appropriate agencies and services. All home visitors must complete SSCBT and Motivational Interviewing. (unless they have a degree in a social services field)

### **Management:**

- The Early Head Start or Head Start director must have demonstrated skills and abilities in a management capacity relevant to human services program management. A minimum of a Bachelor degree in Education, Public Administration, or related field is required. (Master degree preferred)
- Education and child development services must be supported by staff or consultants with training and experience in areas that include: The theories and principles of child growth and development, early childhood education, and family support. All Education supervisors must have a Bachelor degree in Early Childhood Education or a related field by September 30, 2010.
- Health services must be supported by staff or consultants with training and experience in public health, nursing, health, or health administration. A minimum of a Bachelor degree is required.
- Nutrition services must be supported by staff or consultants who are registered dietitians or nutritionists. A minimum of a Bachelor degree is required.
- Mental health services must be supported by staff or consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and their families. A Master in Social Work is required, LCSW is preferred, or the ability to be designated a QMHP by the local mental health provider.
- Family and community partnership services must be supported by staff with training and experience in field(s) related to social, human, or family services and have a Bachelor degree in

Social Work with a Masters preferred.

- Parent involvement services must be supported by staff with training, experience, and skills in assisting the parents of young children in advocating and decision-making for their families. A Bachelor degree in a social services field is required.
- Community Development services must be supported by staff with training, experience, and skills in advocacy, community organizing, and neighborhood development. A Bachelor degree in a social services field is required.
- Disabilities services must be supported by staff with training and experience in securing and individualizing needed services for children with disabilities. Bachelor degree is Education, Special Education is required.
- Fiscal Officer must hold a Bachelor degree in Accounting or a related field.
- Human Resources Director must hold a Bachelor degree in public administration, human resource management, or related field with Human Resources certification.
- Information Systems Director must hold a Bachelor degree in computer science or related field and extensive training in computer software and hardware.
- Operations Directors must have skills and knowledge in facilities maintenance, transportation rules and regulations, management, and supervision.

### **WIC Staffing Strengths and Qualifications/Job Descriptions**

All Staff:

- Advocates for women, children, and families
- Service-oriented
- Tolerant/accepting of many cultural and ethnic values and belief systems
- Tolerant/accepting of a variety of lifestyles
- Team Player

#### **Coordinator**

Qualifications/Skills:

- Baccalaureate degree as a minimum
  - Management/supervision skills
  - Skills/interest/training in areas such as:
    - Child Development
    - Nutrition
    - Social Service
  - Time management/organizational skills
  - Flexibility

#### **Nutritionist**

Qualifications:

- A professional who meets one of the following qualifications:
  - A master's degree in nutrition or its equivalent; a Registered Dietitian (RD) with the American Dietetic Association (ADA) or eligible for ADA registration; and Oregon Licensed Dietician (LD).

Note: The roles of coordinator and nutritionist, have been identified separately. In many programs, a single person may be coordinator-nutritionist, but we considered it important to single out management, administrative, and supervisory roles from the role as a health professional.

#### **Paraprofessional Certifier**

- Qualifications: -High School graduate, some post-high school education preferred in:
- Health and Nutrition
  - Maternal and child health programs
  - Counseling
  - Education
  - Social Services

### Clerks

- Qualifications: -High School graduate
- Strong Clerical skills
  - Organizational skills
  - People skills

### **CCR&R:**

Have staff with at least two years of post-secondary education, experience, and/or training, commensurate with job responsibilities, in the following: Early childhood education, human services, counseling, or a related field of study; child care or child development; Parent education; Provider support; or Program management.

### **Healthy Start:**

- The **Program Manager** must have a solid understanding of and experience in managing staff, administrative experience in human service or related program(s), including experience in quality assurance/improvement and program development, and a Bachelor's degree in human services administration or related field or an equivalent combination of education and experience is required (Master's degree preferred)
- **Program Supervisors must have a** solid understanding of and experience in supervising and motivating staff, as well as providing support to staff in stressful work environments, Knowledge of infant and child development and parent-child attachment, experience with family services that embrace the concepts of family centered and strength-based service provision, knowledge of maternal-infant health and dynamics of child abuse and neglect, experience in providing services to culturally diverse communities/families, experience in home visitation with a strong background in prevention services to the 0-3 age population, and Bachelor's degree and experience in human services, supervision, or related fields or an equivalent combination of education and experience are required (Master's degree preferred).
- **Family Service Workers** must have experience in working with or providing services to children and families, ability to establish trusting relationships, acceptance of individual differences, experiences and willingness to work with the diverse population(s) that are present among the program's target population, knowledge of infant and child development, and have a high school diploma or GED (AA degree or Bachelor's degree preferred).

### **STAFF SUPERVISION**

Staff should receive ongoing effective supervision so that they are able to develop realistic and effective plans to empower families to meet their objectives; to understand why a family may not be making progress

and how to work with the family more effectively. In addition, staff should receive ongoing effective supervision in order to express their concerns and frustrations; receive feedback on strengths and areas needing improvement; to see that they are making a difference; and in order to avoid stress-related burnout.

Supervisors will provide ongoing case review and periodic shadowing of home visits to ensure that family cultural values and beliefs are respected.

Supervisors provide regularly scheduled individual supervision to:

Full time Healthy Start FSW:	1 ½ - 2 hours per week (may be split into two sessions)
Teachers:	3 hours every other week
Family Advocates:	1 ½ - 2 hours monthly
Support Staff:	quarterly
WIC Certifiers:	every 30 days
Managers:	every 30 days
Directors	every 30 days
Executive Director	every 60 days

This could include:

- Coaching and providing feedback on strength-based approaches and interventions used (e.g., problem-solving, crisis intervention),
- Shadowing,
- Classroom/Home Visit Observations
- Reviewing written Family Assessment Interviews
- Reviewing Family Partnership Plans - progress and process,
- Reviewing family progress and level changes,
- Discussing family retention and attrition,
- Providing feedback on documentation and integrating use of tools used (e.g., developmental screens, evaluation tools),
- Review the data to make sure it is accurate for each participating family within the time parameters set by the evaluation, ensure the accuracy of the data reported, and monitor their data through ongoing review of quarterly reports, and timely review of preliminary status report data.
- Integrating quality assurance results including regular and routine review of assessments and assessment records, home visit records, and all documentation used by program,
- Coaching regarding home visit completion rates,
- Discussing putting new training into practice,
- Supporting cultural sensitivity and practices,
- Providing guidance on use of curricula,
- Providing reflection on techniques and approaches,
- Identifying areas for growth,
- Identifying and reflecting on potential and actual boundary issues, and
- Sharing information on community resources

Supervisors/Managers/Directors receive regular, ongoing supervision which holds them accountable for the quality of their work and provides them with skill development and professional support. Procedures may

include:

- Addressing personnel issues,
- Feedback/reflection to supervisors regarding the team,
- Agency issues,
- Review of program documentation such as monthly or quarterly reports, program statistics, and quality assurance mechanisms,
- Review of progress towards meeting program goals and objectives,
- Strategies to promote professional development/growth, and
- Quality oversight that could include shadowing of supervisor

The Executive Director is provided with skill development, professional support, and supervision from the Board of Directors. This may include:

- Feedback at Board meetings six times per year
- Individual meetings with Board members, and
- An annual performance evaluation.

### **Supervision Documentation**

Any documentation of supervision must be kept confidential. Individual binders/folders for each employee that contains notes, observations, and other forms of documentation must be kept and locked in file cabinets at all times. After the completion of each log, they should be placed in the employee's personnel file. All forms of documentation should be signed and dated by each staff person.

Documentation may include:

- Supervisory Notes
- General FSW Supervision Form
- Observation Forms
- Reflective Supervision Forms
- Professional Development Plans
- Annual Performance appraisals (kept in employee personnel file at the Administrative Office)

### **PROFESSIONAL DEVELOPMENT**

Annually each Teacher and teacher assistant needs to attend not less than 15 hours of professional development. Healthy Start home visitors must attend not less than 20 hours of professional development annually. Hours attending agency in-service workshops may count towards the 15/20 hours. It is the staff person's responsibility to ensure that documentation of professional development hours are sent to the Human Resources Assistant to be added to their individual career development file.

### **STAFF COMMITMENT TO AGENCY**

Head Start/EHS/OPK staff who receives financial assistance from UMCHS to go back to school must work an additional three years or repay the program for the amount received. In the event staff do not work the required number of months because of involuntary termination, resignation or layoff, a prorated amount of the total financial assistance provided to achieve the designated status or degree will be repaid.

All staff who receive financial assistance from UMCHS for coursework or workshops must complete the training and/or receive a passing grade or repay the program for the amount received.