



Best Practices for Onboarding New MIECHV Employees: A Toolkit



Strengthening the MIECHV Home Visiting Workforce

Orientation vs. Onboarding

How new MIECHV employees are brought into an organization can have a significant impact on staff retention. A study completed in 2013 by the Aberdeen Group¹ found that 90% of employees make the decision to stay within the first year. According to a 2009 study, staff decide whether to stay with a new job within six months of being hired; and in another study, 58 percent of those who completed a structured onboarding process were still with the company three years later.² Effective onboarding in home visiting is important, whether at the awardee, local implementing agency (LIA), or home visitor level.

Developing a strong MIECHV workforce involves many important facets—two of which are successful orientation and successful onboarding. Orientation is a one-time event, often focused on becoming familiar with the agency, clarifying job role and expectations, meeting colleagues, and completing required paperwork. Onboarding, on the other hand, is a systematic process designed to cultivate a long-term relationship between the new staff member and the organization. The process can extend for as long as a year or more. Onboarding also serves to link the new staff member to critical information needed to do the job.

Onboarding serves three interrelated purposes. First, it ensures that the new employee feels welcomed, comfortable, prepared, and supported. Second, onboarding supports a

About MIECHV

The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program supports voluntary, evidence-based home visiting services for at-risk pregnant women and parents with young children up to kindergarten entry. The MIECHV Program builds upon decades of scientific research showing that home visits by a nurse, social worker, early childhood educator, or other trained professional during pregnancy and in the first years of a child's life improve the well-being of children and families by preventing child abuse and neglect, supporting positive parenting, improving maternal and child health, and promoting child development and school readiness.

States, territories, and tribal entities receive funding through the MIECHV Program, and have the flexibility to select evidence-based home visiting service delivery models that best meet state and local needs. The MIECHV Program is administered by the Health Resources and Services Administration (HRSA) in partnership with the Administration for Children and Families (ACF).

new employee's ability to make an impact within the organization, both immediately

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1 Aberdeen (2013). Onboarding 2013: A New Look at New Hires. Retrieved on May 6, 2019 from <https://www.deliberatepractice.com.au/wp-content/uploads/2013/04/Onboarding-2013.pdf>

2 Maurer, W. (2015). Onboarding key to retaining, engaging talent. Retrieved from <http://www.shrm.org/hrdisciplines/staffing/management/articles/pages/onboarding-key-retaining-engaging-talent.aspx>

and over time. Finally, onboarding focuses on ensuring the employee's success; this leads to job satisfaction and retention and ultimately allows the organization to continue to meet its mission.³

By fulfilling these purposes, onboarding enables new employees to understand their job responsibilities, the culture and structure of the organization they have just joined, and the processes they will need to follow. Most of all, onboarding helps the new staff

members feel like they are a part of the organization and understand the importance of the work they will be doing.

This toolkit is designed for awardees to use when they onboard new state/territory employees and for states and territories to use to onboard new management staff at their LIAs. Many of the strategies and resources in the toolkit may be used to onboard new home visitors as well.

Onboarding Process

Given the long-term commitment involved in hiring staff, it is helpful to think about onboarding as occurring in phases. Below, each phase lists the most common tasks conducted within each timeframe.

[Appendix A](#) of this resource provides the

information below in a useful checklist format. Also consider using the MIECHV Onboarding Log in [Appendix B](#) which includes sections for customizing MIECHV onboarding activities in the relevant state/territory.

Phase 1: Prior to Starting the Job

Make sure that everything is ready for the new staff member's first day to help the new employee feel welcomed and comfortable from the beginning.

Tasks

Send the new employee a welcome letter that includes such information as the time to arrive, whom to look for, what to bring, where to park, what the dress code is, and any important background information that will contribute to a good start.

Make sure a work space and equipment are ready, including a desk, computer, phone, and office supplies.

Notify the HRSA Project Officer and/or other funders as appropriate, and complete the appropriate HRSA documentation for personnel changes if needed.

Keep other MIECHV team members in the loop. Share with them information about the new employee's roles and responsibilities as well as other responsibilities the new employee may have if his or her time is split between MIECHV and other programs.

Develop a schedule for the employee's first day and first week. Consider adding shadowing of another home visitor to their first week plans.

Plan the new employee's orientation and onboarding for MIECHV as well as for other responsibilities if time is split between MIECHV and other programs.

³ Common Good Careers Knowledge Center. (n.d.). Best practices for employee onboarding. Retrieved from <http://commongoodcareers.org/articles/detail/best-practices-for-employee-onboarding>

Phase 2: The First Week

Welcome and support new employees as they join the state/territory or local MIECHV team. Review with them any logistical information and help them complete required paperwork, if necessary. Introduce policies and procedures, and support team building.

Tasks

Create a warm welcome. Greet the new staff member by name. Provide a little welcome gift, such as a card, plant, or even a baked good. Home visiting is a relationship-based field, and modeling and building relationships is important at all levels of MIECHV.

Take the employee on a tour of the office (including the employee's workspace); make introductions.

Review logistics (e.g., email, phone, timesheets, and other administrative requirements) with the employee.

Have the employee complete required paperwork, such as tax and direct-deposit forms, and health insurance enrollment forms.

Review with the employee the schedule for the week.

Introduce the employee to MIECHV.

Plan onboarding activities for the employee's first 6 months.

Review your organizational chart, clarifying where the MIECHV program is situated within your state's/territory's structure.

Review with the new employee his or her job description. Clarify MIECHV-specific responsibilities, including the employee's percentage of time on MIECHV.

Schedule informal meeting(s) such as an initial meet and greet or monthly coffee hours between the new employee and colleague(s). Support peer learning and relationship-building within the team.

Phase 3: The First Month

Begin to integrate the new employee into the broader MIECHV network, including LIAs, HRSA, and other partners appropriate to his or her role.

Tasks

Begin onboarding training activities. Begin familiarizing the new employee with the MIECHV requirements and how the requirements are implemented in the state/territory. Provide both supervisory and peer-to-peer support as the new employee progresses through each section of the Onboarding Log in [Appendix B](#).

Review with the new employee the MIECHV and federal requirements applicable to his or her role. For example, topics may include: federal grants policy, MIECHV program requirements, subrecipient monitoring, meeting and reporting schedules, and other organizational policies and procedures as appropriate to the person's job responsibilities. Important to include in this review of requirements are the most recent [Notice of Funding Opportunity \(NOFO\)](#), [Uniform Guidance](#), and [HHS Grant Policy Statement](#).

Introduce the new employee to the HRSA Project Officer and HRSA-funded technical assistance providers if appropriate for their role.

Introduce the new employee to LIAs or state/territory staff and other external partners if appropriate for their role. Consider having the new employee observe the work of related state and/or local agencies and service providers.

Review personnel policies, including (but not limited to) those related to confidentiality, requirements for mandatory reporting of suspected child abuse and neglect, social media, and code of conduct.

Plan training for the new employee on use of appropriate federal, state and/or local data systems for MIECHV reporting.

Assign a buddy, mentor, or coach to the new employee for peer-to-peer learning. Consider having the new employee shadow a person in a similar role. For home visitors, this can be another home visitor; or arrange a nearby home visiting team to shadow.

Include information about Secondary Traumatic Stress (STS) in the orientation packet for newly hired staff, and provide agency-wide trainings on STS at least once a year. Encourage supervisors to include information about STS in supervision sessions, to monitor home visitors for symptoms of STS, and to encourage self-care.

Review HRSA's [Infusing Cultural and Linguistic Competence into the Recruitment and Retention of Home Visitors: A Reflection and Planning Tool](#) with the new employee. Discuss how the new employee can help keep the organization respectful of diversity, both in working among fellow staff, as well as interacting with the families served within MIECHV.

Phase 4: Probationary period

Probationary periods generally last either three or six months, depending upon the state/territory or organization's personnel policies. During this period, the new employee is getting up to speed with MIECHV and home visiting at the state/territory or local level. Continue to check in frequently with the employee. Do a more formal check-in or re-evaluation at the end of the probationary period.

Tasks

Make sure the new employee completes the training outlined for the probationary period in the Onboarding Log in [Appendix B](#). Schedule follow-up discussions with supervisors and peers about the materials reviewed.

Provide general support to the new employee. Check in to see how well the job is meeting his or her initial expectations.

Begin training in the home visiting model (or models) the employee will be working with. (Note home visiting models' required timeframes for completion).

- Administrative or state-level staff may receive training in specific aspects of a model as it pertains to their roles.
- For home visitors and their supervisors, this training should follow both home visiting model and state training requirements.

Clarify for the employee his or her initial MIECHV work assignments in accordance with the employee's roles and responsibilities. Frequently check in on progress and provide feedback on work quality.

Continue to support the employee with a mentor/buddy or coaching relationship. Check in on how this relationship is working for both parties

Provide ongoing reflective supervision for new home visitors and home visitor supervisors.

Set up for the employee meetings with, and site visits to, LIAs, Community Advisory Boards, and other strategic partners as appropriate for the employee's role.

Develop a plan to check in regularly with employee on how they are building knowledge and comfort with state and local partners. Troubleshoot together or bring in other employees who have faced and overcome similar challenges in making connections.

Complete a formal evaluation of the employee to end the probationary period (in accordance with your organization's personnel policies).

Phase 5: The First Year

As new employees take on their full job responsibilities, continue to provide them with ongoing professional development and reflective supervision.

Tasks

Continue to meet regularly with the employee to provide reflective supervision.

Continue to provide feedback on the employee's work quality. Ask for feedback on improvements in policies and procedures to facilitate high-quality home visiting programs.

Continue to support a mentor/buddy or coaching relationship for the employee.

Continue to provide ongoing professional development to support the knowledge and skills the employee needs for the job. Use the Onboarding Log in [Appendix B](#) for the first year, including state/territory-specific training. Arrange for a peer-to-peer or mentor-and-supervisor discussion of the resources the new employee reviews.

Continue to provide the employee with required model-specific training.

Complete a formal end-of-year evaluation of the employee in accordance with your organization's personnel policies. Use the evaluation process/results to jointly set goals for the coming year.

Onboarding Log

The MIECHV Onboarding Log provides a comprehensive framework to enable new employees to learn about the MIECHV Program and their roles and responsibilities.

The template includes resources about:

- The history and operational aspects of the MIECHV Program
- MIECHV Performance Measures and reporting requirements
- Continuous Quality Improvement (CQI) and state-led evaluation
- The MIECHV technical assistance system and other stakeholders and partners

The toolkit resources can be filled out online or printed and filled out manually. The toolkit is customizable for including specific state/territory requirements. You can change the order of training activities, add additional items, and note your own timelines.

- **Part 1** includes resources/trainings that are applicable to the majority of new MIECHV hires.
- **Part 2** includes resources/trainings that are specific to your state/territory.
- **Part 3** includes a place to list and document model-specific training.

In planning onboarding activities, keep the following in mind:

- Include state-specific information, such as demographics, the local implementing agencies the state/territory works with, state and local stakeholders and partners, and the state's/territory's evaluation and CQI plans.
- Use a variety of modalities—written information, video clips, webinars, peer-to-peer learning opportunities, online resources, in-person training, and hands-on experiences—to keep the employee interested and engaged.
- Tailor training to the strengths, needs, and interests of the new employee. New employees join MIECHV with varying skills, abilities, and knowledge of the program. New employees may have home visiting experience, for example, but no experience with MIECHV.
- Gear training to the role the new employee is assuming. An initial self-assessment can help determine the most appropriate training for each individual and can lead to the development of an individualized professional development plan.
- Explore options for ongoing professional development on wide range of topics, drawing on resources like the [Institute for the Advancement of Family Support Professionals](#), [Achieve on Demand](#), and the [Arkansas Home Visiting Training Institute](#).
- Offer opportunities to practice and get feedback on skills.

Phase 1: Prior to the Start of the Job

Tasks	Notes
<p>Send the new employee a welcome letter that includes such information as the time to arrive, whom to look for, what to bring, where to park, what the dress code is, and any important background information that will contribute to a good start.</p> <p>Date Completed: / /</p>	
<p>Make sure a work space and equipment are ready, including a desk, computer, phone, and office supplies.</p> <p>Date Completed: / /</p>	
<p>Notify the HRSA Project Officer and/or other funders as appropriate, and complete the appropriate HRSA documentation for personnel changes if needed.</p> <p>Date Completed: / /</p>	
<p>Keep other MIECHV team members in the loop. Share with them information about the new employee's roles and responsibilities as well as other responsibilities the new employee may have if his or her time is split between MIECHV and other programs.</p> <p>Date Completed: / /</p>	
<p>Develop a schedule for the employee's first day and first week. Consider adding shadowing of another home visitor to their first week plans.</p> <p>Date Completed: / /</p>	
<p>Plan the new employee's orientation and onboarding for MIECHV as well as for other responsibilities if time is split between MIECHV and other programs.</p> <p>Date Completed: / /</p>	

Phase 2: The First Week

Tasks	Notes
<p>Create a warm welcome. Greet the new staff member by name. Provide a little welcome gift, such as a card, plant, or even a baked good. Home visiting is a relationship-based field, and modeling and building relationships is important at all levels of MIECHV.</p> <p>Date Completed: / /</p>	
<p>Take the employee on a tour of the office (including the employee's workspace); make introductions.</p> <p>Date Completed: / /</p>	
<p>Review logistics (e.g., email, phone, timesheets, and other administrative requirements) with the employee.</p> <p>Date Completed: / /</p>	
<p>Have the employee complete required paperwork, such as tax and direct-deposit forms, and health insurance enrollment forms.</p> <p>Date Completed: / /</p>	
<p>Review with the employee the schedule for the week.</p> <p>Date Completed: / /</p>	
<p>Introduce the employee to MIECHV.</p> <p>Date Completed: / /</p>	
<p>Plan onboarding activities for the employee's first 6 months.</p> <p>Date Completed: / /</p>	
<p>Review your organizational chart, clarifying where the MIECHV program is situated within your state's/territory's structure.</p> <p>Date Completed: / /</p>	
<p>Review with the new employee his or her job description. Clarify MIECHV-specific responsibilities, including the employee's percentage of time on MIECHV.</p> <p>Date Completed: / /</p>	
<p>Schedule informal meeting(s) such as an initial meet and greet or monthly coffee hours between the new employee and colleague(s). Support peer learning and relationship building within the team.</p> <p>Date Completed: / /</p>	

Phase 3: The First Month

Tasks	Notes
<p>Begin onboarding training activities. Begin familiarizing the new employee with the MIECHV requirements and how the requirements are implemented in the state. Provide both supervisory and peer-to-peer support as the new employee progresses through each section of the Onboarding Log in Appendix B.</p> <p>Date Completed: / /</p>	
<p>Review with the new employee the MIECHV and federal requirements applicable to his or her role. For example, topics may include: federal grants policy, MIECHV program requirements, subrecipient monitoring, meeting and reporting schedules, and other organizational policies and procedures as appropriate to the person's job responsibilities. Important to include in this review of requirements are the most recent Notice of Funding Opportunity (NOFO), Uniform Guidance, and HHS Grant Policy Statement.</p> <p>Date Completed: / /</p>	
<p>Introduce the new employee to the HRSA Project Officer and HRSA-funded technical assistance providers if appropriate for their role.</p> <p>Date Completed: / /</p>	
<p>Introduce the new employee to LIAs or state/territory staff and other external partners if appropriate for their role. Consider having the new employee observe the work of related state and/or local agencies and service providers.</p> <p>Date Completed: / /</p>	
<p>Review personnel policies, including (but not limited to) those related to confidentiality, requirements for mandatory reporting of suspected child abuse and neglect, social media, and code of conduct.</p> <p>Date Completed: / /</p>	
<p>Plan training for the new employee on use of appropriate federal, state and/or local data systems for MIECHV reporting.</p> <p>Date Completed: / /</p>	

Tasks	Notes
<p>Assign a buddy, mentor, or coach to the new employee for peer-to-peer learning. Consider having the new employee shadow a person in a similar role. For home visitors, this can be another home visitor; or arrange a nearby home visiting team to shadow.</p> <p>Date Completed: / /</p>	
<p>Include information about Secondary Traumatic Stress (STS) in the orientation packet for newly hired staff, and provide agency-wide trainings on STS at least once a year. Encourage supervisors to include information about STS in supervision sessions, to monitor home visitors for symptoms of STS, and to encourage self-care.</p> <p>Date Completed: / /</p>	
<p>Review HRSA's Infusing Cultural and Linguistic Competence into the Recruitment and Retention of Home Visitors: A Reflection and Planning Tool with the new employee. Discuss how the new employee can help keep the organization respectful of diversity, both in working among fellow staff, as well as interacting with the families served within MIECHV.</p> <p>Date Completed: / /</p>	

Phase 4: Probationary period

Tasks	Notes
<p>Make sure the new employee completes the training outlined for the first three months in the Onboarding Log in Appendix B. Schedule follow-up discussions with supervisors and peers about the materials reviewed.</p> <p>Date Completed: / /</p>	
<p>Provide general support to the new employee. Check in to see how well the job is meeting his or her initial expectations.</p> <p>Date Completed: / /</p>	

Tasks	Notes
<p>Begin training in the home visiting model (or models) the employee will be working with. (Note home visiting models' required timeframes for completion).</p> <ul style="list-style-type: none"> Administrative or state-level staff may receive training in specific aspects of a model as it pertains to their roles. For home visitors and their supervisors, this training should follow both home visiting model and state training requirements. <p>Date Completed: / /</p>	
<p>Clarify for the employee his or her initial MIECHV work assignments in accordance with the employee's roles and responsibilities. Frequently check in on progress and provide feedback on work quality.</p> <p>Date Completed: / /</p>	
<p>Continue to support the employee with a mentor/buddy or coaching relationship.</p> <p>Date Completed: / /</p>	
<p>Provide ongoing reflective supervision for new home visitors and home visitor supervisors.</p> <p>Date Completed: / /</p>	
<p>Set up for the employee meetings with, and site visits to, LIAs, Community Advisory Boards, and other strategic partners as appropriate for the employee's role.</p> <p>Date Completed: / /</p>	
<p>Develop a plan to check in regularly with employee on how they are building knowledge and comfort with state and local partners. Troubleshoot together or bring in other employees who have faced and overcome similar challenges in making connections.</p> <p>Date Completed: / /</p>	
<p>Complete a formal evaluation of the employee to end the probationary period (as appropriate to your organization's personnel policies).</p> <p>Date Completed: / /</p>	

Part 1: Onboarding resources that new MIECHV employees should read and study

Introduction to MIECHV

Title	Description	Projected Date
The Maternal, Infant, and Early Childhood Home Visiting Program: Partnering with Parents to Help Children Succeed	This brief from the Health Resources and Services Administration (HRSA) and the Administration for Children and Families (ACF) provides information on the background, history, demographics, notable achievements, and research and evaluation results of the MIECHV and Tribal Home Visiting programs	
		Date Completed
MIECHV Overview Video Clip	This video clip provides an engaging overview of the MIECHV program, including describing its purpose, how it operates, its six key areas for improving the well-being of children and families, and the ways in which home visitors work with families.	
		Date Completed
HRSA's Home Visiting Website	This website outlines the goals of the MIECHV Program, describes how the program is funded, links to current awardees, and lists evidence-based models approved for implementation with MIECHV funds.	
		Date Completed

Introduction to the Tribal Maternal, Infant, and Early Childhood Home Visiting Program

Title	Description	Projected Date
Tribal Home Visiting	The Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program provides grants to tribal organizations to develop, implement, and evaluate home visiting programs in American Indian and Alaska Native communities.	
		Date Completed

Introduction to Maternal and Child Health Bureau

Title	Description	Projected Date
Maternal and Child Health Bureau (MCHB) Website	This website includes information about programs and initiatives housed under the Maternal and Child Health Bureau.	
		Date Completed

Notice of Funding Opportunity (NOFO)

Title	Description	Projected Date
Notice of Funding Opportunity	This webpage on HRSA's MIECHV website offers resources on the most recent MIECHV NOFO.	
		Date Completed

Performance Measures

Title	Description	Projected Date
Maternal, Infant, and Early Childhood Home Visiting (Overview)	This document describes the performance measures that MIECHV programs report on. The measures are categorized into two types: performance indicators and systems outcomes.	Projected Date
		Date Completed
Performance Reporting and Evaluation Resources	This webpage includes resources related to the performance measures, including forms, webinars, FAQs, updated guidance, and other related resources.	Projected Date
		Date Completed

Data Collection and Reporting

Title	Description	Projected Date
MIECHV Form 1: Demographic, Service Utilization, and Select Clinical Indicators Toolkit	This document supports awardees in reporting quality, consistent, and accurate data for each of the standardized measures in Form 1. It includes guidance on how to collect data for and report on each of the Form 1 tables.	Projected Date
		Date Completed
MIECHV Form 2: Performance Indicators and Systems Outcomes Toolkit	This document supports awardees in reporting quality, consistent, and accurate data for each of the standardized measures. It includes guidance on how to collect data for and report on performance measures.	Projected Date
		Date Completed
MIECHV Form 4: Quarterly Performance Reports	Awardees use this form to report quarterly data on a select number of service utilization and staffing measures, which have the potential to change frequently.	Projected Date
		Date Completed

MIECHV Technical Assistance

Title	Description	Projected Date
Technical Assistance Providers for MIECHV	These webpages provide links to MIECHV’s current technical assistance projects. MIECHV is supported by a variety of federally funded partner organizations and stakeholders that offer technical assistance (TA), support quality improvement, evaluation and research efforts, and serve in a variety of other roles.	Projected Date
		Date Completed
Home Visiting Collaboration, Innovation and Improvement Network (HV CoIIN 2.0)	HV CoIIN 2.0 aims to achieve improvements with 25 state and territory MIECHV awardees and 250 local implementing agencies to build on the work of CoIIN 1.0, the first national quality improvement collaborative in home visiting. HV CoIIN 2.0 will focus on spreading improvements on previously tested topic areas, developing and spreading improvements in new topic areas, and building the capacity for CQI work within home visiting programs.	Projected Date
		Date Completed
Programmatic Assistance for Tribal Home Visiting (PATH)	PATH provides technical assistance to Tribal Home Visiting grantees on home visiting program implementation and integration of home visiting services in the broader early childhood system.	Projected Date
		Date Completed
The Tribal Home Visiting Evaluation Institute (TEI)	TEI provides technical assistance, leadership, and support to promote excellence in community-based research and evaluation of Maternal, Infant, and Early Childhood Home Visiting (MIECHV) initiatives that serve American Indian and Alaska Native (AI/AN) children and families through the Tribal Maternal, Infant, and Early Childhood Home Visiting program.	Projected Date
		Date Completed

Other MIECHV Projects

Title	Description	
Home Visiting Applied Research Collaborative (HARC)	HARC houses a diverse practice-based research network for conducting collaborative, field-initiated studies with local home visiting programs, regardless of the model used. HARC houses a diverse practice-based research network for conducting collaborative, field-initiated studies with local home visiting programs, regardless of the model used. Its aim is to strengthen and broaden the implementation of home visiting using innovation research to achieve precision home visiting.	Projected Date
		Date Completed
Home Visiting Evidence of Effectiveness (HomVEE)	The Department of Health and Human Services launched the Home Visiting Evidence of Effectiveness (HomVEE) review to conduct a thorough and transparent review of the home visiting research literature. HomVEE provides an assessment of the evidence of effectiveness for home visiting models that target families with pregnant women and children from birth to kindergarten entry (that is, up through age 5).	Projected Date
		Date Completed
The Mother and Infant Home Visiting Program Evaluation (MIHOPE)	The Mother and Infant Home Visiting Program Evaluation (MIHOPE) is a legislatively mandated, large-scale evaluation of the effectiveness of home visiting programs funded by MIECHV. It will systematically estimate the effects of MIECHV home visiting programs on a wide range of outcomes and study the variation in how programs are implemented.	Projected Date
		Date Completed

Other Partners and Stakeholders

Title	Description	
Center of Excellence (CoE) for Infant and Early Childhood Mental Health Consultation (IECMHC)	This organization partners with and supports home visiting.	Projected Date
		Date Completed
Early Childhood Comprehensive Systems (ECCS) CoIIN Initiative	This organization partners with and supports home visiting.	Projected Date
		Date Completed

Part 2: State/territory-specific onboarding activities and training

Topic		Title
Description		Projected Date
		Date Completed

Topic		Title
Description		Projected Date
		Date Completed

Topic		Title
Description		Projected Date
		Date Completed

Topic		Title
Description		Projected Date
		Date Completed

Topic		Title
Description		Projected Date
		Date Completed

Part 3: Model-specific training and materials

Topic	Model	Title	
Description		Projected Date	
		Date Completed	

Topic	Model	Title	
Description		Projected Date	
		Date Completed	

Topic	Model	Title	
Description		Projected Date	
		Date Completed	

Topic	Model	Title	
Description		Projected Date	
		Date Completed	

Topic	Model	Title	
Description		Projected Date	
		Date Completed	



ORIENTATION AND ONBOARDING RESOURCES

- [Best Practices for Employee Onboarding.](#) This resource from CommonGood Careers spells out three purposes of onboarding: making sure the new employee feels welcomed and comfortable, building the employee's ability to have an impact on the organization, and retaining the employee.
- [The Definitive Guide to Onboarding: Everything You Need to Know to Onboard Like a Pro.](#) This publication from BambooHR provides onboarding strategies and describes the "3 A's" of onboarding: accommodate, assimilate, and accelerate.
- [Onboarding: A Roadmap for Onboarding Managers.](#) This brief from spell out Association for Talent Development (ATD) stresses the importance of an onboarding program specifically geared to onboarding newly hired and newly promoted managers.
- [The Ultimate Onboarding Checklist.](#) This checklist follows four themes during the phases of onboarding: helping new employees get socialized, clarifying schedules and job duties, defining work environment and technology, and providing training and development.
- [National Association of Community Health Centers Onboarding Toolkit.](#) This publication was funded through a cooperative agreement from HRSA's Bureau of Primary Health Care. Explore this presentation for an example of gathering and presenting information on recruitment, onboarding and retention of staff.
- [Preparing and Maintaining a Drug-Free Workplace.](#) These resources from the Substance Abuse and Mental Health Services Administration (SAMHSA) helps your workplace establish and maintain a drug-free policy and program in your workplace by informing, educating, training, and motivating stakeholders.

