

Roles and Responsibilities | Training Duration

Trainee	Supervisor	FTS
<ul style="list-style-type: none"> ▪ Participate in SALT meetings as determined by the team. ▪ Commit to active learning as a part of your continued personal growth and development. ▪ Be knowledgeable of all expectations of self-paced online courses, webinars, and classroom training by completing all learning checks, participating throughout the webinar by live participation and chat, and being engaged in the classroom learning process. ▪ Be punctual when attending classroom trainings and field training activities. ▪ Read and review all policy and guidebook references that correlate with classroom training, and consult policy and guidebook references frequently to assure policy and best practice is followed when working with families. ▪ Complete all classroom training units and associated field activities and assignments. ▪ Complete all assigned field training activities and submit all assignments by due date to the designated recipient. ▪ Maintain a respectful attitude toward other trainees, training staff, and families. ▪ Ask questions to clarify when you don't understand something, and never assume anything. If in doubt, ASK! ▪ Complete all evaluations (paper and web-based) for classroom/field training. ▪ Organize, manage, and maintain your training materials (resource books and handouts) in a neat and orderly fashion. 	<ul style="list-style-type: none"> ▪ Participate in SALT meetings as determined by the team. ▪ Convey to the trainee the importance of training to job effectiveness and give the trainee support for attending training. ▪ Meet with the trainee regularly to get feedback regarding training, field training activities, and case-related training activities. ▪ Make yourself available to the trainee for consultation and questions. ▪ Maintain documentation of progress in the trainee's file to be used during CDT. ▪ Supervise all work assignments and work activities not identified as training related performed by the trainee during training. ▪ Ensure that the trainee does not have case responsibilities ("assigned families" or other) during Training. ▪ Allow protected time for learning activities throughout the 14 weeks. ▪ Use the input of the SALT to complete the CDT. Identify at least one or two experienced specialists within the local office who the trainee can shadow and go to with questions (etc., when you are unavailable). ▪ Advise the experienced specialists of their roles and expectations for allowing the trainee to shadow their work so that the trainee may complete field training assignments. ▪ Advise the assigned experienced specialists of the training schedule so they know what days the trainee will be 	<ul style="list-style-type: none"> ▪ Schedule, lead, and facilitate SALT meetings as determined by the team. ▪ Support transfer of learning from classroom to field during training and assist trainee with professional growth and development. ▪ Review documentation of learning activities, OC activities, assignment completion, and attendance of webinars and classroom training. ▪ Help the trainee recognize mandatory consultation points and assist in taking them to the supervisor. ▪ Coordinate, ensure, and assist learning activities (home-office activities, field-learning experiences, and classroom events) necessary for the new worker's knowledge and skill development. ▪ Review documentation of field learning tasks completed by the trainee. ▪ Assure that continual written and oral feedback to trainee and supervisor (and CFS Administrator) is provided regarding trainee conduct, classroom attendance, participation in field- training activities, completion of assignments, and overall progress in acquiring the knowledge, skills and abilities associated with CP&S work. Supervisors are to be informed immediately if serious concerns arise (as determined by service area). ▪ Support the supervisor in the completion of the Competency Development Tool (CDT) for the trainee/new worker.

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<ul style="list-style-type: none"> ▪ Meet regularly with your supervisor—to provide feedback on how training is going, and to get clarification on office protocols and/or any other questions that may arise. ▪ Attend meetings as requested. ▪ Follow the dress code identified in DHHS Human Resources Workplace Policies. ▪ Participate in assigned field training/ shadowing activities to be done with experienced specialist(s) when not in the classroom. ▪ Complete assigned field tasks in your SALT binder. ▪ Read, review, and become familiar with experienced specialists' family case files to learn how records are maintained and how case management responsibilities are carried out. ▪ Meet experienced specialist(s) as identified by your supervisor. ▪ Consult with your supervisor and/or experienced specialist(s) before and after completion of any activities. ▪ Check-in with supervisor at least one time per week to discuss progress, learning, and to ask questions. ▪ Complete weekly Field Task documentation summary and email it to your supervisor and FTS. ▪ Immediately inform supervisor or FTS if field experiences are not sufficient or if there is a need for additional assignments to maximize learning experiences. 	<p style="text-align: center;">shadowing them.</p> <ul style="list-style-type: none"> ▪ Arrange for and assist the trainee in completing the field tasks in the SALT binder. ▪ Check in with trainee at least one time per week during the training process to discuss progress, learning, and to answer questions. This can be done face to face, via email, or by phone. ▪ Familiarize the trainee with the local office protocols/procedures as described in the field tasks in the SALT binder. ▪ Review trainee's progress on the CCFL training site. ▪ Complete grading assignments as identified. 	<ul style="list-style-type: none"> ▪ Attend meetings as requested. ▪ Create a make-up training plan should the trainee miss any classroom or webinar trainings and obtain approval of the plan from the trainee's supervisor and/or administrator and the Training Program Specialist. Follow the Make-Up Training Request Process in the SALT binder front pocket. ▪ Make yourself available to the trainee for consultation and questions.

Roles and Responsibilities | Transition to Case Management

Trainee	Supervisor	FTS
<ul style="list-style-type: none"> ▪ Meet with supervisor to review upcoming <i>CDT</i>. ▪ Participate in the Transition to Case Management SALT Meeting. ▪ Read, review, and become familiar with the files of assigned families. ▪ Do activities and field tasks described in the <i>SALT</i> binder. ▪ Complete all casework activities regarding assigned families with close consultation with your supervisor. ▪ Bring all case mandatory consultation points to the supervisor. ▪ Immediately inform supervisor or FTS if field experiences are not sufficient or if there is a need for additional assignments to maximize learning experience. ▪ Meet with your supervisor at least weekly to discuss cases. ▪ Work with your supervisor to understand the use of the Competency Development Tool (CDT). ▪ Decide as a team, using the CDT, when you are ready to be assigned to work independently with families or children. ▪ Ensure that a Field Training Specialist, Supervisor, or other approved co-worker attends face to face visits with families, visits with other professionals, family team meetings, and/or court hearing with you. ▪ CDT will be addressed by Central Office Training Program Specialist and the Supervisors. 	<ul style="list-style-type: none"> ▪ Meet with the trainee weekly until the trainee is promoted to CFS Specialist. After first meeting, contact can be via email, phone or in person. ▪ Review <i>CDT</i> with trainee. ▪ Participate in the Transition to Case Management SALT Meeting. ▪ Assign up to 4 families commensurate with the trainee’s knowledge, skills, and abilities after training. ▪ Identify, assign, and direct case activities according to the trainee’s demonstrated ability to adequately complete case tasks. Case management decisions remain under the direction of the supervisor in this phase of training. ▪ Provide support to the trainee during work with families or children. ▪ Identify shadowing and case work opportunities for the trainee. ▪ Complete the CDT to ensure that the trainee demonstrates minimum competency prior to promotion to CFS Specialist. Submit <i>CDT</i>. Specific to CFS Staff submit <i>section 4, Recommendation for Promotion</i>, to HR upon completion of the CDT. ▪ Decide as a team, using the CDT when the CFS Specialist is ready to be assigned to work independently with families or children. ▪ Submit the CDT to HR to recommend that the trainee is promoted to CFS Specialist. ▪ CDT will be addressed by Central Office Training Program Specialist and the Supervisors. 	<ul style="list-style-type: none"> ▪ Schedule, lead, and facilitate the Transition to Case Management SALT Meeting. ▪ Meet with the trainee in person as trainees are assigned cases. ▪ Assure that trainees know how to access <i>DHHS Policy</i>, guidebooks and memos electronically on the DHHS website. ▪ Support trainee with limited caseload and case management responsibilities. ▪ Debrief casework activities as needed with trainee. ▪ Attend meetings as requested by supervisor or trainee. ▪ Review the trainee’s progress as requested using the results of the Competency Development Tool. ▪ Decide as a team, using the CDT, when the CFS Specialist is ready to be assigned to work independently with families or children. ▪ Attend face to face visits with families, visits with other professionals, family team meetings, and/or court hearings with the trainee as requested by the supervisor. ▪ Provide support to the trainees during work with families or children as requested by the supervisor. ▪ Assist the trainee in developing time management techniques to help with timely completion of case management duties. ▪ Participate in case transfer meetings when the trainees first four cases are assigned if requested by the supervisor. ▪ CDT will be addressed by Central Office Training Program Specialist.

Roles and Responsibilities | Transition to Case Management

Trainee	Supervisor	FTS
	<ul style="list-style-type: none">▪ Accompany trainee/worker on original probation at all court hearings or arrange for coverage by a supervisor or administrator for 6 months from successful completion of the CDT and may be extended by the supervisor based upon the needs of the individual trainee/worker.	

Roles and Responsibilities | Independent Case Management

CFS Specialist on Original Probation	Supervisor	FTS
<ul style="list-style-type: none"> ▪ Consult with your supervisor on case management decisions and mandatory consultation points. ▪ Complete growth and development opportunities as assigned. ▪ Attend/arrange a case transfer staffing with supervisor or experienced specialist for each new family assignment or transfer. ▪ Read, review, and become familiar with families as they are assigned. Complete all casework activities and responsibilities in close consultation with supervisor. ▪ Meet with your supervisor to review progress. ▪ Participate in SALT Meetings at Supervisor’s request. ▪ Ensure that a Supervisor or Administrator attends all court hearings with you for 6 months from successful completion of the CDT. 	<ul style="list-style-type: none"> ▪ After promotion, assign the CFS Specialist to work independently with families or children. ▪ Oversee case management decisions. ▪ Gradually assign the CFS Specialist additional families (in addition to the 4 assigned as a trainee) based on the recommendations of the SALT team. ▪ Identify growth and development opportunities for the trainee. ▪ Attend a case transfer staffing with trainee prior to and for each new family assignment or transfer. ▪ Meet with the trainee as needed or appropriate as he or she moves to managing a full caseload. ▪ Accompany trainee/worker on original probation at all court hearings or arrange for coverage by a supervisor or administrator for 6 months from successful completion of the CDT and may be extended by the supervisor based upon the needs of the individual trainee/worker. 	<ul style="list-style-type: none"> ▪ Direct the trainee to bring case management decisions to the supervisor. ▪ Review progress and give feedback to supervisor and trainee. ▪ Debrief casework activities as needed with the trainee. ▪ Support the trainee as he/she transitions to a full caseload. ▪ Attend meetings as requested by supervisor or trainee.

