

**New Jersey Family Success Centers  
&  
Office of Training and Professional Development**

**Coordination | Connecting**  
**Self – Directed Guide**



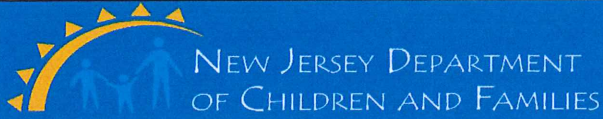
# Coordination - Connecting

## Session 4

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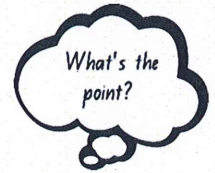
**Instructions for Self-Directed Learning:** Upon completing Session 4 for FSC Directors, the following self-directed materials will be used to teach FSC staff. FSC Directors will follow the table of contents in order to complete all lesson plans with staff. Following completion of the lesson plans, FSC Directors will partner with DCF to ensure application of coordination and connecting essential functions.

Lesson Plan 1: Session 3 Recap	<ul style="list-style-type: none"><li>• Online learning presentation slides printout</li><li>• <i>Lesson Plan 1 Sheet</i></li><li>• <i>Session 3 Recap Worksheet</i></li></ul>
Lesson Plan 2: The Essential Function Coordination	<ul style="list-style-type: none"><li>• <i>Lesson Plan 2 Sheet</i></li><li>• Coordination Practice Profile Definition, Expected activities and Behavioral Indicators</li><li>• <i>Coordination Reflection Worksheet</i></li></ul>
Lesson Plan 3: The Essential Function Connecting	<ul style="list-style-type: none"><li>• <i>Lesson Plan 3 Sheet</i></li><li>• Connecting Practice Profile Definition, Expected activities and Behavioral Indicators</li><li>• <i>Connecting Reflection Worksheet</i></li></ul>
Lesson Plan 4: Goal Setting	<ul style="list-style-type: none"><li>• <i>Lesson Plan 4 Sheet</i></li><li>• <i>Ideas to Integrate Worksheet</i></li></ul>
Knowledge Assessment	<ul style="list-style-type: none"><li>• Knowledge Assessment</li><li>• Knowledge Assessment <i>Bubble Sheet</i></li></ul> <p><i>*Directors please return these during Session 5</i></p>
Learning Experience Evaluation	<ul style="list-style-type: none"><li>• <i>Learning Experience Evaluation</i></li><li>• <i>Learning Experience Evaluation Bubble Sheet</i></li></ul> <p><i>*Directors please return these during Session 5</i></p>



# Lesson Plan 1

**Objective:** To retain, recall, and reflect on information from the third session. The best way to learn material is to continue to talk about it, teach it, and practice. This will provide the learner with the best opportunity at becoming comfortable and familiar with the information. Reflection on essential functions allows for growth in these areas. The learner will begin to apply the information, use it naturally, and internalize concepts to their practice.

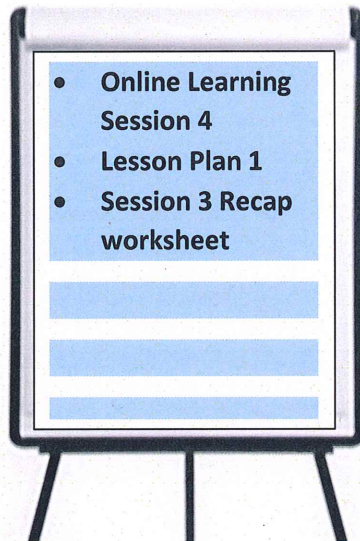


## Goals:

- Recall and review information from the third session
- Reflect on application of essential functions from previous session; leadership and advocacy
- Develop a plan to further advance leadership and advocacy



## Materials Needed:



## Activity Description:

1. Participant(s) and Facilitator will use Online Learning Session 4: Coordination - Connecting.
2. Participant(s) and Facilitator will view slides 1-3
3. On slide 4 titled, "Recap" the Facilitator will pause and discuss the following with Participant(s):
  - a. What did you experience when you practiced leadership and advocacy?
  - b. What worked well?
  - c. What questions do you still have regarding leadership and advocacy?
  - d. What do you think could enhance your ability to demonstrate the leadership and advocacy behavioral indicators?
4. Facilitator will then provide Participant(s) with the Session 3 Recap worksheet.
  - a. Participant(s) will individually complete the worksheet and reflect on progress towards leadership and advocacy behaviors.
  - b. The Facilitator should prompt participants to think both on the organization level and individual level.

5. Participant(s) will share their reflections with the Facilitator and discuss how best to support their plans to enhance leadership and advocacy behaviors both individually and within the FSC.

**Evidence:**

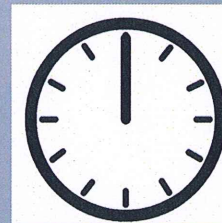
- Participants will be able to recall information from the previous session.
- Participants will be able to reflect on their application of leadership and advocacy at the organizational level and individual level.
- Participants will develop a plan to improve engagement and active listening.

**Utilization Beyond this Session:**

- Collect or post Session 3 Recap worksheets, them on occasion to monitor progress and make changes.
- During any coaching sessions, revisit individual worksheets to see what has been accomplished and plan how to better advance leadership and/or advocacy behaviors.
- As a team have FSC employees review and use the worksheet to create a plan on how together you can advance leadership and advocacy at your site.
- At the one-year mark, as an FSC, revisit and make a new plan for the upcoming year. This can be done both as a team and individually.
- Incorporate this worksheet into new staff training in efforts to teach the Practice Profile and advance their behaviors in terms of leadership and advocacy.

**Activity Calculation:**

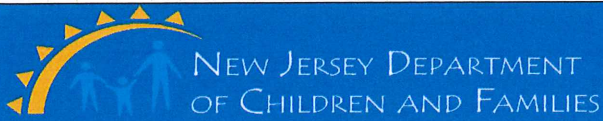
- Total time = Approximately 30 Minutes
  - Activity Introduction (2 Minutes)
  - Facilitator & Participant Discussion (5-10 Minutes)
  - Individual Reflection – Session 2 Recap Worksheet (10 Minutes)
  - Sharing & Support (5-8 Minutes)



## Session 3 Recap Progress with Leadership and Advocacy

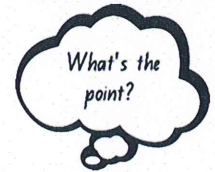
**Directions:** Consider how the application of leadership and advocacy behaviors have advanced those essential functions at your FSC since our last session. Review the charts for ideas and inspiration and develop a plan for continued success.

	Leadership	Advocacy
What has been done since the last session?		
What do you hope to improve/change in a month from now?		
What do you hope to improve/change in 6 months from now?		
What do you hope to improve/change in a year from now?		



## Lesson Plan 2

**Objective:** To understand the essential function of coordination and how the Behavioral Indicators can assist in achieving the Expected column from the Practice Profile. Learners will discuss how coordination is demonstrated and observed at Family Success Centers. Identifying areas of strength, where behaviors already exist, and areas to improve; allows for a shared understanding of the essential function and consistency of behaviors aligned with the Expected Outcomes.

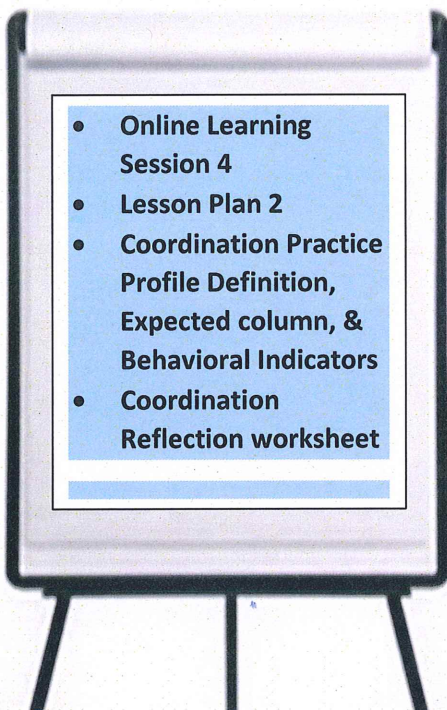


### Goals:

- Understand the difference between the Practice Profile definition, Expected activities, and Behavioral Indicators
- View Behavioral Indicators of the essential function coordination
- Self-assess current organizational and individual coordination behaviors



### Materials Needed:



### Activity Description:

1. Participant(s) and Facilitator will use Online Learning Session 4: Coordination - Connecting.
2. Participant(s) and Facilitator will view slides 5-7. With each essential function: Coordination and Connecting, ask in general what does each look like in their FSC? Take some comments.
3. Return to the definition of coordination on slides 8-9 then advance to slide 10, describing how the expected column provide activities that illustrate the Practice Profile definition.
4. View slide 11, read the Expected Activities for coordination. After viewing the definition and the expected column for coordination, the Facilitator will pause and hand out a copy of the Coordination Practice Profile Definition, Expected activities, and Behavioral Indicators.
5. Allow Participant(s) time to read then discuss the following with the Facilitator:
  - a. How does coordination show up in practice at our FSC?
  - b. What do we currently do that is aligned to the expected activities?
6. Continue viewing slides 12-13

7. On slide 13, the Facilitator will pause and focus participant(s) to the Coordination Behavioral Indicators.
  - a. Allow participant(s) time to read, review and ask questions.
8. Facilitator will advance to slide 14 and provide Participant(s) with the Coordination Reflection worksheet.
  - a. Participant(s) will individually complete the worksheet, identifying 2-3 areas of strength in terms of behaviors and 2-3 areas to improve.
    - i. In terms of coordination strengths, what specifically is done at the FSC or by the individual?
    - ii. In terms of areas to improve, what are some possible contributing factors?
  - b. Facilitators should prompt participants to think both on the organizational level and individual level.
    - i. Allow time for participants to complete worksheet individually.
9. Participant(s) will share areas of strength with each other and/or the Facilitator.
  - a. Facilitator will share their own Coordination Reflection worksheet and discuss commonalities.
    - i. *Facilitator's note* – please be sure you have completed your own reflection sheet first. This could be the one you completed during the Leaders Session or you can create one you wish to share with your staff.
10. Participant(s) will share areas to improve with each other and/or the Facilitator.
  - a. Facilitator will share their own Coordination Reflection worksheet and discuss commonalities.
  - b. Review and discuss any contributing factors identified.

### **Evidence:**

- Participants will be able describe behaviors that will achieve the Expected column from the Practice Profile.
- Participants will be able to identify aspects of coordination that are currently in practice.
- Participants will be able to self-assess areas of strength and areas to improve at the organizational and individual level in efforts to achieve the Expected column with the essential function of coordination.

### **Utilization Beyond this Session:**

- Collect or post Coordination Reflection worksheets, review on occasion to monitor progress and make changes.
- In order to develop a strategic plan or at a time when forward thinking/planning is required, revisit the behavioral indicators and consider what else could be done to achieve the expected column. Use the charts to help guide your process.
- During a coaching session, use the Behavioral Indicators and chart to have staff self-reflect on individual areas of strength and improvement.
- Incorporate the Coordination Reflection worksheet into new staff training in efforts to teach the Practice Profile and learn the Coordination Behavioral Indicators.

### **Activity Calculation:**

- Total time = Approximately 50 Minutes
  - Activity Introduction (2 Minutes)
  - Viewing Definition & Expected column (5-10 Minutes)
  - Viewing Behavioral Indicators (5 Minutes)
  - Self-assess Strengths and Areas to Improve (10 minutes)
  - Review & Discuss Strengths (10-15 Minutes)
  - Review & Discuss Areas to Improve (10-15 Minutes)





## Coordination

Essential Function	Expected	Prioritized Behavioral Indicators
<p><b>Coordination - FSCs</b>                      create a sense of community among the families and individual family members by helping them be an active part of their Center and community through volunteer work. FSCs coordinate the recruitment of individuals, families, partners and volunteers in the community to provide skill building programs, services, and activities</p>	<ul style="list-style-type: none"> <li>• Formally asks FSC families and individual family members about their interests in volunteering. Revisits if a member says no at initial engagement</li> <li>• Vets and matches families and individual family members with volunteer opportunities, based on their interests and the needs of the FSC</li> <li>• Identifies, creates and supports opportunities based on community needs for FSC families and individual family members to volunteer internally at the Center</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrates understanding of community and FSC needs</li> <li>2. Institutes and follows a process to Identify prospective FSC opportunities that require volunteer support ahead of time</li> <li>3. Creates opportunities that require volunteer support where one does not already exist</li> <li>4. Creates a broad spectrum of opportunities that utilize a wide array of volunteering skills for different audience types, or varied activity types</li> <li>5. Asks families about their interest in volunteering</li> <li>6. Considers and offers a value proposition to match FSC needs with interest of prospective volunteer</li> <li>7. Creates a process to revisit prospective volunteers</li> <li>8. Utilizes the information about a member's unique interests and motivators to revisit a previously undecided member, when new information matching that member's interest is available</li> <li>9. Demonstrates understanding of vetting by applying a vetting policy</li> <li>10. Reviews a potential volunteer's profile for eligibility as per vetting policy</li> </ol>

- Recruits partners and sector leaders from within the community to volunteer and matches them to internal Center activities based on the Center needs

11. Recruits and selects volunteers representing different groups associated with the FSC, such as, families, individuals, partners, and sector leaders
12. Communicates expectations of volunteer role to the selected individual(s)

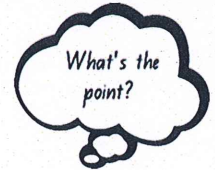
## Coordination Reflection

**Directions:** Using the Behavioral Indicators, please self-asses your FSC in terms of coordination.

Strengths	
What coordination behaviors is your FSC currently doing well?	
Behaviors	What specifically does your FSC and staff do?

Areas to Improve	
What coordination behaviors currently need improvement in your FSC?	
Behaviors	What are some possible contributing factors?

**Objective:** To understand the essential function of connecting and how the Behavioral Indicators can assist in achieving the Expected column from the Practice Profile. Learners will discuss how connecting is demonstrated and observed at Family Success Centers. Identifying areas of strength, where behaviors already exist, and areas to improve; allows for a shared understanding of the essential function and consistency of behaviors aligned with the Expected Outcomes.

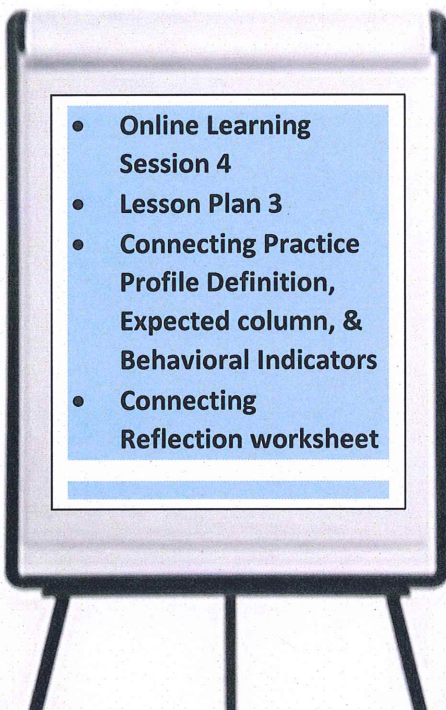


## Goals:

- Understand the difference between the Practice Profile definition, Expected activities, and Behavioral Indicators
- View Behavioral Indicators of the essential function connecting
- Self-assess current organizational and individual connecting behaviors



## Materials Needed:



## Activity Description:

1. Participant(s) and Facilitator will use Online Learning Session 4: Coordination - Connecting.
2. Participants and Facilitator will view slides 15-16.
3. On slide 17, after reviewing the definition and expected activities, the Facilitator will pause and hand out a copy of the Connecting Practice Profile Definition, Expected column, and Behavioral Indicators.
4. Allow Participant(s) time to read then discuss the following with the Facilitator:
  - a. How does connecting show up in practice at our FSC?
  - b. What do we currently do that is aligned to the expected activities?
5. Review slide 18, on slide 19 the facilitator will pause and focus participant(s) to the Connecting Behavioral Indicators.
  - a. Allow participants time to read, review and ask questions.
6. Facilitator will advance to slide 20 and provide Participant(s) with the Connecting Reflection worksheet.
  - a. Participants will individually complete the worksheet, identifying

2-3 areas of strength in terms of behaviors and 2-3 areas to improve.

- In terms of connecting strengths, what specifically is done at the FSC or by the individual?
- In terms of areas to improve, what are some possible contributing factors?

b. Facilitators should prompt participants to think both on the organizational level and individual level.

- Allow time for participants to complete worksheet individually.

7. Participant(s) will share areas of strength with each other and/or the Facilitator.

a. Facilitator will share their own Connecting Reflection worksheet and discuss commonalities.

- *Facilitator's note* – please be sure you have completed your own reflection sheet first. This could be the one you completed during the Leaders Session or you can create one you wish to share with your staff.

8. Participant(s) will share areas to improve with each other and/or the Facilitator.

a. Facilitator will share their own Connecting Reflection worksheet and discuss commonalities.

b. Review and discuss any contributing factors identified.

### **Evidence:**

- Participants will be able describe behaviors that will achieve the Expected column from the Practice Profile.
- Participants will be able to identify aspects of connecting that are currently in practice.
- Participants will be able to self-assess areas of strength and areas to improve at the organizational and individual level in efforts to achieve the Expected column with the essential function of connecting.

### **Utilization Beyond this Session:**

- Collect or post Connecting Reflection worksheets, review them on occasion to monitor progress and make changes.
- In order to develop a strategic plan or at a time when forward thinking/planning is required, revisit the behavioral indicators and consider what else could be done to achieve the expected column. Use the charts to help guide your process.
- During a coaching session, use the Behavioral Indicators and chart to have staff self-reflect on individual areas of strength and improvement.
- Incorporate into new staff training in efforts to teach the Practice Profile and learn the Connecting Behavioral Indicators.

### **Activity Calculation:**

- Total time = Approximately 50 Minutes
  - Activity Introduction (2 Minutes)
  - Viewing Definition & Expected column (5-10 Minutes)
  - Viewing Behavioral Indicators (5 Minutes)
  - Self-assess Strengths and Areas to Improve (10 minutes)
  - Review & Discuss Strengths (10-15 Minutes)
  - Review & Discuss Areas to Improve (10-15 Minutes)



## Connecting

Essential Function	Expected	Prioritized Behavioral Indicators
<p><b>Connecting -</b> FSCs provide referrals and linkages to external community resources that are identified with families and/or individual family members</p>	<ul style="list-style-type: none"> <li>• Identifies and provides information regarding resources, services and activities offered within the community that meet families' and individual family members' interests, goals, and needs</li> <li>• Checks in with families and individual family members on their experience in connecting with resources. Asks if they were useful and, if not, helps the member locate another resource</li> <li>• Regularly identifies and updates relevant resources within the community that align with the FSC mission and vision and can meet families' and individual family members' interests, goals, and needs. family is able to explore resources on an ongoing basis</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of available resources/ services and activities and their features</li> <li>2. Demonstrates understanding of individual preferences and cultural contexts in resource identification through accuracy of recommendations</li> <li>3. Actively monitors availability of resources within the community in a formalized manner</li> <li>4. Evaluates resource prospects for alignment with FSC mission, vision and ability to meet families, and individual family members interest, goals and needs</li> <li>5. Establishes contact with the resource provider through formal and informal channels.</li> <li>6. Establishes partnerships with providers</li> <li>7. Creates a resource library of a wide array of available resources/services and activities and their features</li> <li>8. Coaches family members on how to utilize resources independently</li> </ol>

**Essential  
Function**

**Expected**

**Prioritized Behavioral Indicators**

9. Coaches families to use the process of connecting with resources independently to empower families Establishes contact with the resource provider through formal and informal channels

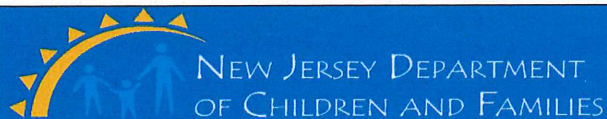


## Connecting Reflection

**Directions:** Using the Behavioral Indicators, please self-asses your FSC in terms of connecting.

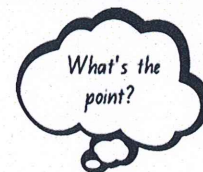
Strengths	
What connecting behaviors is your FSC currently doing well?	
Behaviors	What specifically does your FSC and staff do?

Areas to Improve	
What connecting behaviors currently need improvement in your FSC?	
Behaviors	What are some possible contributing factors?



## Lesson Plan 4

**Objective:** To understand the essential functions of coordination and connecting from the Practice Profile. Short and long-term goal planning will allow for the creation of actions items in efforts to develop behaviors aligned with Expected activities. Brainstorming and sharing of goals will create a collective understanding of the essential functions and consistency of behaviors that can be replicated across centers.

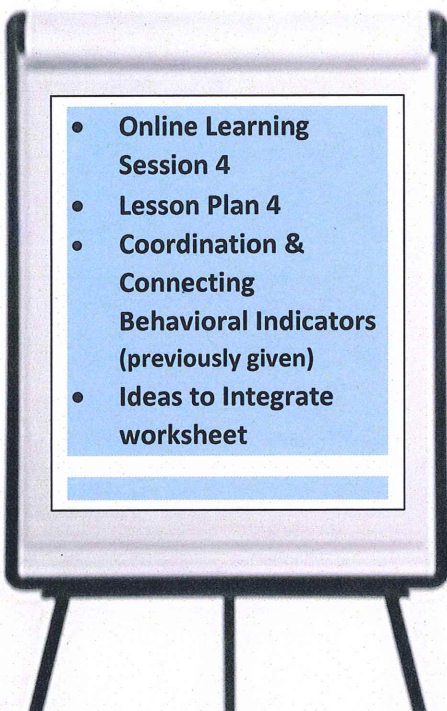


### **Goals:**

- Create short and long-term goals in efforts to achieve the expected column in terms of coordination and connecting from the Practice Profile
- Identify and develop behaviors to ensure a shared understanding of coordination and connecting that can be replicated across centers to create consistency



### **Materials Needed:**



### **Activity Description:**

1. Participant(s) and Facilitator will use Online Learning Session 4: Coordination - Connecting.
2. On slide 21, with the title "Coordinating Connecting - Ideas to Integrate."
  - a. Facilitator will provide Participant(s) with the Ideas to Integrate worksheet.
  - b. Participants will individually complete the worksheet and set short and long-term goals.
    - i. Use the Behavioral Indicators given during the previous activity.
  - c. Facilitators should prompt participants to think both on the organization level and individual level and highlight any targeted areas for their FSC.
3. Participant(s) will share their goals with the Facilitator and discuss how best to support their plans and track progress toward goals.
  - a. Facilitators may want to share any site-wide goals or anything of note that came up during the Leadership Series session.

### **Evidence:**

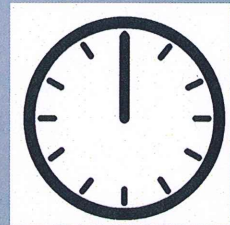
Participants will develop short and long-term goals in efforts to develop behaviors that will achieve the Expected column in terms of coordination and connecting from the Practice Profile.

### **Utilization Beyond this Session:**

- Collect or post short and/or long-term goals from the Ideas to Integrate worksheet, review them on occasion to monitor progress and make changes.
- Routinely have staff revisit to check-in on progress of planned goals from the Ideas to Integrate worksheet.
- Use to brainstorm ideas in order to develop a strategic plan or at a time when forward thinking/planning is required.
  - Revisit the behavioral indicators and consider what else could be done to achieve the Expected column.
- During any coaching sessions, revisit individual goals to see what has been accomplished and plan how to better achieve developed goals.
- Incorporate into new staff training in efforts to achieve the Expected column in the Practice Profiles in terms of coordination and connecting.

### **Activity Calculation:**

- Total time = Approximately 40 Minutes
  - Activity Introduction (2 Minutes)
  - Plan short and long-term goals (15-20 Minutes)
  - Debrief goals and discuss tracking progress (10-15 minutes)



## Session 4 Ideas to Integrate

**Directions:** After reviewing the behavioral indicators, use this sheet to plan a few short and long-term goals in terms of coordination and connecting to take back and implement in your FSC.

Short-Term Goals	Actions to Take How are you getting there?

Long-Term Goals

Actions to Take  
What needs to be done first?

Blank area for writing Long-Term Goals.

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Blank area for writing Long-Term Goals.

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