Arkansas Department of Human Services

Division of Children and Family Services

Supervisory Handbook

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Welcome to the Arkansas DCFS Supervisory Handbook. This handbook was developed with the following purposes in mind:

- To serve as a guide, helpful resource, and single point of reference for supervisors
- To support consistency in supervisory practice and language
- To create efficiency and save time by having accurate and up-to-date information easily accessible

The Handbook is designed to be used by supervisory staff at every level to help them find information, policies and procedures, forms, and important "tips" that support good practice. The Handbook does not cover everything a supervisor should know nor is it meant to replace supervisory judgment or critical thinking as it relates to our practice with the children and families we serve. Rather, the Handbook is intended to serve as one of many available tools to support supervisory staff in their daily work.

Throughout the Handbook you will find sections that include forms or multiple documents which are provided as hyperlinks and/or attachments for your convenience.

A glossary of the acronyms used in this publication can be located directly after the table of contents in the DCFS Policy Manual.

If while using the Supervisory Handbook you find errors, links that are broken, or have ideas about how the tool can be improved, please contact DCFS Practice Improvement Trainer and Coach, Heather Fendley, at Heather.Fendley@dhs.arkansas.gov.

We hope you find the Supervisory Handbook useful, and we appreciate all that you do for the children and families of Arkansas.

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VISION, MISSION, VALUES, BELIEFS, AND EXPECTATIONS

DHS Vision

Arkansas citizens are healthy, safe, and enjoy a high quality of life.

DHS Mission

Together we improve the quality of life of all Arkansans by protecting the vulnerable, fostering independence, and promoting better health.

We Care. We Act. We Change Lives.

DHS Core Values

- Compassion
- Courage
- Respect
- Integrity
- Trust

DHS Operational Values

Customer Focused - Ensuring our actions and services are targeted to the well-being of recipients/customers and the citizens of Arkansas.

High Quality Workforce - Recruiting and developing our people so that they enjoy the highest quality work life and choose DHS as the best place to work.

DHS Beliefs

- Every person matters.
- Families matter.
- Empowered people help themselves.
- People deserve access to good health care.
- We have a responsibility to provide knowledge and services that work.

- Partnering with families and communities is essential to the health and well-being of Arkansans.
- Quality of our services depends upon a knowledgeable and motivated workforce.

DCFS Mission

As one of the ten divisions that make up the Department of Human Services, the Division of Children and Family Services (DCFS) plays an important role in supporting the DHS vision, mission, values, and beliefs. To that end, DCFS strives to fulfill its own mission as part of daily practice.

The DCFS mission is to keep children safe and help families. DCFS will respectfully engage families and youth and use community-based services and supports to assist parents in successfully caring for their children. We will focus on the safety, permanency and well-being for all children and youth.

Arkansas DCFS Practice Model

The Arkansas child welfare practice model describes all of our efforts to renew our work with families and aligns us more readily with our division's mission. It reflects our goals, our principles, our casework process, our daily interactions and our decisions. It is not spelled out in any single document. Instead it is increasingly a part of everything we do and is reflected in every document we write and use.

The practice model is the way our systems work together to serve children and families.

Practice Model Goals

Our practice model unites our casework process with an approach that values and supports families at every step of a family's encounter with our system. The goals of our practice model are:

1. Safely keep children with their families.
2. Enhance well-being in all of our practice with families.
3. Ensure foster care and other placements support goals of permanency.
4. Use permanent placement with relatives or other adults, when reunification is not possible, who have a close relationship to the child or children (preferred permanency option).
5. Ensure adoptions, when that is the best permanency option, are timely, well-supported and lifelong.
6. Ensure youth have access to an array of resources to help achieve successful transition to adulthood.

Principles to Guide Best Practices

Along with our goals, we support the practice model by looking for ways to incorporate the following principles into every encounter we have when working on behalf of families.

We believe...

1. Every Child Deserves a safe, stable family every day.

2. Behavior change and the work of change is a part of our daily challenge.

3. Safety for children is achieved through positive protective relationships with caring family and community members.

4. Meaningful decisions require close family participation in decision making.

5. Strengths of families and supporting these strengths contribute to life-long permanent relationships for children.

6. Families' success depends on identification and involvement of natural support systems, community partners, and shared problem solving.

7. Practice with families is interrelated at every step of the casework process.

8. Sustainable success with families is the work of a team.

9. The entire system must support frontline practice to achieve positive outcomes with families.

10. Every staff position, role, and activity of the Division shows continuous effort to build and maintain professionalism.

11. Skill based training and consultation forms the foundation for successful practice with families.

12. Continuous quality improvement and accountability guide all of our work.

13. How we do the work is as important as the work we do.

TRANSITION TO SUPERVISION

Arkansas Supervisory Practice Model

The Arkansas DCFS Supervisory Practice Model was designed to unite our supervisory practice with an approach that demonstrates the way we value and support our staff as they work with families and align to our Division's mission.

We believe the entire system must support frontline practice through supervisory practice at all levels to achieve positive outcomes with families. This Supervisory Practice Model is designed to support enhanced supervisory practice with the ultimate goal of improving the safety, permanency, and well-being for children and families.

Developed by a diverse group of Arkansas practitioners, the model is presented through a series of "markers of effective supervision" that describe operational day to day activities that supervisors should strive to achieve and to which they hold themselves accountable. These "markers" are meant to be specific enough to help supervisors self-assess and improve performance while building accountability and consistency of practice throughout the state.

In addition, the model provides supervisors with a series of "critical thinking questions" that support the process of critical self- assessment. These questions are designed to determine how well supervisors are achieving the markers of effectiveness and will help supervisors identify their strengths, areas needing improvement, and next steps for improvement. The critical thinking questions are meant to serve as a tool for supervisors to use at all levels, as individual skill development is an ongoing process for all of us.

Finally, each section of the model includes statements of "expected outcomes". These outcomes allow for monitoring of performance by supervisors, helping describe the results we expect to see from good supervisory practices outlined in the markers of effectiveness. If the outcomes are not being achieved, it is hoped that supervisors will continue to improve their knowledge, skills, and abilities in the identified area of supervisory practice.

The Arkansas DCFS Practice Model provided the foundation for the development of this Supervisory Practice Model. By linking the vision, goals, and beliefs of the Arkansas DCFS Practice Model to supervisory practice at every level, we demonstrate how we strive to ensure safety, permanency, and well-being of children and families through our efforts to care, commit, and connect.

The following overview of key supervisory roles and responsibilities is the foundation for the Supervisory Practice Model and conveys how we are integrating our vision of supervisory practice into our day to day work:

- **Administrative Supervision**: Through effective management of time, resources, data, and job performance we demonstrate our commitment to accountability, critical self-evaluation, and continuous improvement.
- **Communication**: Effective communication enhances our work as a team and supports our efforts to connect families to appropriate services and supports which increases our ability to meet their individualized needs.
- **Decision Making**: We are committed to the safety, permanency, and well-being of children by integrating the principles of our practice model in decision making.

- **Developing Staff**: Supporting the ongoing professional development of all staff at every level reflects our belief that skill-based training and consultation form the foundation for successful practice.
- **Formal Case Consultation**: Formal case consultation reflects the care we have for supporting staff and families and our commitment to connect families to appropriate evidence informed services and supports.
- **Leadership**: Effective leadership skills connect daily practice to our vision as articulated in our DCFS Practice Model.
- **Policy**: Actively translating policy into practice demonstrates our commitment to accountability and guides practice, toward positive actions and outcomes.
- **Self-Care**: Maintaining a focus on self-care reflects the commitment we have for children and families by encouraging and supporting personal care of staff and self so that we can serve as an effective member of the family's team.
- **Supporting Staff Success**: Acknowledging the challenges our staff face along with the successes they achieve reflects the commitment we have to our staff as they provide caring services for children and families.
- **Teaming**: Understanding our teaming responsibilities demonstrates our commitment to shared problem solving and community involvement to support successful outcomes.

Administrative Supervision

Administrative Supervision: Through effective management of time, resources, data, and job performance we demonstrate our commitment to accountability, critical self-evaluation, and continuous quality improvement.

Markers of Effective Supervision / We Care	Critical Thinking Questions / We Act	Expected Outcomes / We Change Lives
The Performance Goals Compensation System is viewed as a meaningful staff development process used to improve worker skills and ultimately client outcomes. PGCS is an ongoing dynamic process of shared communication and feedback based and worker performance, observations, and the changing developmental needs of staff that results in the implementation of training and development plans. Supervisors demonstrate organization and good time management skills, modeling advance planning, meeting deadlines, and a attaining a high level of performance accuracy. Data is used proactively and progressively (not a one-time event) to identify service needs, budget and financial issues, and practice outcomes. As new tools are developed, they are seamlessly integrated into the work of the unit or department.	1. How do my workers experience PGCS? 2. What steps do I need to take to have PGCS feel like a staff development process and not feel like a punitive effort? 3. How am I using data to inform my work? What steps can I take to improve in this area? 4. How am I managing the hiring and promotion process? Is that effective? Why or why not? How can I monitor the effectiveness of this work? 5. What is my practice for handling complaints? What steps do I take to assure I have done all I can do prior to the	PGCS process is completed in a timely and effective manner that demonstrates value for staff and improves performance. Use of data results in the development of tools to monitor progress. Responsibilities are clear for all staff. Workers have the tools and relationships necessary for them to do their jobs. Mutual understanding of roles and responsibilities throughout DHS. Understanding is applied for mutual benefit throughout the system.

Hiring and promotion processes are effectively managed and reflective of the values of care, commit, and connect. Supervisors respond to complaints empathically, investigate allegations, and seek solutions and resolution prior to the complaint being elevated. Disciplinary action is administered in a fair, timely, just, and equitable way. Formal processes are followed and accurately documented.	complaint being elevated?	Hiring and promotions are timely and staff members are an appropriate fit for their positions with diversity that is reflective of the culture of the community served.

Communication

Communication: Effective communication enhances our work as a team and supports our efforts to connect families to appropriate services and supports which increases our ability to meet their individualized needs.

Markers of Effective Supervision / We Care	Critical Thinking Questions / We Commit	Expected Outcomes / We Connect
All communication is: factual, accurate, concise, understandable, respectful of confidentiality and timely. All supervisors evaluate and utilize the best method to communicate (email, face to face, phone...) a message based on the situation and the audience. Written communications demonstrate a conscious effort to balance thoroughness with conciseness. Written records of communications are easily accessible. Communications are "two way" and reciprocal, demonstrating respect, dignity, consideration, and cultural competence. Supervisors demonstrate willingness and ability to communicate "up" and provide input regarding key areas of agency performance and practice. Supervisors are open to their staff communicating "up" to them and are responsive.	1. How am I assuring my communications are clearly received? What steps am I taking? 2. How am I receiving feedback on the effectiveness of my communication? 3. Have I put myself "in the shoes" of the person receiving the communication, assuring my messages are respectful? 4. How am I assuring records are kept appropriately and are easily accessed? 5. How am I effectively managing my time regarding communications? 6. Am I achieving the desired impact with my communications? If not, why not? What adjustments should I make? 7. When communicating decisions or directives how am I explaining the "why"? How am I assuring my supervisees understand the basis for my decisions?	Communication of relevant information is shared and received through the appropriate channels. Supervisors communicate their needs for support from their leaders and peers. Supervisors demonstrate understanding that all levels of the organization need and want constructive input. Written communications are easily found when needed supporting good information gathering.

Decision Making

Decision Making: We are committed to the safety, permanency, and well-being of children by integrating the principles of our practice model in decision making

Markers of Effective Supervision / We Care	Critical Thinking Questions / We Commit	Expected Outcomes / We Connect
Decision making is a well thought out process based on gathered information that balances family centered practice, cultural responsiveness, ethics, policy requirements, child safety, permanency and well-being. Structured decision-making methodologies are used effectively throughout the life of the case-supporting good information gathering and assessment techniques. Decisions are collaborative whenever possible, engaging and supporting those impacted by the decision along with the involved staff. The decision-making process is used as an opportunity for mentoring and training with staff supporting a learning environment. Decisions are thoughtful and made with the appropriate sense of urgency and importance. Decisions are not always made "on the spot" if more information would support better decisions.	1. What methodologies am I using to improve information gathering and decision making (for example: SDM, Learning Circles, 0-3, Safe Home Studies, CANS/FAST)? 2. What steps have I taken to assure consistency in my decision making? 3. How effectively do I collaborate with my supervisor when making decisions? With my supervisees? 4. When collaborating with my supervisees how am I building their skills for gathering information and making good decisions? As a supervisor, how open am I to ideas from my staff? How willing am I to pull staff back if I feel their decisions are off course? How willing am I to "communicate up" when making tough decisions? 5. How am I assuring the appropriate level of information has been gathered to make decisions? 6. How am I assuring workers are asking the right questions to gather information? What steps am I taking? 7. What critical thinking questions do I use to elicit information from my staff?	Supervisors and supervisees feel empowered to be creative when gathering information and making decisions based on the best interests of the child, youth, and family. Innovations in practice and services result from this empowerment. Good decision-making practices become a parallel process that is reinforced at every level. Decisions are made once supervisors and staff feel comfortable that they have gathered all available information prior to decision making, resulting in improved outcomes.

Developing Staff

Developing Staff: Supporting the ongoing professional development of all staff at every level reflects our belief that skill-based training and consultation form the foundation for successful practice.

Markers of Effective Supervision/We Care	Critical Thinking Questions/We Commit	Expected Outcomes/We Connect
Staff views the supervisor as available and approachable, demonstrated by the supervisor's willingness to listen and take the time to think critically and confidently answer questions or find needed answers. When the supervisor is not available, steps are taken to assure staff have alternatives for support. Expectations for performance are clear to staff through ongoing communications and monitoring from the supervisor. Supervisors accompany staff for the purpose of observation and feedback or modeling performance as a teaching opportunity. Field experiences are reviewed for lessons learned. Classroom training experiences are discussed, reinforced, and transferred into skills through field experiences. Supervisor is an active partner in the review process. These experiences serve as the basis for connecting performance management with training plans. Methodologies are provided to workers with explanations that enhance their understanding and their ability to use the tool effectively in the field. Assignments are managed in a way that promotes learning and new experiences for staff. Supporting staff's professional development needs is viewed as a primary responsibility for supervisors demonstrated by ongoing coaching of critical thinking skills for new and experienced staff appropriate to their developmental skill level. Supervisors at every level continue their own professional development and model learning new skills and strategies in support of improving their own performance and ability to mentor staff Successes are celebrated, providing support and reinforcing good performance as a staff development strategy	1. Does my staff see me as available? Approachable? 2. In my absence where does my staff go for support? 3. How am I assuring that performance expectations are clear to the staff I supervise? 4. When was the last time I observed my staff in the field and provided them feedback? How am I assuring continuous improvement of their work with clients? 5. When my staff attends training, what steps do I take to reinforce their learning? How do I assure their learning is transferred into their practice? 6. When assigning work what role does the worker's developmental needs play in that assignment? 7. What steps am I taking to continue my own professional development? What skills do I need to develop further? What are my next steps? 8. When was the last time I "celebrated success" with a staff member? With my team?	Excitement, energy, and a sense of caring for clients is transferred from supervisor to their staff. Information from training is quickly integrated into field experiences for staff. Professionalism is demonstrated at all times and during all contacts by supervisors, intentionally modeling desired behaviors of staff and reinforcing performance expectations. Ongoing opportunities for staff growth and development are visible at every level.

Markers of Effective Supervision/We Care	Critical Thinking Questions/We Commit	Expected Outcomes/We Connect
New workers receive sufficient time designated for orientation from their supervisor. Supervisors assure that they have capacity to provide such support.		

Formal Case Consultation

Formal Case Consultation: Formal case consultation reflects the care we have for supporting staff and families and our commitment to connect families to appropriate evidence informed services and supports

Markers of Effective Supervision/We Care	Critical Thinking Questions/We Commit	Critical Thinking Questions/We Commit
Case consultation is considered a formal expectation of supervisory practice and is handled in a "face to face" and proactive manner supporting progress and advancement of work from the circumstances that brought the family to the attention of Arkansas DCFS. Case consultation includes reviewing documentation, case plans, service provision, and progress toward goals. This work helps develop understanding and critical thinking towards decisions and next steps. Case consultation is conducted in a safe environment demonstrating focus and protected time for the worker and allowing the sharing of doubts and concerns. The meeting encourages learning through two-way communications, coaching, and a non-punitive environment. Both the staff and supervisor contribute to the agenda for discussion demonstrating engagement. Discussions and decisions from case consultation are documented and used for future reference and monitoring of progress. Formal case consultation includes appropriate team members.	1. How effective am I at improving outcomes for clients by supporting workers in case consultation? 2. How am I assuring case consultations are of the proper intensity level for staff member's needs? 3. How do I prepare for case consultations? (For example: review notes from previous sessions? Prepare questions? Assure the time will be uninterrupted?) 4. How does staff prepare for my case consultations? Do they typically gather enough information or look to me for answers and direction on next steps? What does that tell me? 5. What do I need to do to make my consultation time more effective? What are my next steps? 6. How am I including all appropriate team members in case consultations?	Supervisee's time management is supported by enabling them to prioritize work. Practice skills improve through protected time for coaching and development. Informal connections and discussions are more meaningful as the supervisor is aware of the dynamics of the situation. Supervisors understand their own accountabilities for cases and involve themselves while still empowering staff. Barriers for worker performance are identified and addressed as a team. Cases are reviewed for quality practice along with compliance, timeliness, and thoroughness.

Markers of Effective Supervision/We Care	Critical Thinking Questions/We Commit	Critical Thinking Questions/We Commit
Frequency of consultation is based on the level of intensity needed, with specific focus on cases in initial stages or with current safety concerns. Resources needed by staff are identified during case consultation and supervisors follow up as advocates on behalf of workers.		

Leadership

Leadership: Effective leadership skills connect daily practice to our vision as articulated in our DCFS Practice Model.

Markers of Effectiveness/We Care	Critical Thinking Questions/We Commit	Expected Outcomes/We Connect
Convey the ongoing vision of the agency, our DCFS Practice Model, new policies, technologies, methodologies and initiatives through speech and actions supporting a unity of purpose among staff and other stakeholders. Demonstrates a high level of professionalism at all times when dealing with families, staff, and stakeholders. Effectively link the vision of the agency to the practices that staff perform day to day. Leadership always demonstrates principles, goals and beliefs, provides an excellent example, leads and motivates staff to exceed established goals and objectives, and the work unit achieves high performance, excellence, and results. Encourages and acknowledges leadership at every level. Considers how resources should best be allocated for positive outcomes and responsible stewardship of funds. Internal relationships are developed, maintained, and repaired if necessary,	1. How comfortable am I articulating the vision of the agency? 2. What steps do I take to assure "unity of purpose" among my staff? What steps should I take to improve this among my staff? 3. Do I see leadership among the staff that I supervise? How am I helping to develop that leadership? How am I using that leadership to help develop the rest of my staff? To advance our mission. 4. What is the perception of my staff of my leadership? Do I agree with that perception? Is that satisfactory to me? What steps can I take to improve my leadership? How do I know?	Resources and performance actions are all aligned to the strategy of the agency. Performance and results demonstrate a high level of achievement in alignment with the Practice Model. Resources are utilized thoughtfully and responsibly. Supervisees observe energy and interest in their work from their supervisor, specifically regarding matters of direct service practice, living the values of care, commit, and connect, and improving outcomes for clients.

as resources are shared, and teaming occurs outside of one's work unit. Contributes knowledge and experiences as part of statewide or local work groups and committees.		

Policy

Policy: Actively translating policy into practice demonstrates our commitment to accountability and guides practice, toward positive actions and outcomes.

Markers of Effectiveness/WeCare	Critical Thinking Questions/We Commit	Expected Outcomes/We Connect
Supervisor is knowledgeable regarding policies and is able to understand and implement policy in alignment with expectations of the DCFS Practice Model. Supervisor competently integrates policy into practices and training and enforces policy among supervisees. Supervisor seeks clarification for policies that are unclear to them.	1. What policies am I responsible for that I simply do not understand? What steps can I take to improve my understanding? 2. When new policies are developed, what steps do I take to integrate the policy into my staff's work? How am I assuring that is sufficient to be effective? 3. What steps do I take to encourage staff to research policy and seek answers on their own?	Policies and procedures are consistently implemented correctly by staff at all levels. As new policies and procedures are developed there are corresponding changes to actions of staff.

Self-Care

Self-Care: Maintaining a focus on self-care reflects the commitment we have for children and families by encouraging and supporting personal care of staff and self so that we can serve as an effective member of the family's team.

Markers of Effectiveness/We Care	Critical Thinking Questions/We Commit	Expected Outcomes/We Connect
Maintaining awareness of our own needs and sense of fulfillment through critical self-evaluation and seeking feedback from peers and supervisors that results in intervention plans and conscious efforts to prevent burnout. Supervisors model self-care and personal safety for staff, identifying their own protected time, identifying training and developmental needs, and recognizing and responding to secondary trauma in own self.	1. How am I feeling about my work? Is that feeling satisfactory to me? What steps can I take to improve that feeling? What support do I need? Does the dynamic of secondary trauma impact my life? How am I judging that? 2. What do I do to promote personal safety for myself and my staff?	Supervisors demonstrate the energy needed to support their staff. Supervisory capacity is enhanced as a result of attention to their own self-care.

Celebrate successes and acknowledge achievement in ourselves, our teams, and the staff we supervise. Supervisors maintain their own "work/life" balance, remaining accountable for responsibilities while acknowledging and responding to their personal needs to perform effectively.	3. How am I monitoring the self-care of my supervisees?	

Supporting Staff Success

Supporting Staff Success: Acknowledging the challenges our staff face, along with the successes they achieve, reflecting the commitment we have to our staff as they provide caring services for children and families.

Markers of Effectiveness/We Care	Critical Thinking Questions/We Commit	Expected Outcomes/We Connect
Supervisors support protected time for their staff to complete their duties including covering other duties in support of the worker. Supervisor recognizes when workers are burning out or suffering secondary trauma and engage staff in identifying the contributors to burn out together, seek solutions and develop intervention plans proactively. Supervisor is aware of staff needs (including training needs) and functions "as a team" to identify and develop resources needed to get the job done. Supervisors monitor workload (not just caseload) and adjust their level of intensity of support and/or adjust workload level to support staff. Supervisor monitors staff safety consciously expresses concern for staff, and is aware when safety issues arise. Supervisors consistently advocate for staff safety. Staff is treated equitably, without bias or favoritism. Supervisor is aware of the morale of their staff and proactively works to build a culture of teaming, engaging, and learning. The culture supports humor and fun while	1. What steps have I taken to assess staff needs? How do I differentiate between training needs and other needs of staff? 2. How aware am I on a daily basis of my staff's level of "burn out"? How does that impact my communications to them? 3. When assigning new work, how am I adjusting my level of support to meet staff needs? 4. What steps have I taken to monitor staff safety? What steps should I take next? 5. Do my staff members perceive bias or favoritism from me? How do I know? 6. How would my supervisees describe the climate of my team? Is that satisfactory? Optimal? What steps can I take to improve in this area? 7. How am I assessing my supervisees' needs and the impact of those needs on their ability to comfortably perform their job?	Staff members are comfortable identifying needs with supervisors and developing plans that address those needs. A positive climate where staff has the supplies, resources, and tools to achieve goals Workers are confident and able to perform required job functions. Retention of staff improves over time.

focusing on achieving goals and working well together. Supervisor monitors workload, overtime usage, and leave balance and supports staff maintaining work life balance and their own self-care.		

Teaming

Teaming: Understanding our teaming responsibilities demonstrates our commitment to shared problem solving and community involvement to support successful outcomes.

Markers of Effectiveness/We Care	Critical Thinking Questions/We Commit	Expected Outcomes/We Commit
Supervisor encourages, facilitates, and demonstrates teaming in all of their interactions including supervisees, peers, families, internal Arkansas DCFS staff, DHS staff, system partners, and stakeholders. Demonstrates thoughtful inclusion of team members when discussing cases or agency efforts. Supervisor is thoughtful about who should be on the team prior to discussions, modeling for workers. Covering supervisee's work to allow them to attend training, and modeling "teaming" with staff to complete tasks and improve service outcomes. Community and professional partnerships are developed, maintained, and repaired if appropriate as a natural part of advocating for staff and clients.	1. What actions do I take that model teaming for my staff? How am I coaching them to value teaming? 2. How open am I to teaming? Under what circumstances should I try to team better? 3. What internal processes do I create for my staff that encourage or demonstrate teaming? 4. What am I doing that discourages teaming? What do I need to do to avoid that behavior?	Supervisors observe staff teaming more with each other, families, peers, and community providers. The organizational climate is team oriented and not "everyone for themselves". Services plans are customized as a result of team member's understanding of individualized strengths and needs of children and families.

Supervisory Expectations for Supporting Staff

Supervisors play a critical role in the development and retention of staff. Development of staff through coaching, support, and inclusivity creates a positive working environment, learning culture, and increases retention rates, thus improving the quality of services to families. To that end, supervisors are responsible for, but not limited to, the following:

- Mentoring and coaching staff in a supportive manner by:
    - Serving as a positive role model in all staff, client, and stakeholder interactions and demonstrating best practice in all duties;

- Facilitating transfer of knowledge by using feedback loops, valuing staff input, and using ideas gained from staff as appropriate
- Using open ended questions to encourage critical thinking while also providing guidance;
- Creating an atmosphere of teamwork with stakeholders, to include the court, CASA, attorneys ad litem, resource parents, and other area staff by asking the Safety Organized Practice (SOP) three questions/using three column mapping;
- Conferencing with investigators weekly using appreciative inquiry;
- Conferencing with workers every week;
- Observing staff in court on a regular basis and providing feedback;
- Accompanying each worker monthly to shadow in the field, observe the quality of their interactions and engagement with families and their ability to obtain information to adequately assess the family and identify appropriate services:
    - Provide feedback as soon as possible after interactions;
    - Review CANS/FAST for quality in terms of both comments entered for the ratings and accuracy of ratings based on observations.
- Ensuring family contacts are completed in a high quality and timely manner, to include, as applicable:
    - Differential Response call initiated within 24 hours;
    - Interview with victim child completed within 24/72 hours, as applicable
    - First case contact with family/in family home within five business days of case open
    - Diligent efforts are documented showing ongoing efforts to locate and engage parents, relatives and fictive kin, with special attention to fathers, throughout the life of a case;
    - No waiver entered prior to four weekly contacts and all services in place and family actively participating in services, all safety concerns remedied (unless supervised visitation)
    - Contacts clearly document nature of the conversations, relevant observations regarding home environment, behavior change in parents or children, etc.;
    - Contacts indicate that a private conversation was conducted with each child at each home visit (at a minimum) and that conversations addressed health and safety and case planning services with all family members, conversations about permanency and concurrent planning for all foster care cases;
    - Correct spelling and grammar;
    - Recognizing that approving a contact indicates that the supervisor has thoroughly reviewed the contact, requested changes for clarity, accuracy, etc. as needed, determined that the contact is of the highest quality possible, and has initiated appropriate actions if there are any health, safety, or other concerns related to the information in the contact.
- Ensuring all court reports and case plans are completed timely and distributed to all court parties 14 BUSINESS days prior to each scheduled court hearing. Best practice is for the worker to submit these materials to his/her supervisor at least 16 to 17 business days prior to court hearing to allow supervisor time to review and request corrections.
- Completing case closure review prior to approval of any closure ensuring hard files contain all relevant documentation and that child safety is ensured.

- Ensuring worker safety through monitoring and enforcing daily use of worker safety logs.

- Ensuring a removal consultation with Area Program Administrator occurs within 24 hours of a child entering foster care (or prior to removal to assist with decision making).
- Ensuring safe and appropriate relative placement is paramount during all stages of a case.
- Ensuring staff know what services and supports are available to support resource parents when a foster child is at risk of losing a placement or the resource parents are otherwise struggling with caring for a child placed in their home.
- Conducting a unit staff meeting as necessary to teach values, share information from county supervisors and area directors, coordinate unit logistical issues, and actively problem solve issues identified by staff. Maintain a copy of notes and attachments for supervisor records.
- Monitoring supervisor inbox daily and assign all cases/investigations, approve investigation and/or DR contacts, childcare vouchers and CANS/FAST/Case plans within 24 hours. Approve or deny all other items within 48 hours.
- Signing/authorizing immediate safety plans as appropriate and ensuring plans are behaviorally-based, short-term, and monitored WEEKLY at minimum via visit to the home and conversation with family until safety issue is resolved. Services do not equal safety. Plans must include at least one network member: "no network, no plan."
- Completing all steps in on-boarding process when hiring new staff to include ensuring all new staff have a functional workstation, CHRIS access, building access on the first day of employment.
- Walking new staff through the process of completing TR1s and encumbrance forms during the first few times of completing TR1s and encumbrance forms.
- Creating individual unit expectations outlining specific requirements of the workers in the unit, provide new staff members with unit expectations on first day of employment. Have staff sign a copy of unit expectations and maintain in staff personnel file.
- Establishing that 8:00 a.m.-4:30 p.m. constitute official business hours. However, the nature of child welfare often requires both frontline staff and supervisors to be available as needed after official business hours, including on weekends and holidays. This includes actively supporting staff who are on call or otherwise working outside of official business hours by routinely checking the state-issued phone for texts, calls, and emails, being able to access supervisor inbox and other CHRIS functions, and assisting with finding placement (note: the supervisor is the person responsible for calling Assistant Director of Mental Health when an acute placement is being considered for a child prior to child being admitted to acute placement). Frontline staff may claim overtime if necessary, preauthorized, and verified by supervisors. Flex time for supervisors must have prior approval of Area Director.
- Using a log when approving contacts, court reports, and case plans to ensure that all requirements are being met timely.
- Ensuring proper use of all state funds, to include travel reimbursement, training approvals, overtime, cellular phones, transitional youth services funds, cash assistance, meal, and clothing purchases.
- Identifying areas of training need and providing or coordinating training for all staff in all areas of need.
- Ensuring supervisory coverage when taking leave. Ensuring coverage of assigned duties for all staff when staff are on leave or are unavailable.
- Approving time weekly, monitoring leave balances, and using coaching followed by progressive discipline, as needed, if duties are not covered or performance is not satisfactory due to routine absence.

- Ensuring all staff are educated on, knowledgeable of, and follow all aspects of policy, law, and established corrective action plans.
- Ensuring use of coaching to ensure quality work is completed timely followed by use of progressive discipline, if improvements are not seen following coaching.
- Submitting monthly report to direct supervisor using format provided by direct supervisor.
- Ensuring staff and unit are knowledgeable about and use Safety Organized Practice routinely when working with children, families, and stakeholders.

Response to Secondary Trauma of Staff

Secondary Trauma is the emotional duress that results when an individual hears about the first-hand trauma experiences of another. For child welfare staff the essential act of listening to trauma stories may take an emotional toll that compromises professional functioning and diminishes quality of life. Supervisors play an important role in recognizing signs of secondary trauma and providing support for their staff.

When a traumatic event affects multiple staff the County Supervisor will report the incident to the Area Director who will report to the Assistant Director of Community Services or designee.
The Assistant Director of Community Services or designee will consult with the Assistant Director of Behavioral Health. The Assistant Director of Mental Health and Therapy Services will reach out to and coordinate with local mental health providers to provide crisis intervention services for the affected staff. The purpose of crisis intervention is to assist staff in coping with trauma that results from a crisis situation and identify staff who need follow-up support.

For more information, please see DCFS Internal Procedure 102: DCFS Response to Secondary Trauma of Staff.

Transition to Supervision Tip Sheet

Checklist: Critical First Steps as a New Supervisor

1. Perform a unit assessment

    - Individual and unit functioning (strengths/needs)
    - Resources needed for caseworkers to do their jobs
    - Feelings about a new supervisor

2. Set and articulate your expectations

3. Make change slowly

    - Project a sense of stability and continuity
    - Reinforce the unit's strengths
    - Involve staff in identifying needs and offering solutions
    - Do not introduce too many new factors at once

4. Meet with your supervisor

- Learn his/her expectations of you and your unit and his/her assessment of your unit
- Discuss how you will communicate on a regular basis
- Get clarification on any immediate initiatives you are expected to undertake

5. Create a new support system

- Seek out a mentor or another supervisor who can provide support and assistance

Developed from: Child Abuse and Neglect User Manual Series: Supervising Child Protective Service Caseworkers; US Dept. of Health and Human Services; Administration on Children, Youth and Families; Children's Bureau; Office on Child Abuse and Neglect

Five Tips for Survival (Theirs and Yours)

- Let them have their feelings
- Create small wins for your team/unit
- Check in with holdouts
- Weed out bad seeds; redirect into teams where there is a better fit (within reason)
- Be confident

Source: http://www.theglasshammer.com/news/2012/02/07/shifting-from-peer-to-boss-five-things-you-need-to-know/

Relationship re-engineering: Moving from Peer to Supervisor

- You have relationship equity (i.e., the relationships you already have with former peers and their perceptions of your competence). Your relationships were in some respects, role specific. Now even more so, your relationships are role specific. Your role has changed and relationships with former peers *must* change.
- Walk the fine line between under and over controlling.
- Be sensitive to your one-time peers' expectations, fears, and concerns (i.e., will you play favorites, will you "take revenge" on some, why did you get the job and I didn't?).
- Focus on the work and create work processes that are perceived as fair.
- Accept that personal relationships with former peers must become less personal.
- Communication is the key to the transition.

Behavioral Styles in Supervision Tip Sheet

Behavioral scientists have found that there are four basic behavioral styles, which can also apply to working styles (*Bolton & Bolton, 1996; Merrill & Reid, 1999*). Each person has a dominant style. While we see parts of ourselves in each style, one will be dominant. You can't change your dominant style. This is a fundamental part of who you are.

No style is better or worse than the others. Each style has its strengths and its weaknesses. It is important to recognize these styles. The best supervisors are those who can be flexible with their staff and who can work with all types of people and understanding behavioral styles helps us to do that.

Knowing the behavioral styles of those we supervise will:

- Give us insight into differences between people.
- Help us understand potential trouble spots in relationships with people whose behavior patterns are different from our own.
- Improve working relationships by increasing acceptance of different people with different styles. Being different does not mean being "wrong."

The four behavioral styles are spread out in varying degrees over the population**.** This means other people may:

- React to situations differently
- Make decision differently
- Relate to people in different ways; and
- Have different styles of communication

These differences in people can cause problems at work, and maybe the reason for a difficult relationship with an employee.

To be an effective supervisor means understanding the behavioral style of ourselves, understanding the behavioral style of others and as appropriate, adjusting our style to communicate with others more effectively.

DHS Organizational Development and Training department provides workshops in behavioral styles. The specific concept that ODT incorporates into the workshops is called *DISC Behavior and Communication Styles*. This training workshop is offered at the ODT training facility in Little Rock and is often scheduled in locations throughout the state. ODT can also provide a training workshop for your team on request. The DISC training workshop is also offered in combination with the training workshop titled *Interpersonal Communications.*

- To arrange for a DISC Behavioral Styles training workshop contact Organizational Development and Training at: Call: 501-682-2972
- Email: dhs.staff.developement@arkansas.gov

You can register for training on the ODT training calendar. Click on the link. It will take you to the calendar. Scroll through the calendar to find the DISC training or any other training you are interested in training. Click on the title on the day you want to attend and fill in the form that pops up: http://dhsshare/OFA/HR/SD/Training/default.aspx

LOCATING POLICY, PROCEDURES, AND FORMS

As a supervisor you will need to be familiar with four policy/procedure manuals: the Arkansas Department of Human Services Division of Children and Family Services Policy and Procedure Manual (DCFS Policy Manual), the DCFS Internal Procedures Manual, Department of Human Services (DHS) Policies, and DHS Administrative Procedures.

Policy and Procedure

All four manuals are located on-line:

- The DCFS Policy and Procedure Manual is located at: https://humanservices.arkansas.gov/images/uploads/dcfs/Master_DCFS_Policy.pdf
- The DCFS Internal Procedures Manual is located at: http://dhsshare/DCFS/Policy/DCFS%20Internal%20Procedures/Forms/AllItems.aspx
- The DHS Policies are located at: http://dhsshare/DHS%20Policies/Forms/By%20Policy.aspx
- The DHS Administrative Procedures are located at: https://dhsshare.arkansas.gov/Admin%20Procedures%20Manual/Forms/By%20Chapter.aspx

You can also locate DCFS policy directly from CHRIS.

The DCFS Policy Manual sets out the policies and procedures for the day-to-day work that DCFS conducts with clients and stakeholders. This manual is combined into one document. Starting on page 3 of the PDF document, the table of contents is linked to the corresponding policies and procedures. (Hold the Ctrl key and click the link to go to that section.)

Hint: Required policies and procedures for some expected job duties are located in several places throughout the DCFS Policy Manual. The best way to be sure you have all the required pieces is to do a key word search. Right click and from the pop-up menu choose Find. Type your word(s) into the search box.

The DCFS Internal Procedures Manual sets forth requirements and expectations specific to DCFS employees such as Travel Related to Official Business and On-Call Standby Duty. This manual is also combined into one document, has a table of contents that links to the corresponding procedures, and has a key word search feature.

DHS Policies cover a range of standard policies for the Department such as Privacy and Security Incident Reporting, Ethical Standards for DHS Employees, and the DHS Employee Discipline policy. The easiest way to use the DHS manual is to quickly scan the titles. Each policy is a stand-alone document. If you cannot find what you are looking for in a visual title search, there is a search box in the upper right-hand corner where you can do a key word search.

The DHS Administrative Procedures Manual generally sets requirements related to financial processes such as payroll, invoice processing, travel reimbursement, use of P cards, and Workers' Compensation.

Forms

Helpful Tips for Forms on CHRIS Net

Forms posted on CHRIS Net can be accessed at:

https://ardhs.sharepointsite.net/CW/DCFS%20Forms%20Library/Forms/AllItems.aspx

The following information provides some general tips regarding forms on CHRIS Net:

1. Forms are **loosely** organized by function and the form number is the key (with some exceptions)

    a. CFS-0000 series are Transitional Youth Services forms

    b. CFS-0200 series relate to child maltreatment investigations

    c. CFS-0300 series relate primarily to foster care (child) with some exceptions

    d. CFS-0400 series relate primarily to approval and re-evaluation of foster homes and adoption forms (foster/adoptive parents)

    e. CFS-0500 series is a hodge-podge with some legacy forms (no longer used), some ICPC forms, vehicle safety and the Invitation to the Family Centered Meeting (Staffing) form

    f. CFS-6000 series are addendums to the case plan and the Permanency Planning Court Report

    g. CFS-6091-6094 are ICPC forms, then there is another set of forms for ICPC which start with the designation ICPC instead of CFS

    h. There are several DHS forms and other miscellaneous forms

2. You can sort forms by title by clicking Name of Document at the top of the page

Other Related Resources

Intern Program Management Guide



DCFS Intern Program Manageme

The DCFS Internship Program gives students who are interested in the child welfare field an opportunity to transfer academic coursework into child welfare professional activities. This guide explains the recruitment and onboarding processes for interns and stipends as well as expectations of interns and stipends and how best to support them.

The Division accepts two types of intern students:

1. Stipend Intern – has a contractual obligation to work for DCFS for one year following graduation and is typically majoring in social work (DCFS preference).

2. Non-Stipend Intern – does not have a contractual obligation to work for DCFS following graduation and may be participating in other undergraduate degree programs considered acceptable for employment as a Family Service Worker (FSW). A positive internship experience can, however, encourage the student to apply for employment when s/he graduates.

The number of stipend interns varies each fiscal year (FY). When possible, DCFS makes a commitment to place stipend interns in their first county office of preference, herein referred to as "Employment County."

RUNNING EFFECTIVE MEETINGS

Tips for Planning and Running Effective Meetings

Expectation: Supervisors at all levels will meet regularly with their staff.

Question: But what will we do? Key issues – What do you need to accomplish; what do members need to take away with them after the meeting is over?

Answer:

1. **Purpose:**.
    a. Know and communicate the purpose of the meeting
    b. Information sharing
    c. Discussion/education
    d. Problem solving
    e. Decision-making; or,
    f. Other.
2. **Preparation**
    a. Make an agenda and send to the participants
    b. Establish a convenient time and send Outlook invitation
    c. Seek staff input when appropriate (what staff need to discuss)
    d. Identify who should attend
    e. Send materials out ahead of time so folks have time to look it over
    f. Set a regular meeting time so staff can plan around it
    g. Establish expectations for attendance and consequences for lack of attendance
3. **Conducting the Meeting**
    a. Begin on time and end on time
    b. State the purpose
    c. Stick to the agenda
    d. Monitor, review progress, and hold staff accountable for actions steps from previous meetings
    e. Save controversial issues for last
    f. Encourage sharing of views, reserve judgement and keep an open mind(Remember, just because you sought an opinion does not mean that you are bound by it.)
    g. Check understanding of content and consensus
    h. Be attuned to group dynamics
    i. Use appropriate praise
4. **Ending**
    a. Summarize decisions made
    b. Identify action steps
    c. Assign responsibility for action steps and deadlines
    d. Distribute decisions and steps in writing
    e. Set next meeting date (or remind staff it is a standing meeting date and time)

Beware: Be mindful of those who introduce material that needs to be addressed in an individual supervisory session and targeting one or two individuals for criticism in a group setting.

Effective Meeting Management Tools

As part of best practice, the process of preparing and following through with effective meetings will enhance our professionalism and communication among our staff and with external stakeholders. Meetings are not only one of the most important ways for staff to communicate within organizations, but they are also the way that teams get their work done.

The purpose of this section is to increase consistent practice and provide guidance to staff at all levels in conducting effective meetings. The practice of regularly scheduled staff meetings improves efficiency, helps build effective teams, and increases staff morale and retention. Regular meetings deflect communication barriers while improving the probability that accurate information is shared and implemented throughout the agency. Staff meetings have been identified as a major avenue for giving staff in the field the opportunity to provide feedback at all levels to impact best practice.

The recommendation for staff meetings is that they be held between weekly and monthly (or as frequently as needed) at all levels depending upon the scope and purpose of the meeting.

The following is a guide to assist with preparation, planning, facilitation, and meeting follow-up.

- 
  Sample Agenda.docx

Role of the Facilitator

The facilitator is responsible for the process of the meeting – how the participants work together. The facilitator encourages the participants to use the most effective methods for accomplishing their task in the shortest amount of time. Your opening remarks will set the tone of the meeting. Will the meeting be structured and formal or will it be friendly and informal? Facilitation focuses on how people participate in the process of learning or planning; not just what gets achieved.

Tips for Conducting Effective Meetings:

1. Be prepared.
2. Know your audience, e.g. create the set-up, style, or session for the meeting according to the purpose and participants;
3. Set the tone for the purpose of the meeting.
4. Consider the need for an attendance roster and circulate for signature
5. Review and follow the agenda
6. Review action items from previous meeting, if appropriate.
7. Establish and record clear ground rules
8. Guide the meeting
9. Keep the group focused:

- Politely interrupt, acknowledge the concern for the issue, and then remind them of the topic under discussion (for example, “Excuse me. Now that’s a great topic for discussion, but it seems like we’re straying from our discussion about _____. Can we table this for a later time?

10. Be an active listener and encourage active participation
11. Allow participants to respond, but do not allow anyone to dominate the meeting.
12. Allow time for feedback and clarification of meeting content
    - Ask questions and listen to the entire response. Repeat what you hear to ensure you and others understand correctly.
13. Invite diverse viewpoints, reserve judgment, and keep an open mind
14. Table topics or discussions that are beyond the scope of the meeting
15. Address tension and disagreements candidly (for example, I’m sensing different opinions here)
16. Affirm responses (yes, exactly, say more, good example)
17. Check for understanding on decisions, key terms, etc.
18. Share credit with team members and ensure credit goes where credit is due
19. Reserve adequate time for closing the discussion:
    - Allow sufficient time (i.e., up to the last 20 minutes) for wrap-up on a positive note
    - Remind the group of assignments for the next meeting
    - Thank everyone for their participation

Taking Notes and Follow Up

Note taking and meeting follow-up are essential components to having an effective staff meeting. The meeting minutes provide the foundation for the next meeting’s agenda and help build on strategic planning efforts in the organization. The note taking template is designed to accommodate any type of meeting. Using a template allows the note taker to capture the key points of the meeting. Meeting follow up allows opportunities to clarify and delegate responsibilities as well as give recognition and appreciation for timely progress for members of the group. Also, meeting follow up allows for unfinished business to be assigned to the next meeting’s agenda. Below are tips for note taking and meeting follow-up.


taking notes.docx


SHB Meeting Minutes Template.dc

GUIDE TO HIRING

Hiring Process Steps

1. Position becomes vacant
2. Supervisor submits DHS 1161 *Request for Personnel Action* with copy of resignation/termination letter to DCFS Personnel Unit see attached hyperlink for the DHS-1161 and instructions for filling out the DHS-1161: H:\DHS-1161.docx, H:\instructions for filling out 1161.docx
3. Request *Requisition* **Tip:** Add the AR Careers link to your favorites menu for quicker access: https://hcm41.sapsf.com/login?company=stateofark#/login To create a Requisition for an FSW position you must have the information in the attached document: 

For all other positions you must have the information in the following attachment: 

4. Candidates will be added to your Requisition as the applications come through the system and they are qualified by Recruitment. (Those that are qualified will be in the Manager Review tab and those who do not will be in the Did Not Meet Requirements tab.)
5. Contact all applicants (unless benchmarking) to schedule interviews:
    a. Must make three attempts (via email, telephone, or letter) over two days.
6. Review the *Interview Best Practices Guide for FSWs* prior to conducting the interviews; (Move any applicants you are interviewing to the Interview tab.) 

7. Use The FSW Interview Guide to assist with the interview process.



8. Use the FSW Interview Questions when interviewing prospective candidates:



9. Have the potential candidates watch the Realistic Job Preview Video: https://www.youtube.com/watch?v=FKuLdoriDzk&t=223s

10. Entry level candidate salary chart:

	Minimum Salary	Minimum Hourly
GS01	$22,000	$10.5769
GS02	$23,335	$11.2188
GS03	$26,034	$12.5163
GS04	$29,046	$13.9644
GS05	$32,405	$15.5793
GS06	$36,155	$17.3822
GS07	$40,340	$19.3942
GS08	$45,010	$21.6394
GS09	$50,222	$24.1452

- **IMPORTANT**: You MUST discuss salary with the candidate. If the candidate is a re-hire, please reach out to the HR Liaison to discuss salary. Once salary is confirmed, please make sure the candidate is aware and agrees. If you have an exceptionally well qualified candidate, please make sure all the necessary documents for EWQ are submitted with your hire packet. If the candidate is not a re-hire and you are not seeking EWQ approval, the candidate will start at entry level. Again, please make sure the candidate is aware and agrees.

Once a Candidate is Identified:

After all your interviews are complete and you have made your preferred selection, do NOT reach out to the candidate to offer them the position. Instead, you will complete the hire packet by entering the Knowledge Abilities and Skills (KAS) scores in the system and document the disposition of each applicant and move the selected candidate to the hiring select tab. Once this has been completed you will send the hire packet to the Area Director (AD) for approval. Once approved by the AD, packet is sent to the Hiring Official who sends it to the HR Liaison. Once the HR Liaison has completed all checks (background, DL, etc.), they will pass the packet to the Assistant Director of Community Services and potentially the DCFS Director (depending on the position) for review and approval. Once the packet has been approved, the HR Liaison will reach out to you and give permission for you to contact the applicant and send them for a drug test.

Hire Packet must include:

- All forms can be found on DHS Share. Please do not save to your desktop. These forms change often so please pull the forms from Share each time http://dhsshare/DHS%20Forms/Forms/AllItems.aspx

1. Use the DHS 1115 checklist



DHS-1115.docx

2. Below are instructions for the DHS-1161



Creating an 1161 for a Hire Packet.doc

2. Creating a KAS: The KAS should be entered electronically in ARCareers-see instructions below:


Creating a KAS.docx

3. 
DHS-1162 References.doc

4. 
F3 thru F8 Forms_ Employee Disclosure

5. 
selectiveService.pdf

6. 
Vehicle forms.pdf

7. 
APS-0001 Adult Maltreatment Regist

8. 
Steps for Electronic Form for Central Re

9. 
DHS-1114.doc

10. DHS 1158 must be filled out, the following are examples:


FSW Caseworker Generalist Functional


FSW DR Specialist Functional.docx


FSW Investigator Functional.docx


FSW Resource Worker Functional.dc

- On the DHS-1114, if the candidate selects No to the question, “Have you lived continuously in the State of Arkansas for the past five years?”, Please follow the steps listed below:


Guide for Out of State Background Cl

- If the candidate has an out of state Driver’s License and is now living in Arkansas, they must get an Arkansas DL for the hire packet. If the candidate does not live in Arkansas (maybe they live in a bordering state), please follow these guidelines:


Guide for Out of State DL Check.docx

Once your packet has been approved, you will be notified to send your applicant for a drug screen.

- The applicant will only have 24 hours from the time of notification to complete the drug screen. Do not reach out on a Friday. If you are given the okay on a Friday, wait until Monday to reach out to the applicant. When you call the applicant, first ask some probing questions to make sure the applicant is in town and available. If the applicant is out of town, that does not change the 24-hour window. Say something like, “Hi Kara, this is Sue calling from DHS. Are you available today?” If the applicant says something like, “No, I am on vacation,” just let the candidate know to please call you when they get back in town. Do not mention the drug screen. If the applicant is available, please be clear the offer is contingent on a successful drug screen.
- A signed copy of the below form should be sent to the HR Liaison for the hire packet. A copy of the form should be given to the applicant.


DHS-1956-Drug Screening.doc

- The following form should be emailed to drugtestforms@dhs.arkansas.gov and to the HR Liaison. This form is VERY IMPORTANT. Once the results are ready, the Office of Human Resources needs to know who to deliver the results to. Cost center to use is 417312.


DHS-1957.docx

- The results of the drug screen will be emailed to you and the HR Liaison will be copied. Assuming the drug screen is clear, the HR Liaison will reach out to you with potential start dates. Note: we only start an employee at the beginning of a pay period. You will then reach out to the candidate, identify the start date, and inform the HR Liaison. The HR Liaison will also confirm the starting salary.
- A letter with the official offer should be sent to the HR Liaison and must be sent electronically in ARCareers using the below steps:


OPTIONAL OFFER LETTER.docx

Once the start date is identified the following forms must be completed and sent to the HR Liaison by Wednesday at 4:30 pm prior to the scheduled start date:


BankDetailsDirectDepositRE.PDF


Diamond Opt Out.pdf


I-9.pdf


W4 2021.pdf


AR4EC-Arkansas Withholding form.p

The DHS 0359 must also be completed. Follow the link below to complete the form:

[User Provisioning - Home (sharepoint.com)]

*The following documents can be used to aide in completing the forms above:

Completing I-9 Form.docx

AR STATE TAX FORM.docx

Direct Deposit form.docx

The HR Liaison will enroll the new hire in new hire orientation, which occurs the first Tuesday of employment. You will receive an email from DHS Staff Development with attachments to provide to the new hire along with a zoom link and instructions for participation.

Requirements for Bilingual Testing of an employee seeking compensation:

- The supervisor will send a signed memo to the Assistant Director of Community Services, confirming the second language is currently being used at least 25% of the time in the job. Also, the supervisor should include justification stating the detailed outline of duties, responsibilities, and reason for second language requirement of the position. See example here: Bilingual Memo to Asst Director of Com
- Bilingual testing is conducted by AR Spanish Interpreters and Translators and is $100 per test. The supervisor must complete the 1914 and send to the Assistant Director of Community Services along with the Bilingual Memo. The bilingual testing costs $100 per employee and the employee's name should be listed on the form.

DHS-1914 2020 Electronic.pdf

- If the Assistant Director of Community Services approves the 1914 will be sent to the Finance Unit for processing and payment.
- The supervisor will reach out to the testing facility to get the test setup.
    - The contact person for employee testing at AR Spanish Interpreters and Translators is Bacilisa Nunes, and her contact number is 877-312-1300 and email is bacilisa.nunes@interpreters.com. The total cost for the written and verbal testing is $100 per employee. The purchase order number changes each fiscal year. The supervisor should reach out to the Finance Unit in Central Office for the purchase order number.
    - Provide Bacilisa with the contact information of the supervisor and person being tested so the testing can be set-up.
- Once the supervisor receives the results from Bacilisa, the following should be forwarded to the HR Liaison:
    - The memo signed by the supervisor and approved by the Assistant Director of Community Services

- The name and location of testing facility, whether the test was oral or written or combination of both, level of proficiency tested at the facility, and copies of document presented to the employee upon completion of testing. See example here:

  Bilingual Memo After Testing.docx

- The memo signed by the employee stating if he/she moves into a position that does not require the skill to communication in a second language, the additional compensation will be removed from rate of pay. See example here:

  Bilingual Memo for EE to Sign.docx

- Position Classification Questionnaire to include bilingual duties under the job duties section.

  PositionClassificationQuestionnaire_RE

- The completed 1161 (up to 10% increase – see guidance below),

- The HR Liaison will forward the documents listed above to the DCFS Director and then it must be approved by the DHS Director.
- Once approved the HR Liaison will send 1161 and supporting documents to hire.packets@dhs.arkansas.gov

Payment of up to 10% will be based upon four level of proficiency:

1. Advanced 10%
2. Fluent 7.5%
3. Intermediate 5%
4. Beginning/Basic 2%

NEW HIRES

Things to Do on an Employee's First Day

An employee's first day on the job can be a bit scary, to say the least. The moment he or she walks through the door, there's not only an entirely new environment to adjust to, but also new names to learn and new locations to remember. Then there's constant pressure of making a good first impression. And all of this comes before the employee even begins to tackle his or her new workload. But with a few simple steps, you can make this transition as smooth and comfortable as possible.

Here is a list of the seven things you should do on an employee's first day. Follow these guidelines, and you're sure to win over your new employee, starting him or her off on the right foot and building a foundation for a successful, productive career.

1. **Prepare a comfortable workspace.** Have a work area set up for the employee before he or she arrives. Make the employee feel like there is already a place for him or her. Do the best you can to have technology systems set up as soon as possible.
2. **Greet your new employee at the door.** Don't keep your new worker idling awkwardly in the waiting room. Make sure those who will greet the new employee such as Security or the Receptionist knows when the employee is arriving. Plan to be present or designate someone to be there to act as the welcoming committee if you can't make it in person.
3. **Get other employees involved.** Introduce the new staff member to the entire staff. Don't let your new employee be a surprise. Initiate introductions with the entire staff including support functions.
4. **Teach the employee the basics.** Think about what you would want to know on your first day on a job. Don't make your new employee ask all the questions and end up feeling like a nuisance. Start with the work environment: point out the bathroom, the kitchen, the printer, and the supply closet — anything that will be important for the worker's first day. And then focus on the work. Go over the employee's role in the Department but stick to the basics; you don't want your employee to feel overwhelmed. Today's goal is just making him or her feel like they are part of the agency. Be sure employee has any local information packets or Human Resource information. Be sure to explain to the employee the norms and culture of your agency.
5. **Offer to join the employee for lunch.** Sit with him or her or make sure others are sitting with the new worker.
6. **Get feedback.** Check in on the employee throughout the day. Ask questions, make sure everything is going well and that he or she has everything they need.

Within 30 days of hire, you will also need to complete the following form:



CFS-1136 DCFS
Employee Orientatic

The employee should contact the HR Liaison within the first week of employment to request their EASE log in identification. The DIS call center cannot assist in providing the EASE log in and the I.D is not the same as the one used to log into the computer.

STAFF DEVELOPMENT AND TRAINING

On-the-Job-Training (OJT) for New Personnel Promoted within the Division

Developed as a part of Division program improvement efforts, this OJT program is designed to provide basic knowledge and skills to help transition from the role of a FSW (or related position) into the role of a FSW or County Supervisor.

Here are some highlights of the program:

Targets new supervisors promoted within the Division. While designed for newly promoted supervisors, components of the training program may also be applicable to staff who have been in a supervisory role with the division for more than one year.

Uses a unique 3-month OJT program approach. Traditionally, OJT programs are used to help in the transfer of learning from the classroom and occur in conjunction with the training.

With this program, staff participates *prior* to attending the New Supervisor Training offered by MidSOUTH. Keeping in mind the busy schedules of Child Welfare Professionals, the developers have tried very hard not to add additional work for the new supervisor. Instead, they have focused on building the program based on activities the supervisor is already expected to do.

Focuses on using data along with personal observations of performance to coach and develop staff skills & best practices. *Note: This program does not teach how to use supervisor reports.*

Integrates with key supervisory roles and responsibilities in the Arkansas Supervisory Practice Model and is congruent with the goals and principles of the Arkansas Practice Model.

Supervisory Consultations

Risk v. Safety

A primary role of a supervisor is to promote staff competency. DCFS staff often have to be able to articulate the difference between risk and safety when communicating with supervisors, stakeholders, and family members regarding preservation and reunification of the family unit.

A risk concern is a pattern of past behavior and choices which may indicate similar future behavior. Risk is the likelihood of a family will be re-referred to the child protection system.

Safety is protective actions taken by the caregiver that address the danger demonstrated over time. Safety is not simply the absence of danger but the presence of protection.

Supervisors must consult with their staff routinely to enable staff to identify risk and safety factors and successfully articulate those factors to others. Assisting staff to create a common, functional language to use in articulation of risk and safety for a family can be accomplished during routine supervisory consultations with staff, in reviewing case narratives and documentation.

Case Documentation

An excellent way to assist staff with articulation of safety and risk factors is to have staff capture information regarding safety assessments while documenting those contacts in CHRIS. CHRIS contacts should read in the manner staff would express the information to the court or stakeholders. Staff should assess safety during each and every visit to the resource home or family home. Staff should write detailed narratives capturing what they observed, smelled, heard, and discussed with each family member. Supervisors should pay close attention to documentation that staff are visiting in private with each child during most interactions as safety of a child cannot be assessed properly if there is no opportunity for staff to observe the physical condition of each child and to ask questions that might not be answered freely in the presence of caregivers.

Supervisory Case Consultation Tools

In October 2020 the Supervisory Case Consultation Tools were introduced to supervisors in effort to enhance consistency in supervisory best practice. Supervisors should be utilizing the tools with each of their staff on at least one case or referral, as applicable, at least monthly (though supervisors are expected to meet with their direct reports at least weekly which may or may not involve reviewing the Supervisor Case Consultation Tools. Below are the Supervisory Case Consultation Tools. After using each tool, the supervisor should document the consultation with his or her staff using the contact purpose type of “Review Tool Consult.”



Permanency Safety Consultations (PSC)

A Permanency Safety Consultation is a structured, permanency-focused professional case consultation designed to expedite permanency for a child or sibling group. PRTs use a team of child welfare professionals who work through information about the family resulting in a series of action steps for that can be implemented within a short period of time (usually 3-6 months) to expedite permanency for the child(ren) involved. The process is strength-based and solution-focused. Clients and stakeholders do not attend PSCs.

A PSC can be considered when there are barriers (e.g., judicial, jurisdictional, family, worker, client needs) to legal permanency and additional strategies would be beneficial or are needed to accelerate legal and relational permanency. The structure and design of PSCs creates a safe place for the primary worker and his or her supervisor to explore new strategies "with a fresh set of eyes," without judgment about decisions or actions of the past.

PSC Goals:

- Expedite legal permanency for a client
- Stimulate thinking and learning about ways to accelerate permanency
- Identify and address systemic barriers to timely permanency
- Improve relational permanency

It is critical that a follow-up plan be put in place to ensure that the PSC plan timelines are met and support is available to staff who have been assigned tasks. Supervisors and area Program Administrators should ensure PSCs are held routinely for children in foster care and that follow up is completed timely on all tasks in the action plan.

Arkansas believes that, by providing professional consultations geared towards permanency for children in foster care, Permanency Safety Consultations will identify significant relationships for and foster both legal and relational permanence for children in foster care. Ultimately, permanency action planning will expedite permanency for children in foster care.

FSW Supervisor and the DCFS Training Plan

DCFS currently has contracts with a consortium of nine colleges and universities known as the Academic Partnership in Public Child Welfare. This group conducts the majority of DCFS professional development

training. The Academic Partnership also provides a system of educational support through Field Trainers who work directly in DCFS field offices on a variety of issues.

New Staff Training for Family Service Workers

The New Staff Training (NST) for Family Service Workers (FSW) is a hybrid training model. It consists of online training (self-directed), field training (university field trainer), and traditional classroom/lab training (MidSOUTH), in addition to supervision (DCFS Supervisor).

A new FSW may begin the first Online Training Unit as soon as his or her first day in the office. The first Online Training Unit provides an introduction to training, policy, CHRIS, and the Life of a Case. Once a new FSW completes the first Online Training Unit, all other online training units are accessible to the employee. The FSW can work ahead or out of sequence for the other online training units, if needed or desired. However, a new FSW must complete the online training unit that corresponds to the Classroom Foundation Unit prior to attending that Classroom Foundation Unit (e.g., a new FSW must complete Online Unit 2 prior to attending Classroom Foundation 2). The remaining Online Training Units are:

- Online Unit 2: Practice Framework and Trauma Informed Child Welfare Practice
- Online Unit 3: Dynamics of Maltreatment
- Online Unit 4: Preparing for On-Call; Assessment
- Online Unit 5: Introduction to Communication
- Online Unit 6: Assuring Safety, Permanency, and Well-Being

Foundations Classroom Training is conducted online. The trainings include six units and span five half days.

The CHRIS Orientation and Navigation Training makes up Classroom Foundation 1 and is scheduled by the CHRIS Trainer with a new FSW. Classroom Foundation 2: Family Centered Trauma Informed Practice and Classroom Foundation 3: Introduction to Child Maltreatment then run in two consecutive weeks (on the Wednesday-Friday of each of those weeks). A two-week break from the Foundations Classroom Training is then provided to allow the new workers time in the office as well as to allow MidSOUTH to run Concentrations Classes during that timeframe. The new FSW training group then returns to the MidSOUTH Training Academy to complete Foundation 4: Assessment Strategies (CANS/FAST) and Preparation for On-Call followed by Foundation 5: Introduction to Communication the next week (on Wednesday-Friday of each of those weeks).

During week four (4) of Foundations, the classroom trainer contacts the new FSW, the FSW's Supervisor and Field Trainer via email or telephone to provide a general overview of the FSW's progress in the classroom training and to provide the upcoming Concentrations schedule to determine which concentration the FSW will complete first, second, and third.

Generally, a new FSW will complete the Concentrations Training for whatever his/her primary function is (e.g., an FSW investigator will most likely complete the Investigations Concentration first); however, the concentrations can be taken in any order the new FSW and/or Supervisor determines will best meet the training needs of the employee. Prior to completing any of the Concentrations Classes, a new FSW must

first complete Online Training Unit 6: Introduction to Substance Abuse, Domestic Violence, and Mental Health as well as Online Units 7, 8 and 9 which each cover the relevant policy section of the DCFS Policy Manual for the respective Concentration Class he/she will attend.

After an FSW completes Foundations Unit 5, Concentration 1 can be taken as soon as it is available but must be completed within three (3) months from completing Foundations Unit 5. Concentration 2 can be taken after at least one (1) month of completing Concentration 1 but must be taken within three (3) months of completing Concentration 1. Concentration 3 can be taken after at least one (1) month of taking Concentration 2 but must be completed within three (3) months of completing Concentration 2. This timeframe was established to provide the FSW additional time in the office which allows them to bring more experiences with them to apply in training as well as allowing the FSW more time to assimilate what they are learning in class to then take back to the field. New staff are expected to complete all concentration trainings within the first year of employment regardless if they will have any job duties related to the remaining concentrations.

After a new FSW has been employed for eight (8) months, the Field Trainer sets up a Worker Readiness Assessment Meeting (WRAM) with the FSW, Field Trainer and the FSWs Supervisor. The purpose of the WRAM is to review the FSWs status in training and develop a plan of what training activities will be provided in the remaining four (4) months of the FSW's first year of employment. Items to be discussed during the WRAM include the following:

- Confirmation that the FSW has completed all foundations and concentrations classes.
- Review of the Foundations and Concentrations Classroom trainers' progress notes sent after each unit to the FSW, Supervisor, and Field Trainer
- Discussion of strengths and areas for improvement that were identified in the classroom and identification of what training activities have been provided to build upon strengths and help develop the areas needing improvement
- Discussion of items that were identified in the self-efficacy assessment and what training activities have been provided to help develop skills in the items the FSW rated as needing development
- Identification and discussion of challenges, barriers, and on-going training needs and development of a plan to address these items during the following four (4) months.

The Supervisor will use the information gathered during the WRAM to help guide the individual assessment conducted after nine months of employment to determine the FSWs case assignment based on the graduated caseload criteria.

DCFS supervisors play an important role in a new FSW's training experience. The following guidance is an overview of expectations related to the DCFS supervisor's responsibility in complementing a new FSW's classroom and field training experiences:

- Training for new staff starts on a new staff member's first day of employment via his/her immediate supervisor.
- Communication between the FSW, the FSW Supervisor, the MidSOUTH classroom trainer, the MidSOUTH CHRIS trainer, and the university field trainer are critical.

- Supervisors must provide new employees with protected time for the completion of the online training components.
- Supervisors must ensure the assigned caseload for a new employee is in compliance with the graduated caseload protocol.
- Supervisors are expected to meet with their new employees at least once a week to assess how training and initial caseload assignments are progressing.
- Supervisors are also expected to accompany a new FSW in the field, independent of the new employee's field trainer, at least two times per month for the first six months of employment to observe interviewing skills and interaction with children and families, assist in collection of family information for the CANS/FAST, assess risk and safety, etc.
- Supervisors are then expected to accompany the new FSW in the field at least once a month after the NST classroom portion of training is completed up through an FSW's first year of employment.

For more details regarding the supervisory role in new FSW training, please see Attachment A: New Staff Training and Supervisor Role.

Approximately six (6) months after Family Service Workers have completed New Staff Training (Foundations and Concentrations), they are required to complete the National Center on Substance Abuse and Child Welfare's (NCSACW) Online Substance Abuse Tutorial for Child Welfare Professionals. This is an approximately 4.5-hour, self-paced training. FSWs will receive information regarding this training, how to access it, timeframe for completion, etc. from the DCFS Professional Development Unit (PDU). Upon completing the online training and submitting the associated certificate of completion to PDU, FSWs will also participate in a subsequent Facilitated Wrap-Up Conversation regarding the NCSACW Online Substance Abuse Tutorial for Child Welfare Professionals.

New Extra Help FSW Orientation

Extra-help Family Service Workers (FSWs) are part-time/temporary employees who are hired to work a maximum of 1500 hours per fiscal year. Due to the limited number of hours the extra-help FSW is available to work, historically DCFS has only hired former DCFS employees because of the lack of time needed to train someone who is new to the agency. However, due to high turnover and capacity issues, DCFS has broadened the pool of extra-help FSWs to allow anyone who meets the Minimum Qualifications of an FSW to be hired despite having prior experience.

However, for this purpose, a three-day orientation training for extra help FSWs was developed by MidSOUTH in consultation with DCFS. The training is designed to provide rudimentary orientation and introduction to critical information before the extra-help FSW assumes job duties. The primary role of the extra-help FSW will be to provide support as a secondary worker to the primary FSW to include activities such as providing quality home visits, follow up with mental health providers, and supervising parent and sibling visitations. The extra-help FSW will not complete investigations, attend court, or complete CANS or FAST assessments on families. To address the skills needed for extra-help FSWs, the training consists of three (3) days of classroom instruction preceded by a brief online training. Online training topics introduce new staff to the responsibilities, mission, practice model, culture and values of the child welfare agency.

Classroom training consists of Family Centered Approaches to Practice, Introduction to Casework Communications, Dynamics of Child Maltreatment, Introduction to Risk Assessment, and an Overview of Legal Definitions of Maltreatment.

New Staff Training for Differential Response FSWs

The DCFS Differential Response (DR) Manager provides training for newly hired DR workers and supervisors to ensure they thoroughly understand all aspects of the DR Program and related policy as well as have an opportunity to practice engagement skills needed to successfully sustain the DR Program in Arkansas. The New DR Worker Training is a three-day curriculum while the DR Supervisor Training is currently a one-day training.

New Staff Training for Program Assistants

New Staff Training for Program Assistants (PAs) is based on a modified version of the Family Service Worker in-service training and does not have an on-the-job component. Program Assistant (PA) Training is a knowledge/skills-based training for Program Assistants consisting of nine days (54 hours) of classroom instruction conducted over a three-week period. The training participants attend training for 3 days (Mon-Wed) and return to the office for 2 days. Program Assistant Training topics address the following skill areas:

1. Family Centered Services and Communication
2. Engagement Strategies
3. Child Development
4. Dynamics of Maltreatment
5. Child Health Issues
6. Out of Home Placements
7. Professional Ethics
8. Legal Issues

After the three-week PA training, the participants have the option to attend an additional four days of training. The first three days cover “Active Parenting.” Active Parenting is the DCFS designated parenting curriculum that PAs provide to clients involved in foster care cases. This training is optional because not all PAs conduct Active Parenting training. The fourth day of training during the (optional) week four of PA training teaches the difference between Active Parenting and Nurturing the Families of Arkansas (NFA). This last day of training also addresses when a referral should be made to NFA and speaks to the role of coaching since PAs may sometimes be assigned as a Parent Coach to families who participate in NFA (though MidSOUTH Parent Educators still serve as the primary facilitators and teachers of the NFA curriculum).

Approximately two (2) months after a Program Assistant's hire date, they are required to complete the National Center on Substance Abuse and Child Welfare's (NCSACW) Online Substance Abuse Tutorial for Child Welfare Professionals. This is an approximately 4.5 hour, self-paced training. PAs will receive information regarding this training, how to access it, timeframe for completion, etc. from the DCFS Professional Development Unit (PDU). Upon completing the online training and submitting the associated certificate of completion to PDU, PAs will also participate in a subsequent Facilitated Wrap-Up Conversation regarding the NCSACW Online Substance Abuse Tutorial for Child Welfare Professionals.

New Supervisor Training

New Staff Training provided by MidSOUTH for DCFS supervisors maintains a focus on leadership skills within the context of child welfare and the administrative, educational, and supportive roles a supervisor plays. It is a 54-hour classroom-based training delivered over three weeks.

There is also a structured On-the-Job Training for New Supervisors provided by the IV-E University Partnership that is organized on the principles of safety, permanency, and well-being. This program serves as a "bridge" between a new supervisor's hire date and the time that new supervisor participated in the classroom-based New Supervisor Training since a minimum of eight participants are required before a New Supervisor classroom training is scheduled. OJT Participant Materials are posted to Knowledge Net, the online Knowledge Management website.

New DCFS supervisors are also expected to complete the Departmental (DHS) Supervisor training prior to attending additional supervisor training provided by MidSOUTH.

The DHS Leadership Series includes:

- DHS 2-Day Supervisor Training (with update training every 5 years) includes performance evaluation, Administrative Policy, equal employment opportunity laws, hiring procedures and grievances, cultural diversity, and interpersonal communications.
- DHS Leadership in a High-Performance Culture.

New Staff Training Attendance/Exemption Procedures

DCFS Family Service Workers or Family Service Worker Supervisors returning to field work after a one (1) year break in service are required to attend New Staff Training unless an exemption request is approved. Exemption requests (approved by Area Directors) for returning staff with one year or more break in service are submitted to the Professional Development Unit (PDU) via the CFS-020 for review.

PDU will submit the CFS-020 to the Assistant Director of Community Services or designee for final review and approval. The Professional Development Unit will notify the Area Director and MidSOUTH of the exemption disposition.

Actual credit hours will not be awarded to an employee who is exempted from a mandated training topic.

If, after granting an exemption for a class, the employee's skills are viewed as unacceptable, the employee will be required to attend the class for which exemption was awarded. Credit hours would then be awarded for completion of the attended training event.

DCFS Family Service Workers or Family Service Worker Supervisors returning to the field within one (1) year of previous employment with the Division (in the same or similar job classification) are considered exempt from New Staff Training.

For staff considered exempt from training, the hiring supervisor will develop a training plan with the field trainer to address any knowledge/skill areas s/he would like addressed with the returning employee.

DCFS Family Service Workers returning to field work in Family Service Extra Help positions are not be expected to attend the full New Staff Training series. Extra Help positions are temporary and can only be used for a period of six months. The hiring DCFS Supervisor will assess the skills of the former Family Service Worker and will base his/her duty assignments on that person's assessed strengths.

Graduated Caseload for New Workers

Due to the intensity of the NST, on-the-job training requirements, and local office workload capacity issues, caseload assignment decisions are made based on an incremental model referred to as graduated caseload. This model supports skill development in such a way the worker is more prepared to accept full caseload responsibilities at the completion of NST.

The specific graduated caseload guidelines are as follows:

Milestone	Max Number of Cases (Gradually Assigned)
Week 2 on the job	10 Secondary
Completion of:	
Foundations	14 Secondary and 1 Primary
First Concentration	15 Cases (Mix of Primary/Secondary)
Second Concentration	18 Cases (Mix of Primary/Secondary)
Third Concentration	20 Cases (Mix of Primary/Secondary)
NST and 9 Months' Employment	Full caseload (supervisor assessment completed)

**Graduated Caseload Guidelines do not apply to re-hires who are exempted from New Staff Training (NST) and resource and adoptions staff.*

Other Graduated Caseload Requirements

- Cases should be gradually assigned, not assigned all at once to reach the maximum allowed.
- No case assignments should be made on days the worker is in classroom training.
- FSW needs a foster care case (secondary or primary) assigned until reaching 1 year of employment. For funding reasons, this is required so Differential Response workers, Investigators, and Protective Services workers can receive field training.
- Staff are not able to go on-call by themselves until completing the Investigation Concentration and shadowing an experienced staff on-call. However, staff participating in NST will not be on-call (even for shadowing purposes) on evenings preceding days they are actively attending class.
- In addition to reaching each training milestone, new staff have to have shadowed an experienced worker during the same activities prior to them doing so independently.

Best Practices When Assigning Cases under Graduated Caseload

- Gradually assign cases in small increments.
    - For example, assign two cases at a time every few weeks.
- Supervisors should assess new worker's capability to handle additional cases, not assign based on the crisis of the day.
    - Part of the supervisor's assessment of the new worker should occur during weekly face-to-face case consultation.

    - Incorporate feedback from the field trainer and classroom trainer as part of the supervisor's assessment.
- When assigning a mix of primary and secondary after the worker completes the first concentration, maintain a ratio of no more than 50% primary cases.
- Ideally, FSWs should be assigned primary cases in the duty area of completed concentrations.

Continuing Education Requirements

Employees of DCFS are mandated to attend a *minimum* number of job-related training each year.

The following identifies the number of required continuing education hours based on the job function.

- Program staff (field staff with direct client contact and caseloads), Family Service Worker (FSW) classification, Area Managers - Twenty-four (24) annual hours required.

  The mandated annual trainings *Managing Difficult Encounters and Trauma-Informed Care Trainings* are applied to the above hours.

- Program Support staff (direct client contact with secondary case assignments or no caseload), Nurses, Health Service Workers, Health Service Specialists, Program Assistant, Transitional Youth Services Coordinator - Fifteen (15) annual hours required.

  The mandated annual trainings *Managing Difficult Encounters-Domestic Violence and Trauma-Informed Care Trainings* are applied to the above hours.

- Non-program staff (administrative support, office personnel, administration having no direct client contact [DCFS Central Office] including DCFS Executive Staff - Fifteen (15) annual hours required.

- Volunteers serving in a foster or adoptive care capacity for DCFS - Thirty (30) hours pre-approval and fifteen (15) annual hours required after the first year of approval.

  The above training hour requirement for adoptive homes stops upon completion of the adoptive process.

- Volunteers not serving in a foster or adoptive capacity, such as community volunteers or interns, are required to attend five (5) hours per year.

- Select DCFS child welfare program field staff in each county who have or may have contact with clients are required to maintain certification in first aid and CPR (infant, child, and adult) provided at DCFS' expense through either the American Red Cross, American Heart Association, the National Safety Council, the Health and Safety Institute, or EMS Safety Services.

The time frame used to determine if the above requirements have been met is based on the calendar year.

Mandated Continuing Education Trainings

There are two annual mandated trainings for field staff and supervisors: Trauma Informed Training and Managing Difficult Encounters, both of which are developed and provided by the Academic Partnership in Public Child Welfare each year. Trauma-informed training meets the legislative requirement for DCFS staff to receive annual training on grief and loss. The specific focus of both of these trainings differs each year.

Central Office Staff Training

Each hiring supervisor reviews a new employee's skills and experiences to determine necessary training related to job functions. Both incumbent and new employees are evaluated through the annual Performance, Goals and Compensation System (PGCS -- performance evaluation) process. Training issues may be addressed through development of individual training plans that target specific skill development.

DCFS Central Office employees are permitted to attend training found applicable to their job performance. Supervisors may use formal training events, as well as media such as videotape, CD, DVD, printed material or through interview/shadowing of a topic expert.

Training Records and Attendance Documentation

- All participation by DCFS staff and volunteers in Academic Partnership-sponsored training events are recorded in a training database maintained by the sponsoring institution and the information is then transmitted to DCFS via monthly, quarterly, and annual reporting mechanisms.
- All MidSOUTH training records are uploaded weekly to CHRIS via an interface file. UAF and CHRIS capacity issues have slowed the progress on updating the interface file format.
- DCFS staff with a "supervisor" level of security may view and print employee training records from the CHRIS system.
- Central Office supervisory staff and Area Directors (or designees) will initiate and maintain a CFS-381 Employee Training Record for all employees. Supervisors will enter all attended training on the form and include copies of attendance verification within the folder.
- Area Directors (or designee) may enter all non-Partnership training attendance into CHRIS through the Training Toolbar function. Central Office supervisors (or designee) may likewise enter their employee's non-Partnership training into the CHRIS training database.
- Both MidSOUTH and the Academic Partnership members provide documentation of training attendance to participants in the form of a certificate, copy of the sign-in sheet or a letter of attendance.

Training Evaluation

A variety of methods are used to evaluation the child welfare training system. These include:

- Pre and post-tests for applicable training sessions and for each OJT/field training session
- Participant evaluations of the trainings at the conclusion of each training
- New FSW Self-Efficacy Assessment
- Worker Readiness Assessment meetings that occur with the new FSW and his/her supervisor and applicable training staff 20 working days after a New Worker Training concludes to discuss:
    - FSW's performance during training
    - FSW's job performance up to that point in time
    - FSW's strengths and weaknesses
    - Development of a plan to build on FSW's strengths and address FSW's identified weaknesses
- Annual FSW and FSW Supervisor Satisfaction Survey conducted by MidSOUTH
- Focus groups as needed.

STAFF APPRECIATION

Ongoing employee recognition is very important for even your most experienced staff members. The following are some no cost and low-cost ideas/suggestions for you to use as a supervisor to show your appreciation for a job well done.

Showing your appreciation for your staff helps build morale, job satisfaction, and encourages staff retention.

Employee Recognition Ideas (no cost):

1. Write a thank you note card or "sticky note" by hand and leave on their desk or post it on an employee's door.
2. Acknowledge individual achievements by using employee's name when preparing a monthly report.
3. Give employees an extra-long lunch break.
4. At a monthly staff meeting, award an Employee of the Month and invite co-workers at the meeting to say why that person is deserving of the award.
5. Include an employee in a "special" meeting (for example a supervisor's meeting or an Area meeting).
6. Designate employees to attend meetings in your place when you are not available to show trust.
7. Have a leader or executive pop in at the first meeting of a special project team and express appreciation for their involvement.
8. Send a letter to all team members at the conclusion of a project, thanking them for their participation.
9. Plan an achievement celebration for an employee or group of employees (may have some cost associated with this).
10. Privately recognize employee's personal needs and challenges.
11. Write a letter of praise recognizing specific contributions and accomplishments. Send a copy to appropriate senior management and/or executive staff (i.e., Area Director) and the employee's personnel file.
12. When you hear a positive remark about someone, repeat it to that person as soon as possible (Face-to-face is best, e-mail or voice mail are good in a pinch).
13. Call an employee to your office to thank them (don't discuss any other issue).
14. Express an interest in employee's career development goals.
15. Post a large "celebration calendar" in your work area. Tack on notes of recognition to specific dates.
16. Support "flex-friendly" schedules.
17. Actively listen to co-workers, especially when discussing their accomplishments and contributions.
18. Use 3x5 cards to write "You're special because…" statements. People can collect the cards and refer to them when things aren't going perfectly.
19. Keep a supply of appropriately funny notes that can be given as immediate rewards.
20. Acknowledge and celebrate birthdays.

Employee Recognition Ideas (minor to moderate cost):

1. Find out the person's hobby and buy an appropriate gift.
2. Design a "Stress Support Kit" that included aspirin, a comedy CD, wind-up toys, and a stress ball – or design your own.
3. Serve a treat such as ice cream sundaes or brownies to all of your employees at the end of a project.
4. Once a year, have a "Staff Appreciation Day" where the managers supply, cook and serve food.
5. Send flowers to an employee at their home or office as a thank you.
6. Design and give magnets with appropriate messages.
7. Give a deserving employee a mug filled with treats.
8. Give a framed poem (poster or card) as a thank you.
9. Throw a pizza lunch party for your unit.
10. Have weekly breakfasts with groups of employees.
11. Treat an employee to lunch.

SELF-CARE

Employee Assistance Program

Sometimes in order to best take care of ourselves, we need help from others. The Employee Assistance Program (EAP) is a comprehensive resource offered through ARBenefits Insurance for defining approaches and solutions to life's stressors. The program provides short-term counseling services, work-life support, legal, and financial guidance to help employees and their families handle challenges constructively before they became major issues. DHS employees, their spouses, and dependents may access the EAP to help them deal with a variety of personal concerns. Managers and Supervisors may use EAP for personal issues, professional issues, or both.

Areas of assistance include:

- Confidential, free counseling
- Legal assistance and support
- Financial Information and Resources
- Personalized work-life solutions for childcare, eldercare, moving, etc.

To access this service, call GuidanceResources 24 hours a day at **1-877-247-4621**. Employees provide very general information about themselves and what needs they would like to address. GuidanceResources will then provide the employee with a referral for a provider or providers. GuidanceResources will also provide the employee with a referral number which the provider will use to bill the employee's insurance. There are no out of pocket expenses for the employee to use EAP, though there are generally limits to how many visits or how many times an employee can access services within a year.

Employees can also visit www.guidanceresources.com to register for online services.

First-time login Access:

Click *'I am a first-time user'**
Organization/Web ID: **ARBEN**

Employees will need to use their ARBenefits.org User ID as your User Name on the Guidance Resources website.

For more information regarding the Employee Assistance Program, visit:

http://portal.arbenefits.org/Pages/wellnessInformation.aspx

Arkansas Healthy Employee Lifestyle Program - AHELP

Maintaining a balanced diet, exercising regularly, remaining tobacco-free, and having regular health screenings are all important elements of self-care. The "Arkansas Healthy Employee Lifestyle Program" (AHELP) encourages state employees to make these healthy lifestyle choices by providing incentive in the form of leave accrual.

AHELP allows participants to earn points for positive lifestyle activities and behaviors. Points are awarded according to the time spent performing activities such as:

- Cardiovascular exercises/physical activity
- Strength and flexibility exercises
- Consumption of healthy servings of fruits and vegetables daily
- Annual health assessments
- Remaining tobacco free

Employees who participate in the program can "purchase" paid leave with the AHELP points they earn and with the approval of their supervisor.

Employees may participate in the "Arkansas Healthy Employee Lifestyle Program" by logging on to the AHELP web site and following the instructions to establish individual profiles and entering positive lifestyle activities and behaviors. The system automatically calculates daily points as well as tracking total points awarded. Below is a table outlining how many points must be earned before exchanging those points for certain amounts of leave.

Redemption of Points*	
Total Points	**Leave Accrued**
600	1 Hour (see note)
4750	8 Hours
5320	16 Hours
5890	24 Hours

Be sure to check with your supervisor about your participation in this program before enrolling. For more information on program policy and requirements, visit https://www.ahelp.arkansas.gov/.

**Note: While AHELP points may be exchanged for up to 24 hours of leave in a calendar year, increments of just one, isolated hour of leave may be taken up to four times every 52 weeks. This is to encourage employees to practice healthy lifestyle habits to a greater degree/more often thereby accruing a larger total number of points before exchanging them for leave time and to encourage employees to take larger blocks of leave as opposed to multiple small timeframes of leave through the use of AHELP points.*

PERFORMANCE ASSESSMENT AND MANAGEMENT

Utilizing Qualitative and Quantitative Data

Quality Services Peer Reviews (QSPRs)

The Child and Family Services Review (CFSR) is an evaluation of a state's child welfare system. It determines how well the system performs in promoting outcomes for the safety, permanency, and well-being for children. After a CFSR is completed, states develop a Program Improvement Plan (PIP) to address areas in their child welfare services that need improvement.

Arkansas has designed its continuous quality improvement (CQI) case review process to parallel the CFSR and has adopted use of the federal Onsite Review Instrument and Instructions (OSRI) and the Online Monitoring System (OMS). Quality Service Peer Reviews of cases are conducted annually in each of the state's ten service areas utilizing this process as part of Arkansas' CQI plan. The QSPR case reviews are also used to monitor progress for any Program Improvement Plan resulting from the federal CFSR. Currently, twenty cases (12 foster care, 8 in-home/DR) are randomly selected for review from three counties in each service area. In addition to reviewing the case record of each case, interviews are conducted with key participants including caseworkers, parents, foster parents and age-appropriate children to gain a clear understanding of case practice. The cases are reviewed and rated utilizing the federal OSRI tool, and a report is prepared for each service area further analyzing results by service area and county. The CQI process was further expanded in SFY 2020 with the addition of ten supplemental case reviews conducted in smaller counties in each service area not currently participating in the ongoing QSPR reviews. These ten supplemental reviews (6 foster care, 4 in-home) are also conducted using the OSRI but interviews are limited to caseworkers and/or supervisors. The results of the supplemental reviews are also included in the reports prepared for each service area to help provide a better overview of case practice throughout the area.

DCFS contracts with the Public Consulting Group (PCG) to conduct the annual QSPRs. The Program Administrator for Planning and Practice collaborates with PCG to present each area's QSPR results to the Area Director and Supervisors approximately one to two months following the release of the area's QSPR report. The goal is to work with area leadership to identify strengths on which to build and areas needing improvement and developing area-specific performance improvement plans.

CHRIS Net Reports

CHRIS Net provides data reports, which are pulled from the CHRIS system. Many of the reports that were previously housed on CHRIS net have been migrated to the new dashboard system, Safe Measures. The information in CHRIS net is pulled from CHRIS and so for example, if a staff member has not documented a home visit, the visit will not show up as having been completed on specific reports in CHRIS net etc.

Safe Measures

Safe Measures is a data dashboard, which displays information that is entered into the CHRIS system. Safe Measures provides two types of reporting: dashboards, which provide a small amount of detail for multiple metrics; and reports, which provide significant detail for a single metric. Safe Measures provides a tool for workers and supervisors to manage, organize, and prioritize tasks for their caseload or unit. Many of the reports that were previously housed on CHRIS Net are now accessible on Safe Measures. All supervisors should review Safe Measures data on a weekly basis.

MidSOUTH Training Academy provides Safe Measures training to new staff on a quarterly basis and also hosts an online Safe Measures Orientation on its DCFS Portal.

Assessing Performance Issues

You have an employee who is not performing up to expectations. What to do; what to do? Like so many issues in child welfare, the answer depends on assessment, assessment, and more assessment to determine the root cause(s) of the problem. The following checklist is loosely adapted from Susanne Krivanek (1999). You can use it to *begin* to determine how the behavior change you want to see can be accomplished. Before you use this chart, take a minute to think and then write down the answer to this question: *What do you want the employee to be doing differently and/or better as a result of your intervention? For every "No" answer below, think about behaviors you as the supervisor can engage in that will help turn that answer into a "Yes."*

	Yes	**No**
Knowledge, Skill and Ability		
Does the employee have the intellectual capacity to perform the job (critical thinking skills)?		
Does the employee have the physical capacity to perform the job?		
Does the employee have a legitimate lack of knowledge about the task?		
Does the employee have a lack of skills needed to perform the task?		
Is the employee proficient at a basic skill level but needs to develop a higher level of skill?		
Is there a need for an experienced employee to learn a new skill in order to perform the task?		
*If the answer to these questions is "yes" it may indicate a need for training as **part** of the remedy to improve performance. Before you consider training:*		
• Is training available that addresses the need?		
• Has the employee **already** taken this training and did he/she complete it successfully? If the answer to this question is yes, then additional training is probably not going to result in improved performance.		
Standards		

Does the employee know what to do in order to complete the tasks required of the job and when to do them?		
Are the procedures, policies and goals available in written format (paper or electronic)?		
Have *you* communicated your expectations in clear concise language and are your expectations congruent with written policies and procedures?		
Measurement		
Has the employee *ever* performed the task(s) in question properly?		
Is the employee's performance measured?		
Is the measurement based on task performance?		
Have you directly observed the employee's performance?		
Is the measurement objective (and would others agree with your measurement)?		
Feedback		
Does the employee receive *regular* performance feedback and guidance?		
If changes/improvements are needed are these clearly articulated in behavioral terms?		
Are the consequences for not making needed improvements clearly articulated?		
Environment		
Is there enough time to complete the task?		
Does the employee have the necessary tools and equipment to complete the task?		
Motivation		
Is there an incentive for performing well?		
Is there plan in place to avoid punishing good performance (giving more work to those who perform well)?		
Does the employee care about the work and the mission of the Division?		

Source: http://www.techrepublic.com/article/poor-employee-performance-is-training-the-remedy/1038192

Confronting Non-Performance

5 step performance improvement process

Step 1: Identify the problem: describe specifically what is expected, what is actually taking place, and when it has taken place.

Step 2: Analyze the severity of the problem: determine what the impact of the problem has on colleagues and the organization. Identify the consequences the employee will face if the issue is not corrected. Review past practices for similar situations. Then decide what type of discussion is appropriate.

Step 3: Discuss the problem: the goal of the discussion is to enable the employee to agree that there is a performance problem and to gain the employee's commitment to changing the behavior. Start and end the discussion on a positive note

Step 4: Document the discussion: the document should include notes that identify the problem, the history of the problem and what was discussed during the meeting.

Step 5: Follow up to monitor results: give positive reinforcement for improvement or take appropriate action if the problem has not been corrected.

For more information on confronting non-performance or other materials related to the DHS 86-1 Supervisor Training provided by DHS Organizational Training and Development (ODT), please visit http://dhsshare/Resources/SR/default.aspx.

SMART Goals

Establishing SMART Goals can be an effective way to help set up expectations for your staff and assess staff performance based on those goals. SMART Goals are:

S = Specific	What do you want to accomplish?
M = Measurable	What data will measure the goal?
A = Achievable	Is the goal able to be achieved with what you have?
R = Relevant	How does this align with bigger goals? Why is it important?
T = Time Based	What is the time frame to meet the goal?

Discipline

The purpose of disciplinary action is to address non-performance and/or policy violations made by an employee. The level of disciplinary action depends on which and to what level the staff has violated policy. Below are the steps in the disciplinary process:

Policy 1084 and 1086 along with related documents can be accessed at: https://dhsshare.arkansas.gov/DHS%20Policies/Forms/By%20Policy.aspx or downloaded here -



DHS Policy 1084.docx

1. Pre-disciplinary consultation with DCFS Personnel which can be completed by email or phone. If completed by phone it must be documented. If completed by email, Area Director must be copied.
2. Notify employee of fact-finding time and date and a brief description of the issue. Notification must be documented. If employee waives the time frame it must be in writing.
3. Fact-finding must be recorded and be completed within 5 days from knowledge of possible violation.
4. Write up fact-finding summary and send copies of supporting documents to DCFS Personnel within 10 days of knowledge of possible violation. The fact-finding summary should be very detailed, and it should be clear as to which policy was violated by the employee.
5. Notify Area Director of decision to proceed.
6. Set up date and time for pre-disciplinary staffing with DCFS Personnel. The staffing must be completed within 12 days of knowledge of the possible violation. This staffing must be documented including the date and time of the staffing and the persons attending the staffing.
7. Complete check list with attachment B:
    - DHS 1173
    - DHS 1161
    - letter of suspension (if suspending)
    - letter of termination (if terminating)
    - Area Director must review all documents and sign off before being sent to DCFS Personnel.
    - Send the above documentation to DCFS Personnel
8. Discipline decision is made within 17 days of the knowledge of possible violation.
9. Employee is notified of decision and signs the DHS 1173.
10. Send DHS 1173 and DHS 1161 to DCFS Personnel.
11. Review DHS Policy 1086, which describes the employee's rights to appeal the disciplinary action. If the employee chooses to grieve the disciplinary action the case will either go to a mediation or will be scheduled for a grievance hearing.

Grievance Hearings

Once the supervisor has issued the disciplinary action to the employee, the employee has the right to grieve the action taken, unless they are in a position that does not allow them to grieve the action. The purpose of the grievance hearing is for the grievant to dispute the disciplinary action taken against them. If the employee grieves the disciplinary action, it is the supervisor's responsibility to present the case at the grievance hearing. The following outlines the grievance hearing process:

1. The Grievance Hearing Officer presides over the hearing and will act essentially as a "judge" at the hearing. The Grievance Hearing Officer will review the disciplinary file, consider exhibits entered at the hearing and will consider the testimony provided at the hearing when making the decision as to whether the disciplinary action taken against the employee was justified or not. The Grievance Hearing Officer has the right to overturn the disciplinary action if they feel the disciplinary action was unwarranted etc. At the beginning of the hearing the Grievance Hearing Officer will ask the parties if they would like to invoke "the rule." The "rule" is when all witnesses are sequestered in a separate room during the hearing and are only allowed in the hearing room when they are providing testimony on the case. Both parties typically invoke "the rule" at these hearings, but it is not required.
2. The supervisor who was primarily responsible for making the decision to take the disciplinary action against the employee that resulted in the filing of the complaint, DHS-2801, Mediation/Grievance Form. This person is named as the "charged party" in the grievance proceeding.
3. The charged party is responsible for presenting the disciplinary case at the grievance hearing, unless the grievant retains an attorney. If the grievant retains an attorney, then an OCC attorney will be assigned to represent the charged party.
4. A representative from the Office of Employee Relations will record the grievance hearing and will swear in all parties that might testify at the hearing. A list of possible witnesses should be provided to the Office of Employee Relations prior to the hearing date.
5. The Grievance Hearing Officer will begin the hearing and ask the charged party to provide opening remarks. (The opening remarks are limited to 5 minutes and should summarize the reason for the disciplinary action). Once the charged party concludes their opening remarks the grievant will be allowed to provide their opening remarks.
6. The charged party will begin the hearing by calling their first witness. The witnesses will be cross-examined by the grievant once the charged party completes their questions. The charged party can ask follow-up questions once the grievant asks their questions of the witness. (The grievant is typically among the witnesses called by the charged party) The charged party should utilize the disciplinary file as a guide during the hearing and should call witnesses based on the interviews that were conducted during the fact-finding process. The charged party should reference the policies that were violated during the hearing and ask questions of the witnesses about the activities or lack of actions taken by the grievant.
7. Once the charged party has called all of their witnesses, they will "rest their case."

8. The grievant will then present their case by calling their witnesses, of which the charged party can cross examine.
9. Once the grievant rests their case the Grievance Hearing Office will ask the charged party to provide closing remarks. The charged party should summarize the reason for the discipline, provide an overview of the hearing, and restate the reason why the discipline should stand. The grievant will then provide their closing remarks. The grievant typically provides a summary of why they feel the disciplinary action was unjust and will request the disciplinary action be overturned.
10. The Grievance Hearing Officer will conclude the hearing and the representative from the Office of Employee Relations will stop the recording.
11. After the grievance hearing the Grievance Hearing Officer will provide a written recommendation to the DHS Director. Once the recommendation has been approved, the recommendation will be sent to the charged party and to the grievant. (the recommendation contains a summary of what the Grievance Hearing Officer considered as pertinent information in the hearing and disciplinary file. The decision contains the recommendation as to whether the disciplinary action stands, if it will be amended, or overturned.)
12. If the Grievance Hearing Officer upholds the disciplinary action, the grievant has the right to appeal to the DHS Director by completing the DHS-2802 within five working days of receiving the decision. The DHS Director has 15 days to respond to the appeal.
13. If the DHS Director upholds the disciplinary action, the grievant has the right to appeal to either the State Employee Grievance Appeal Panel (SEGAP) or to the State Grievance Review Committee (SGRC). The SEGAP decision is reviewed by the DHS Director and if he/she agrees the panel decision will be implemented. If the DHS Director does not agree with the decision, then a request for a formal review by the Chief Fiscal Officer within 10 working days. The grievant submits responses to the Department's appeal within 10 calendar days of date of department appeals. The CFO issues the final administrative order within 15 working days to the DHS Director and a final Administrative Order binding on the Department is issued. The DHS Director will review the SGRC recommendation and issues a written decision within 10 calendar days. The DHS Director's decision is final.

ADDITIONAL HUMAN RESOURCES AND ADMINISTRATIVE INFORMATION FOR SUPERVISORS

FMLA

1. Refer to DHS policy 1007 for information about leave.
2. FMLA requestors must fill out the DHS 1187 and the supervisor should speak with their HR Liaison


DHS-1187.docx

3. A signed copy of the DHS 1158 Functional Job description must also be sent to the HR Liaison.
4. Once the DHS 1187 and 1158 are sent to the HR Liaison, they send the forms to Compliance who sends the rest of the forms to the employee. The HR Liaison tracks the signed approvals.

Workman's Compensation

The following documents will assist with a Worker's Compensation Claim:


Worker's Compensation Basic


AR-N Form Acknowledgement L


Workcomp Incident Report.pdf


EASE - Assign Workflow Substitut

Americans with Americans with Disabilities Act (ADA) Request

When your employee comes to you with a disability/request you must:

Review DHS policy 1078 and provide a copy to the employee and

When the HR Liaison receives the ADA request from either the employee or the supervisor, they will send the DHS 2812-B to the employee. Once the form is completed and sent to the HR Liaison, the form


DHS-2812-A.docx

will be sent to Compliance for review.

Provide the DHS 2812-A to the employee and they must have their physician fill out the form. The form should be returned to the DHS HR Compliance Unit


DHS-2812-A.docx

Employee Leaving DCFS

OHR provides the exit survey to the former employee.

1. Go to DHS Share and refer to DHS policy 1049
2. Complete the DHS 1164 and collect all applicable items on the checklist.


DHS Property Issuance and Returr

3. Complete the DHS 1177 Resignation/Termination Checklist


DHS Resignation-Termin

4. Complete the DHS 1966 Leave Payout Form and refer to DHS Policy 1049 for assistance in filling out this form as needed.


Leave Payout DHS-1966.docx

5. Complete the electronic DHS 0359, this terminates the employee's access to the computer and all systems that apply.

Travel

Refer to DCS Internal Procedure 110 for assistance with travel:


DCFS Internal Procedure 110_Trave

Link to Travel Reimbursement (TR1) Paper Form


AASIS (TR-1 Reimbursement Clai Link to TR1 Paper Form Instructions


AASIS (TR-1 Reimbursement Clai Including Additional Documentation

When an employee travels and/or needs lodging on a weekend or holiday (this applies to both regular and training travel) s/he must attach (scanned for online claims) a completed and approved DHS 1166-Travel Outside of Normal Work Schedule to the reimbursement claim.


DHS-1166.docx

- When an employee attends a mandated DCFS training, s/he must attach a copy of the **Training Certificate of Completion** or some form of verification of attendance to the travel claim.

Note: Due to the extended length of new staff training programs, employees participating in New Worker Training, New PA Training or New DCFS Supervisor Training do not have to attach a training certificate of completion. However, the agenda for the week of training for which travel mileage is being claimed must be attached for New Worker Training, New PA Training, or New DCFS Supervisor Training.

- When an employee has direct billed lodging (DCFS pays for hotel expenses instead of the employee), s/he must attach a copy of the **DHS 1012-Travel Expense Reconciliation Form.** This form documents that at least one night of lodging is associated with the employee's claim. Chapter 304 (Travel Policy) requires proof of an overnight stay before meals can be claimed as an expense. (See Appendix B –Sample DHS 1012).


DHS-1012.doc

- An employee must also provide a signed copy of the **Hotel Folio** (even when the Division pays for the expense). The signature must match the name of the individual listed on the folio.

CONFIDENTIALITY

Given the sensitive nature of the information to which the Division of Children and Family Services has access, it is critical that both Division staff and interns serving with the Division respect client confidentiality. This includes, but is not limited to, ensuring the client's right to privacy and responsibly using information obtained from clients, colleagues, and providers while serving with DCFS.

Below are some points to consider regarding confidentiality. This list is not inclusive of everything that should be considered regarding confidentiality.

- Only ask for and access the information you need to carry out your assigned duties.
- Never ask for or access information through CHRIS about any investigation (pending or completed) or case if the reason is only due to personal interest or involvement.
- Only share information about clients if the client has provided consent to do so and/or the supervisor or FSW mentor has given you permission to share the information with someone who needs it to carry out his/her professional duties (e.g., foster parent, law enforcement, therapist, etc.).
- Always be aware of when, where, and with whom you are sharing information. Never discuss client information in public places such as restaurants or community centers or even in office hallways or DCFS events.
- Remember that confidentiality applies to written and electronic records. Be sure all records are stored in a safe place and not available to those who are not authorized to see them. This includes always logging off computers when not at your desk.
- Never email identifying information like social security numbers or dates of birth. For all other email correspondence regarding specific clients, it is best to type "SENSITIVE" in the subject line of the email.
- Remember that not everyone involved in a case has the same right to certain information. For instance, if a psychological evaluation is conducted on the mother in a case, only the mother is entitled to her psychological evaluation. DCFS cannot give the psychological evaluation to others including the foster parent or the father in the case. Only the court has the ability to do so.
- Never hesitate to ask for proper identification prior to sharing client information with someone who may state they have a right to certain information about clients.
- Avoid making any references to clients, colleagues, stakeholders, and/or the agency at large on social media.
- If approached by the media, always check with a supervisor first before sharing information with the media.
- Ask your DCFS Supervisor and/or FSW mentor to review and explain DCFS Policy I-F: Confidentiality to you.
- When in doubt…ask!

FEDERAL RESOURCES AND INFORMATION

Organization and Monitoring Processes

Just as the DCFS Central Office monitors practice and outcomes in the county offices, the federal government, namely the Administration for Children and Families (ACF), monitors the performance and outcomes of Arkansas DCFS as a whole in addition to assessing all other state and territory child welfare agencies in the country. ACF is a division of the United States Department of Health & Human Services. It promotes the economic and social well-being of families, children, individuals and communities. ACF is comprised of nineteen offices. Each office is specialized in its mission, supporting a variety of initiatives that empower families and individuals.

The Administration on Children, Youth and Families (ACYF) is one of the nineteen ACF offices and is the office with which state child welfare agencies like DCFS work with most often. ACYF is administered by a commissioner who is a presidential appointee.

ACYF is then divided into two bureaus -- the Children's Bureau and the Family Youth Services Bureau -- each of which is responsible for different issues involving children, youth, and families and a cross-cutting unit responsible for research and evaluation. Child welfare agencies, including DCFS, work most frequently with and, for all intents and purposes are overseen by, the Children's Bureau (CB).
Much like Arkansas DCFS has 10 geographic service areas within the state, the United States and its territories are divided into 10 geographic regions. Each region has an office responsible for administering ACYF's programs located in that region. Arkansas is a member of Region 6. The Region 6 Office is located in Dallas, TX.

To help states achieve positive outcomes for children and families, the Children's Bureau monitors state child welfare services through the Adoption and Foster Care Analysis and Reporting System (AFCARS) assessment reviews, Child and Family Services Reviews (CFSRs), title IV-E foster care eligibility reviews, and the Statewide Automated Child Welfare Information System (SACWIS) assessment reviews. Each of these reviews is described below.

AFCARS Assessment Reviews

The Adoption and Foster Care Analysis and Reporting System (AFCARS) collects case-level information from state and tribal title IV-E agencies on all children in foster care and those who have been adopted with title IV-E agency involvement.

The federal government uses AFCARS data for a number of reasons, including the following:

- Determining awards for the Adoption Incentives program
- Preparing the Child Welfare Outcomes report
- Conducting the Child and Family Services Reviews (CFSR)
- Conducting title IV-E foster care eligibility reviews
- Determining the allotment of funds for the Chafee Foster Care Independence program
- Conducting trend analyses and short- and long-term planning efforts

- Targeting areas for initial or increased technical assistance efforts, discretionary service grants, research and evaluation, and regulatory change
- Responding to request for data from federal, state, tribal, and private agencies.

Arkansas AFCARS data is collected via CHRIS. Considering all of the many uses for AFCARS data listed above, this is one of the many reasons it is so important for DCFS staff to enter comprehensive data into CHRIS in a timely manner.

Title IV-E agencies (including Arkansas DCFS) are required to submit AFCARS data semi-annually to the Children's Bureau. The DHS Office of Systems and Technology (OST) CHRIS staff is responsible for submitting this data to the Children's Bureau. The AFCARS report periods are October 1 through March 31 and April 1 through September 30. The purpose of the AFCARS assessment reviews is to more fully assess and evaluate how an agency gathers, records, extracts, and submits its AFCARS data.

For more information on AFCARS, visit http://www.acf.hhs.gov/programs/cb/monitoring/afcars-assessment-reviews.

Child and Family Services Reviews (CFSRs)

The Child and Family Services Reviews (CFSRs) are periodic reviews of state child welfare systems that enable the Children's Bureau to:

- Ensure conformity with federal child welfare requirements with particular attention to safety, permanency, and well-being outcomes
- Determine what is happening to children and families as they are engaged in child welfare services
- Assist states in enhancing their capacity to help children and families achieve positive outcomes

ACF conducts CFSRs roughly every five years. During the CFSR three counties in each state are selected – usually a rural county, an urban county, and a mid-size county in terms of population. From those three counties, a random sample of protective services and foster care cases are pulled. Hard copy files and CHRIS data are examined. While individual case work is reviewed, the federal government is not necessarily trying to determine how an individual worker performed. Rather, the Children's Bureau is assessing how an entire child welfare agency is doing as a system with the selected cases serving as a reflection of the case work done throughout the state.

After a CFSR is completed, the state develops a Program Improvement Plan (PIP) to address areas in its child welfare services that need improvement. It is important that the state successfully complete its PIP. If a state does not meet all of the benchmarks in its PIP, then that not only means the child welfare agency may not be serving its children and families consistently and effectively, but it will also result in financial penalties for the state. This, in turn, would mean fewer services for children and families.

For more information on the CFSR, visit http://www.acf.hhs.gov/programs/cb/monitoring/child-family-services-reviews.

SACWIS Assessment Reviews

Statewide Automated Child Welfare Information Systems (SACWIS) is a federally funded, yet voluntary, case management system. The Arkansas SACWIS is referred to as Children's Reporting Information System (CHRIS). SACWIS is the record hub for children and families receiving child welfare support and

contains a complete case management history. As mentioned above, SACWIS/CHRIS data are used to support the Adoption and Foster Care Analysis and Reporting System (AFCARS) and the Child and Family Services Review (CFSR) process.

For more information on the SACWIS Assessment Review process, visit http://www.acf.hhs.gov/programs/cb/monitoring/sacwis-assessment-reviews.

Title IV-E Reviews

The regulatory reviews of the title IV-E Foster Care program determine whether children in foster care meet the federal eligibility requirements for foster care maintenance payments. During these reviews, the Children's Bureau examines child and provider case records, as well as payment documentation, to validate the accuracy of a state's reimbursement claims of foster care payments. Each eligibility review details the strengths and weaknesses of each state's program and identifies technical assistance that may be needed for program improvement. If too many errors are found, a state may be required to pay money back to the federal government. This is yet another example of the importance of accurate and timely documentation.

For more information on title IV-E Reviews, visit http://www.acf.hhs.gov/programs/cb/monitoring/title-ive-reviews.

The National Child Abuse and Neglect Data System (NCANDS)

The National Child Abuse and Neglect Data System (NCANDS) is another system used to collect data regarding child maltreatment across the country as well as from Puerto Rico. However, NCANDS is a voluntary data collection system. NCANDS was created in response to CAPTA requirements. So while NCANDS does not involve a federal review of state like that of AFCARS, the data are used to examine trends in child abuse and neglect across the country, and key findings are published in the Administration for Children and Families Child Welfare Outcomes Reports to Congress and annual Child Maltreatment Reports.

Arkansas NCANDS information is collected over the course of the federal fiscal year (October 1-September 30) via CHRIS, and the DHS Office of Systems and Technology (OST) CHRIS staff is responsible for submitting this data to the Children's Bureau by Jan 31 of each year.

To access the Child Welfare Outcomes Reports and see child maltreatment data from Arkansas as well as other states, visit: http://cwoutcomes.acf.hhs.gov/data/overview.

To access the annual NCANDS Child Maltreatment Reports for Arkansas and other states, visit: http://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment

Overview of Child Welfare Financing

Child welfare financing is complex. Arkansas receives federal dollars for child welfare activities from a variety of sources, some dedicated to child welfare (e.g., Titles IV-E and IV-B of the Social Security Act), while others are designated for broader purposes (e.g., Medicaid, Social Services Block Grant, Temporary Assistance for Needy Families, etc.). In addition, DCFS also has a certain amount of State General Revenue appropriated to the Division each year. Below is a broad overview of some of the primary funding streams that support child welfare services in Arkansas.

Title IV-E

Title IV-E of the Social Security Act is the largest federal funding stream for child welfare activities. In fact, it makes up over 50% of the DCFS budget. Title IV-E is comprised of the Foster Care and Adoption Assistance programs and the Chafee Foster Care Independence Program.

Title IV-E Prevention Program

The Family First Prevention Services Act (FFPSA) enacted as part of Public Law (P.L.) 115—123, authorized new optional title IV-E funding for time-limited prevention services for mental health, substance abuse, and in-home parent skill-based programs for children or youth who are candidates for foster care, pregnant or parenting youth in foster care, and the parents or kin caregivers of those children and youth. Arkansas is currently receiving Title IV-E Prevention Program funding for Family Centered Treatment and Intercept.

Title IV-E Foster Care Program

The Federal Foster Care Program helps to provide safe and stable out-of-home care for children until the children are safely returned home, placed permanently with adoptive families or placed in other planned arrangements for permanency. The Title IV-E Foster Care Program reimburses states for expenditures in three categories:

- maintenance payments that cover the costs of shelter, food, and clothing for eligible children.
- foster care placement services and administrative costs related to foster care (which may include activities such as case-planning and pre-placement services, SACWIS costs, caseworker salaries, eligibility determination, and other general overhead and administrative costs incurred); and,
- expenses related to training for staff and foster parents.

As a general rule of thumb, Title IV-E maintenance activities are claimed at roughly a 75:25 match rate. This means that for every dollar spent on a IV-E eligible and reimbursable activity, the federal government reimburses the state 75 cents, so ultimately the state only pays approximately 25 cents for every dollar spent. However, this match rate changes each year based on the annual Federal Medical Assistance Percentage (FMAP).

IV-E administrative activities are generally reimbursed at only 50%, meaning that for every dollar spent, the federal government only reimburses the state at the amount of 50 cents for IV-E eligible and reimbursable activities.

The amount at which training can be reimbursed depends on the training topic.

Title IV-E funds are prohibited from covering investigative activities as well as physical or mental health treatment.

Title IV-E Adoption Assistance Program

The Adoption Assistance Program provides funds to States to facilitate the timely placement of children, whose special needs or circumstances would otherwise make it difficult to place, with adoptive families. The Title IV-E Adoption Assistance Program reimburses states for expenditures in three categories:

- adoption assistance payments to eligible families.
- adoption placement services and administrative costs related to adoptions from foster care; and,
- expenses related to training for staff and adoptive parents.

The matching rates for the Title IV-E Adoption Program are like those described previously under the title IV-E Foster Care Program.

Title IV-E Chafee/ETV

States are also allocated funds through the Chafee Foster Care Independence Program and the Education and Training Vouchers program under Title IV-E for activities and services related to youth who are transitioning (or who have already transitioned) out of the foster care system.

John H. Chafee Foster Care for Successful Transition to Adulthood offers assistance to help older youth in care and former foster youth (age 18-21) acquire training and independent living skills so they can become self-sufficient. Funding is provided to states with approved plans and can be used for assisting youth with education, employment, financial management, housing, emotional support, and other activities.

The *Education and Training Vouchers Program (ETV)* provides resources specifically to meet the education and training needs of youth aging out of foster care. Payments are made to states for post-secondary educational and training vouchers for youth likely to experience difficulty as they transition to adulthood after the age of 18. This program makes available vouchers of up to $5,000 per year per youth for post-secondary education

Title IV-B

Title IV-B dollars can be used for a fairly wide-range of child welfare activities. Unfortunately, the amount of IV-B dollars states receive are relatively small in comparison to some of other funding streams. Title-IV-B is actually comprised of two different “subparts”: Subpart 1, the Stephanie Tubbs Jones Child Welfare Services Program and Subpart 2, Promoting Safe and Stable Families.

The Stephanie Tubbs Jones Child Welfare Services Program

The *Stephanie Tubbs Jones Child Welfare Services Program* is a discretionary grant program (i.e., the program must be reauthorized by Congress through the appropriations process each year and the amount allocated can change annually). These funds are directed to accomplish the following purposes:

- protect and promote the welfare of all children
- prevent the neglect, abuse, or exploitation of children
- support at-risk families through services which allow children, where appropriate, to remain with their families or return to their families in a timely manner
- promote the safety, permanence, and well-being of children in foster care and adoptive families; and,
- provide training, professional development and support to ensure a well-qualified workforce.

T*he *Promoting Safe and Stable Families Program

*T*he *Promoting Safe and Stable Families (PSSF) Program* has a capped entitlement component (i.e., the state is entitled to reimbursement for every single claim it submits to the federal government, up to a certain level, or cap) and a discretionary component (i.e., subject to the annual Congressional appropriations process). The primary goals of PSSF are to:

- prevent the unnecessary separation of children from their families
- improve the quality of care and services to children and their families; and,
- ensure permanency for children by reuniting them with their parents, by adoption, or by another permanent living arrangement.

  States are to spend most of the funding for services that address family support, family preservation, time-limited family reunification, and adoption promotion and support.

Grants to States for Medical Assistance Programs (Medicaid)

Grants to States for Medical Assistance Programs, more commonly referred to as Medicaid, are authorized in title XIX of the Social Security Act. Medicaid funding ensures that children in foster care and children with adoption assistance and subsidized guardianship agreements are covered by Medicaid. Key child welfare services funded by Medicaid dollars include Early and Periodic Screening, Diagnosis and Treatment (EPSDT) as well as physical, mental, and behavioral health treatments.

Social Services Block Grant

The Social Services Block Grant (SSBG) is authorized in title XX of the Social Security Act. SSBG is a capped entitlement program that supports a wide range of social policy goals, including prevention of abuse and neglect, child protection, and family reunification. Arkansas receives shares based on a formula specified in federal statute. It is administered by the DHS Office of Finance and Administration.

Temporary Assistance for Needy Families

Temporary Assistance for Needy Families (TANF) is a block grant. It is the major source of funding for cash welfare for needy families with children so that children may be cared for in their own homes or in the homes of relatives. In Arkansas TANF also helps funds child maltreatment investigations. There is no state match required, but states must meet a Maintenance of Effort requirement to receive TANF funds. In Arkansas, the TANF block grant is administered by the Department of Workforce Services. However, the DHS Division of County operates the ANSWER system which contains information regarding TANF.

Child Abuse Prevention and Treatment Act

The Child Abuse Prevention and Treatment Act (CAPTA) provides a relatively small amount of federal funding to States in support of prevention, assessment, investigation, prosecution, and treatment activities. States must comply with all CAPTA regulations in order to receiver CAPTA funds. Additionally, CAPTA identifies the Federal role in supporting research, evaluation, technical assistance, and data collection activities and mandates the National Child Abuse and Neglect Database (NCANDS). CAPTA also sets forth a minimum definition of child abuse and neglect.

State General Revenue

The other primary funding source for child welfare in Arkansas is State General Revenue (SGR). Each year the state legislature appropriates a certain amount of funding to DCFS to use for activities that cannot be funded with federal dollars or to be used as the state component or match for items such IV-E administration, maintenance, etc. The Arkansas Department of Finance and Administration collects and disburses SGR. Since Arkansas is a balanced budget state, if revenue is lower than anticipated for any given year, then state agency budgets will be reduced accordingly.

Map of Counties by DCFS Area



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Central Office Services and Supports



UPDATED Central Office Approval and