

EDUCATION & TRAINING *Services Section*

GEORGIA DEPARTMENT OF HUMAN RESOURCES
DIVISION OF FAMILY & CHILDREN SERVICES



Childcare and Parent Services (CAPS) Case Managers Orientation & Training Guide



CAPS Case Managers Orientation and Training Guide

Table of Contents

Orientation & Training Guide

Page 3	Introduction to Orientation and Training
Page 5	Orientation and Training Activities

Resource Section

Page 11	Classroom Standards, Expectations and Attendance Policy
Page 14	Training Information
Page 15	Your Responsibility in Reporting Child Abuse or Neglect
Page 17	CPS Referral Situations
Page 18	Common Acronyms
Page 19	Organizational Chart

Introduction to Orientation & Training

We are excited that you have decided to join the team of Family Independence Case Managers (FICMs) at the Department of Family and Children Services. You are joining a team of professionals that are dedicated to helping Georgia families achieve healthy, independent, and self-sufficient lives.

This booklet is your guide to orientation and training and is important to your job as a Child Care-FICM. The purpose of this guide is to help you become familiar with some basic information about the Department of Family and Children Services and about Childcare and Parent Services (CAPS).

As a new CAPS Case Manager, you will be expected to complete this orientation. This guide contains a list of activities you are expected to complete and a resource section with materials that you are expected to read prior to attending classroom training. These activities are organized in checklist format and require your supervisor's signature. The checklist must be brought to classroom training to verify your completion of all activities.

Your supervisor may assign one or more of your co-workers to give you guidance with the completion of the orientation activities. If you experience any problems or have questions, discuss them with your supervisor. Your co-workers can also act as your helper but only utilize them in this capacity if you have been instructed to do so by your supervisor.

Your training begins now!

It consists of the following:

- Completing a 5 day in the county orientation to give you a basic understanding of DFCS and your new role as a FICM;
- Completing a 5 day classroom training of basic policy;
- Completing a 3 day MAXSTAR computer training (if you are in a MAXSTAR County); and,
- On-the-job-training upon your return and throughout your career as a CAPS FICM.

Orientation & Training Activities

Instructions: Below is a list of activities that a new CAPS Family Independence Case Manager will need to complete before attending classroom training. As you complete each activity, please have your supervisor, training coordinator or mentor initial in the box marked “Sign-Off Here.” Once each activity is complete, you will be ready to receive the final portion of training.

Activities to be completed before beginning classroom training:	
Sign – Off Here	DAY 1 ACTIVITIES
	Complete all basic personnel paperwork such as payroll deductions and flexible benefits.
	Tour the facility and note the organization of the county office (break room, restrooms, copier, and forms room).
	Introduce yourself to your fellow Family Independence Case Managers, the Supervisors, the Program Managers, the County Director, and the CAPS Field Program Specialist.
	Meet your assigned Mentor or Training Coordinator.
	Review Supervisor’s expectations regarding general office operations. <ul style="list-style-type: none"> ➤ Work hours / FLSA Time Sheets ➤ Annual / Sick Leave ➤ Telephone Procedures ➤ Sign in/out procedures
	Complete RACF User ID (w/CCRS access if non-MAXSTAR®.)
	Complete requests for Novell and GroupWise IDs and passwords.
	Complete request for MAXSTAR ID and password. (if in MAXSTAR county)
	Review with your supervisor your Performance Management Plan (PMP) and keep copy.
	View the “Americans with Disabilities Act,” “Title VI,” and HIPAA video.
	Discuss the Orientation and Training Packet.
	Discuss training: location and expectations.
	Review county and state organizational structure with supervisor.
	Review the organizational structure of the Division of Family &

Activities to be completed before beginning classroom training:	
	Children Services with supervisor. (See the Resource Section of this document.)
	DAY 2 ACTIVITIES
	<p>Visit the DHR website at www.dhr.state.ga.us and review the following:</p> <ul style="list-style-type: none"> ➤ Georgia Department of Human Resources Fact Sheet ➤ DHR Vision/Mission and DFCS Mission Statements/ Purpose/ Goals ➤ Division of Family and Children Services Fact Sheet ➤ TANF at a Glance ➤ Child Support Enforcement ➤ Subsidized Child Care in Georgia ➤ Food Stamp in Georgia at a Glance ➤ Medicaid for Pregnant Women and Children ➤ Protecting Children, Improving the System ➤ Foster Care in Georgia
	Read “Your Responsibility in Reporting Child Abuse and Neglect.” (See the Resource Section of this document.)
	Log on to ODIS at www.odis.dhr.state.ga.us and review the procedure for locating CAPS policy and the procedure.
	Discuss and become familiar with technological resources in county (FACETS, GOMAIL, GroupWise, Internet, Microsoft Office, SUCCESS, MAXSTAR, CCRS, etc.)
	Read program overview and definitions in the CAPS manual.
	Review the “CAPS Abbreviations and Acronyms” in Appendix I of the CAPS manual. Complete the exercise in this document.
	Review CAPS policy manual and Quick Reference Guide.
	Review child care funding sources/UAS Codes.
	Discuss with supervisor, the role of Resource and Referral for county.

Activities to be completed before beginning classroom training:	
	Review Child Care Reporting System (CCRS) Manual (if in non-MAXSTAR county).
	Become familiar with CCRS data entry requirements (if in non-MAXSTAR county).
	DAY 3 ACTIVITIES
	<p>Observe county procedures from the front desk view. As you observe answer the following questions.</p> <ul style="list-style-type: none"> ➤ Where is applicant's name recorded? ➤ What form is used to record the applicant's information? ➤ Is the applicant interviewed on the same day or given an appointment? ➤ How does the receptionist notify the case manager that the applicant is in the office? ➤ How are "drop-ins" handled?
	Observe the employee that screens and registers new TANF, Food Stamp or Family Medicaid applicants in the SUCCESS system.
	Spend time observing the waiting area. Look through and read the information on the walls of your county's waiting room.
	Observe at least two (2) child care intake applications.
	Observe at least two (2) child care six month reviews.
	Observe at least two (2) annual child care recertifications. One should include an informal provider.
	Review parental choice policy.
	Discuss concept of seamless service with supervisor or experienced CAPS Case Manager.
	<p>Observe the interaction between a customer and a TANF case manager at initial application. During the interview pay close attention to the following:</p> <ul style="list-style-type: none"> ➤ How TANF integrates child care into the interview. ➤ The similarities and differences in TANF and CAPS interview.

	DAY 4 ACTIVITIES
	Discuss with an experienced worker or supervisor how the TANF, CAPS, and ES Case Managers communicate information.
	Discuss with your supervisor the CAPS policy and the CAPS interview that you observed during orientation with a CAPS case manager and ask any questions you may have about the CAPS case management processes.
	Discuss CAPS current priority for services with supervisor.
	Observe a FICM demonstrate Clearinghouse.
	Observe the applicant services process in your office.
	Observe an ES interview in your office.
	DAY 5 ACTIVITIES
	Review procedures on accessing MAXSTAR system (if in MAXSTAR county.) Practice accessing the system via Internet and login to training environment using assigned user ID and password.
	Meet with a supervisor and/or your assigned mentor to hold a discussion that ties together all DFCS observations and discussions.
	Review supervisor's expectations regarding the following: <ul style="list-style-type: none"> ➤ Travel reimbursements for training ➤ Work hours and FLSA time sheets while away at training ➤ Etiquette while at training, and read: <ul style="list-style-type: none"> • DFCS Classroom Standards, Expectations and Attendance Policy • DFCS Training Information
	Bring the following supplies and materials to training: <ul style="list-style-type: none"> ➤ Writing Utensils(pens, pencils, highlighters) ➤ Pads (8½ X 11) ➤ Post-It Notes ➤ Tabs

	➤ Orientation & Training Checklist (signed by supervisor)
	Collect needed forms including: <ul style="list-style-type: none">➤ Travel Reimbursement➤ Time Sheets➤ Hotel/Motel Tax Exemption Form
	Make sure you have your supervisors name and phone number.
	You are almost finished. See you in the classroom!

Supervisor's Signature

Date

Resource Section

EDUCATION AND TRAINING SERVICES SECTION

DIVISION OF FAMILY AND CHILDREN SERVICES

TRAINING PROGRAMS

CLASSROOM STANDARDS, EXPECTATIONS

AND ATTENDANCE POLICY

As professional employees with the Department of Human Resources (DHR), Division of Family and Children Services (DFCS), all participants in any DFCS training programs must abide by the DHR Standards of Conduct, which set forth acceptable and unacceptable conduct toward peers, supervisors, managers, and clients. Trainees are encouraged to review the DHR Standards of Conduct found at:

<http://www2.state.ga.us/departments/dhr/ohrmd/Policies/1201.pdf>

The standards and expectations for the professional behavior of trainees in the classroom are as follows:

When Division employees are in training, their conduct must reflect their commitment and service to DHR and DFCS. Time spent in the classroom and in field practice is a normal workday.

Trainers serve in a supervisory role in the classroom. Responding to the trainer in accordance with the DHR Standards of Conduct is standard operating procedure.

Trainees are expected to complete written tests that cover material presented in class.

Trainees are expected to behave in a respectful manner. Examples of behaviors that are unacceptable and will not be tolerated include the following:

- inattentiveness during classroom time as exhibited by holding side conversations, conducting personal business, reading outside material or sleeping
- personal attacks, use of offensive language, argumentativeness, or excessive talking
- use of the Internet for reasons other than classroom activity
- eating food while in the computer lab
- use of cell phones, radios or beepers during class. All such devices must be turned off during class and replies to calls must be made during official breaks.

Engaging in these behaviors or in any behavior deemed disruptive or inappropriate by the trainer may result in an immediate conference with the trainer, notification to the trainee's immediate

supervisor, administrator or director, or expulsion from class. The trainer will confer with the appropriate authority prior to expelling a trainee from class.

Trainees are expected to dress in accordance with Personal Appearance During Work Hours per section IV of the DHR Employee Handbook as follows:

While the Department does not specify a Department-wide dress code, employees are expected to be clean and neat in appearance during work hours. As representatives of the State, employees should present a business-like professional image. Dress code policies may be established by DHR organizational units. In certain types of jobs, employees may be required to wear uniforms.

DHR organizations units may designate specific days as “casual days.” Dress on casual days may be less formal, but should always be clean, neat and suitable for the work place.

If lettered or illustrated clothing is worn, it should not promote a particular political, moral, religious, personal or other opinion. Clothing which is obscene, vulgar, offensive or inflammatory is prohibited. Employees may be required to change inappropriate dress or instructed not to wear the same or similar clothing in the future. Employees who do not comply with established dress code standards may be subject to disciplinary action, up to and including separation.

Trainees are encouraged to review the DHR Employees Handbook at:

<http://www2.state.ga.us/departments/dhr/ohrmd/Publications/index.html>

In addition to adhering to the Classroom Standards and Expectations, the following attendance policies apply to all staff while engaged in any training:

Trainees are expected to arrive on time and adhere to the time allotted for breaks and lunch. If an emergency arises that warrants arriving late or leaving early, the trainee must address the emergency with the trainer, in concert with approval from the supervisor.

Annual leave should not be requested and cannot be approved during training. Any exceptions must be discussed with the appropriate authority prior to training. The only acceptable excuses for being absent from classroom training are the following:

Sick leave (e.g. emergency illness or medical appointments for acute illnesses). In the case of sick leave, trainees must notify their immediate supervisor in the county office as soon as possible to report their absence from classroom training.

OR

Court leave (e.g. subpoena to court, unexcused jury duty). In the case of court leave, trainees must obtain prior approval from their immediate supervisor in the county office as soon as possible in order to be absent from classroom training.

The county supervisor or administrator is the only employee who can approve a trainee's leave request. For Centralized Hire trainees, the administrative supervisor is the only employee authorized to approve a trainee's leave request. The trainer/facilitator **will NOT** approve any leave.

The county supervisor must notify the appropriate authority as soon as possible that a trainee will be absent from class due to sick or court leave. The appropriate authority will notify the trainer of the absence.

Trainees absent from class due to approved sick or court leave may be required to make up all or part of the course depending on the length of the absence and the length of the course. This may affect time frames for their completion of training. The appropriate authority will determine with the trainer whether a trainee will continue a course, after consultation with the trainee's supervisor.

For the purposes of determining expulsion from a class, notification regarding leave or continuation in a class, the appropriate contact via an e-mail is:

- For attendance at any Office of Financial Independence training e-mail: OFItraining@dhr.state.ga.us
- For attendance at any Social Services training e-mail: SStraining@dhr.state.ga.us

I have read and understand the Classroom Standards, Expectations, and Attendance Policy for DFCS training programs.

Signature _____ Date _____

TRAINING INFORMATION

TRAINING SCHEDULE:	Training will begin at 9:00 a.m. and end at 4:00 p.m., with one hour for lunch, and will include both morning and afternoon breaks. In addition to class time, the trainers are also available one hour before and after class to answer questions and allow extra practice in the SUCCESS computer lab (if applicable). If multiple people need assistance, they will need to make an appointment with the trainer.
INCLEMENT WEATHER:	In case of inclement weather, the decision of whether to hold training will depend on the facility where we are training. If the weather is inclement in your area, please let your county and the trainer know that you will be absent.
FLSA TIME SHEETS:	During training, the trainers will not sign your time sheets. Your county should have instructed you on completion. Please make sure you annotate all absences on your time sheet.
MATERIAL:	During training, you will need the following material: Training Manual, notepads, and a calculator.
STANDARD OF TRAINING:	A grade of 80% is required on the CAPS classroom final assessment in order to successfully complete the course.
EXAMS:	There is one application oriented comprehensive exam. The exam is open-book. All resources (policy manual, training manual, notes, etc.) may be used. The exam is timed.
UNSATISFACTORY PERFORMANCE:	Your performance will be reported to the county as required and it will be your county director or supervisor's decision as to the action to be taken.

Your Responsibility in Reporting Child Abuse or Neglect (CAPS Manual Section 302.8)

ALL DFCS EMPLOYEES ARE REQUIRED BY LAW TO REPORT CHILD MALTREATMENT OR SUSPECTED ABUSE.

Even though your contact with a family may be limited to short office visits and telephone calls, you could observe or receive information that warrants a referral to child protective services.

ANY SUSPECTED ABUSE OR NEGLECT MUST BE REPORTED.

Your responsibility will be to report anything that you suspect is abuse. This includes but is not limited to the following:

- observing physical signs (ex., bruises, black eye) on a child during an interview
- observing abusive action during the interview
- someone discloses information during the interview
- someone discloses information during a telephone call

IF IN DOUBT, REPORT - ALWAYS ERR ON THE SIDE OF THE CHILD

CPS intake workers will screen all reports and determine whether to assign for investigation.

ALL REPORTS SHOULD BE MADE VIA TELEPHONE CALL AND FOLLOWED UP IN WRITING AS SOON AS POSSIBLE

If someone tells you of abuse during the interview or in a telephone call, connect him or her with the CPS intake unit at that time if possible. It is always best for the CPS worker to talk with the person who has the most knowledge. If you suspect the abuse, you need to call CPS. Always follow up in either situation with a Form 713 and route to CPS intake in your county. Keep a copy of the Form 713 for your record. If the child who is reported as being abused lives in another county, your CPS intake staff will follow up with notifying the correct county.

INCLUDE AS MUCH INFORMATION AS POSSIBLE IN THE REFERRAL

- Child's name, age and address (and current location, if different from address);
- Parent's name, address and telephone number;
- Reason for the referral (observation or information disclosed);
- Reporter's name, address, telephone number and relationship to the problem...

IF SOMEONE ELSE DISCLOSES THE INFORMATION THAT WARRANTS THE REFERRAL, THEY DO HAVE THE RIGHT TO REMAIN ANONYMOUS

CPS Referral Situations

Situation 1: Client comes in for a child care review and brings her two children with her. One is four and the other is six months old. Both get restless during the interview and begin crying. The client screams at the four-year-old to stop crying. You notice he screams and shrieks back in terror. You observe bruises on his cheeks and his arms. She picks up the baby and shakes her roughly also telling her to be quiet. You notice also that there are bruises on the baby's legs.

Action to be taken: Try to calm the client down and help with the children. Do not confront the client about her inappropriate behavior. Call CPS intake immediately after the interview and follow up with a Form 713.

Situation 2: An absent parent for one of your clients calls you because your client asked him to verify the child support he sends to her. He is angry and tells you he does not want his child receiving any public assistance because he provides for his child. He says if DFCS wants to do something they should give custody to him because he states your client uses and sells drugs and is not providing a safe place for the child to live. He says his child (age 6) has called him numerous times to come and pick the child up. When he got there, your client was "out of it."

Action to be taken: Encourage the absent parent to make the referral and transfer him to the CPS intake unit if he agrees to this. You will also need to call CPS intake. Then, follow up with a completed Form 713.

Situation 3: A mother and her three children come into your office. The mother says, "I cannot handle these kids any longer and I want you to take them!" The mother insists that DFCS take the children now. The client appears agitated and upset. She starts weeping and says she is sick. She says we must take the children.

Action to be taken: You alert your supervisor about the situation and then you call CPS intake to arrange for someone from Services to come right away and talk to the client. Follow up with a Form 713.

Common Acronyms

Instructions: Using Appendix I, find the word and definition that matches the acronym listed.

1. A/P -
2. A/R -
3. AU -
4. CCRS -
5. OCSS -
6. DOL -
7. ES -
8. FS -
9. ODIS-
10. OP/UP -
11. PA -
12. Pre-K -
13. SSN -
14. SUCCESS -
15. TANF -



Division of Family & Children Services