

STANDARDS FOR EFFECTIVE PRACTICE  
**11.0 - HUMAN RESOURCES SERVICES**

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**11.0 HUMAN RESOURCES PROGRAM STATEMENT**

In October, 2000, the Public Children Services Association of Ohio's (PCSAO) Board of Trustees requested that staff to research strategies for county public children services agencies (PCSAs) to more effectively recruit and retain qualified staff to accomplish the mission of increasing the safety of children, stability of families, and the support of the communities in which they reside.

Currently, staff turnover occurs at an estimated rate of 30% annually on a statewide basis. Within the 88 county PCSAs, that annual turnover ranges from 4% to more than 100%. Estimated costs associated with each staff member who leaves the organization are \$21,000. This includes time and effort to recruit, select, orient, train, and support the new worker. This cost, however, does not take into consideration the costs to the families and children that we serve. New relationships and trust need to be formed and, because of this, the family's progress can be slowed or regress until a new level of trust is established with the new worker.

Invitations were extended to all counties to participate in this effort. Staff from twelve counties participated throughout the nine month period of development. The draft standards were shared with a representative group of county PCSA staff at the PCSAO Annual Conference in September, 2001. At that time, people were asked to provide feedback on the content. All feedback that was received was incorporated into this version which is provided for your use and modification to suit the needs of your agency.

At the outset, the group identified the critical characteristics that they felt and which the research indicated were essential to recruiting and retaining qualified staff. Those characteristics included:

- Good leadership throughout the agency, particularly at the executive level;
- Effective supervision of direct service professionals;
- Providing competitive wages and benefits;
- Developing standardized screening and testing of job applicants to better assess their potential for doing the work and staying on the job;
- Providing orientation, job shadowing, training, and mentoring support to employees not only during the first year of hire, but throughout their careers;
- Providing a career ladder for employees to remain with the PCSA and to contribute to its mission;
- Providing training and professional development opportunities for all employees;
- Ensuring reasonable workloads for all staff so that they can experience increased job satisfaction;
- Making clear the agency's expectations of all staff so there is no confusion as to what the job entails and what is considered as acceptable performance;
- Understanding that there are cultural and generational differences among our workforce and employing strategies to create a work place that values and supports diversity; and
- Develop working relationships with colleges and universities who train our future staff so that they understand what we need to be successful in attaining our mission.

The standards that follow flow from these characteristics. While these Recruitment and Retention Standards attempted to incorporate as much of the Council on Accreditation's Standards for the Management of Human Resources as possible, they fail to do so completely. Nor do these standards constitute a complete personnel manual for a county public children services agency. Agencies should feel free to build their personnel manuals around these suggested standards.

Within each standard, there is the content of the specific standard and, in many, there are also specific addendums of what the committee deemed as models for counties to consider when developing or revising their current personnel manuals.

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**11.1 ADMINISTRATION**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.1 (Human Resource Planning, Organization and Deployment); and G4.2 (Personnel Policies and Procedures) link to and support Standard 11.1 *Administration*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.1 *Administration*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

County Public Children Services Agencies (PCSAs) that have the support of the community will receive the financial support and have access to the community resources necessary to increase the safety of children and the stability of the community's families.

**II. Outcome**

Staff will achieve increased job satisfaction in a county public children services agency that is vision driven, mission focused, and outcome based. When each staff member is presented with clear expectations of what his/her job entails, how his/her efforts support the safety of children, the stability of families, and the well-being of the community, more staff will remain in the employment of the PCSA and contribute to the attainment of the articulated vision.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- extent to which the agency has a Vision Statement developed with the community's input, updated Mission Statement, and current Strategic Plan identifying Strategic Initiatives;
- extent to which Standards of best practice are embraced and used to guide the organization;
- whether or not a formal new staff orientation program is routinely conducted.

**IV. Standards for Implementation**

- 1) The PCSA will understand the Excellent Systems Model and utilize this framework to develop a series of systems transformation/strategic plans which prioritize the critical issues to be addressed and has the support of the community. The plans will contain:
  - a. a vision, shared and crafted by the community, of what the community's hopes are for its children, families, and the

- community itself ten years from now and representative of the shared community values;
  - b. a clear sense of purpose or unique contribution, shared and crafted by the community, that the PCSA can be expected to make to attain that vision, which is representative of the mission of the PCSA;
  - c. prioritized, critical initiatives identified as strategic and necessary to transform the PCSA toward excellence, and attached to each of these critical initiatives are measurable objectives and discrete activities with time lines and responsible persons for seeing that the activities are completed;
  - d. a regular, internal process for reviewing the plan to identify accomplishments made and barriers encountered as the plan is implemented; as barriers are encountered, new strategies are developed to overcome those barriers;
  - e. a process to communicate the successes of the plan to the stakeholders, external to the PCSA, to keep them apprised of accomplishments, barriers encountered, and to build the perception of accountability with the external community; and
  - f. a process to communicate the successes of the plan to the internal staff of the PCSA; success breeds success and staff should be regularly recognized for their contributions to increasing child safety and family stability.
- 2) Agency structure, policies and procedures, and all decisions made should be compared against the strategic vision and organizational purpose to ensure these are consistent with both. If they are not, they should be reworked until they are before issuing. Once issued, these policies, procedures, and decisions should be made available to all staff and questions answered until they are clearly understood by all staff.
  - 3) Agency needs, e.g., financial, human, staff training, and community resources are directed to, redirected to, developed, or advocated for, based on the values made explicit in the vision, which support the agency's purpose or mission.
  - 4) PCSA leadership will be externally oriented, mission focused, and opportunity seeking. The leadership will identify all key stakeholders: elected officials, appointed officials, community leaders, the media, and the general public who must make contributions from their vantage point to achieve the strategic vision and support the agency's mission. Relationships will be established with each of these stakeholders and information as to the agency's progress furnished to them on a regular basis. The strategic management plan (a plan developed in addition to the systems transformation or strategic plan), which the leadership develops to create value and acquire support for the attainment of the vision, is regularly reviewed, assessed, and modified as necessary. All opportunities which present themselves will be used to create value for the strategic vision which the community has created.
  - 5) Outcome measures, which are consistent with the mission of the organization, will be developed and shared with staff on a regular basis. These outcomes will be used to measure agency progress toward child safety, family stability, partnership development, prevention and/or whatever the PCSA has defined as its purpose/mission/unique contribution to the attainment of the community

vision. Baseline information is developed for each indicator and ongoing data is collected, analyzed, and used for agency self-evaluation purposes to assess progress. This data is shared internally with staff and externally with community stakeholders on an ongoing basis.

- 6) Direct service worker and supervisory workloads are assigned in a manner consistent with the following PCSAO Workload Standards (Workload study conducted in 1998):
  - Specialized Report Screening: 113 reports per month
  - Specialized Investigations/Assessments: 10-11 per month
  - Specialized In-Home Services: 14 cases at any given time
  - Specialized Placement Services: 11 cases at any given time
  - Ongoing Services (Combined In-Home/Placement): 12-13 cases at any given time
  - Combined Screening/Investigation/Assessment: 27 screenings, 7 investigations/month
  - Generic (Screening, Investigation/Assessment/Ongoing): 27 screenings, 5 other per month
  - Adoption (Home Studies Only): 50 per worker per year
  - Adoption (Children Age 4 yrs. or Less): 11 children at any given time
  - Adoption (Children Age 5 yrs +): 5-6 children at any given time
- 7) Employee compensation is determined and paid based on the work each individual is assigned and consistent with the PCSAO Workload Standards. Health care insurance, a retirement plan, and reasonable reimbursement schedules for mileage, lodging, meal, and other expenses incurred while on the job (see Addendum A, *Salary Guide*).
- 8) Employee performance reviews are constructed in a manner which is consistent with measuring their contribution to the attainment of the shared vision, agency mission, agency outcomes which they have responsibility for, and their job responsibilities.
- 9) Agency leadership will ensure that the work environment is conducive to, and supports, the professional work being expected from the staff. A clean, well lit, adequate, and safe work place; adequate main office telephone system; individual access to computers and a central data base; mobile telephones while in the field for communication and worker safety; regular supervision, coaching, and support; and access to adequate photocopying and supplies will be provided.
- 10) Agency leadership will provide equal employment opportunities for all potential employees. Accurate qualifications necessary to do each job, recruitment and selection processes which accurately portray the work needing to be done, and consistent criteria for hiring will be developed.
- 11) Once an employee is hired, the individual will be properly oriented, engage in training which will prepare them to do the job, mentored by a seasoned worker before assuming a caseload, and provided regular supervision to deal with the individual circumstances which will arise from the children and families which they have been assigned on their workloads.

- 12) The PCSA will develop a Code of Ethics that sets forth the manner in which staff will conduct themselves and the values that guide their daily work (see Addendum B, *Code of Ethics*).

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**11.2 STANDARDIZED TESTING IN THE HIRING PROCESS**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.5 (Commitment to EEO); G4.6 (Recruitment and Selection of Personnel); and G4.7 (Recruitment and Selection of Procedures and Practices) link to and support Standard 11.2 *Standardized Testing in the Hiring Process*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.2 *Standardized Testing in the Hiring Process*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

The goal of all elements of the hiring process is to identify the most qualified applicant for the available position. The most desirable attributes change with each position and job description. The goal in utilizing standardized testing as one element in the choice of new employees is to be able to identify certain generic and specific qualities (skills, personality traits, etc.) within the potential employee which will parallel the requirements of the position and, hence, increase the likelihood that the individual will perform effectively in the position.

Career testing was initiated shortly after the second World War in an effort to find appropriate employment for individuals discharged from the armed forces. Since that time, it has undergone a sustained evolution in which the innovations of John Chrystal and Richard Bolles have played an important role. These individuals have developed a topography which, briefly and simply stated, categorizes all positions into one of six categories: *realistic, investigative, artistic, social, enterprising, and conventional*. Research has also indicated the one single measure most reliable in predicting job success- the rapid ability to learn and to pragmatically apply abstract information.

The ultimate goal is to match the ability and interests of an applicant with the requirements and responsibilities of the position. The closer the match, the greater job satisfaction, the greater effectiveness of the individual in the position, and the greater satisfaction of both employee and employer.

**II. Outcome**

To identify the job applicant that has the best potential to perform the duties of the position needing to be filled and who will remain in the employment of the PCSA for a significant period of time.

**III. Evaluation**

FACSYS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- use of Standardized Testing as part of the hiring process;
- analysis of retention rates before/after implementation of standardized testing.

#### **IV. Standards for Implementation**

Standardized testing may be used as an integral part of pre-employment screening for all positions. Accompanied by group interviews with all supervisory personnel, resumes, and reference checks, testing is a valuable source of additional data regarding the appropriateness of applicants for various positions. At present, three tests are used: The Self-Directed Search, the Adult-Adolescent Parenting Inventory, and the Wonderlic Personnel Test. There are also additional instruments which can be utilized.

##### **A. Self-Directed Search**

- 1) The first is the Self-Directed Search which posits that a person's dominant type, or "the personality type", determines the primary direction of vocational choice. The specific nature of a person's occupational preference comes from his/her personality pattern. The closer the occupational choice parallels the personality pattern, the greater the likelihood that success, satisfaction, and productivity will result from the career choice.

The Self-Directed Search results in a three letter score. Each letter parallels one of the occupation domains into which John Holland's research indicates that all occupations fall into: realistic, investigative, artistic, social, enterprising, conventional. Each of these domains have characteristics that would indicate each person's resemblance to each of the personality types.

In interpreting the results of the inventory in screening for caseworker positions, for example, we would tend to look for the highest score to be "S" and for compatible scores of "E" and "A". Full and adequate interpretation and understanding, however, can only be attained through reading the test manual and research documentation.

This device is one of the most widely used in the world and is particularly valuable as a tool to indicate career choice in late high school years and college.

##### **B. Adult-Adolescent Parenting Inventory (AAPI)**

The second tool utilized is the AAPI: Adult-Adolescent Parenting Inventory. The AAPI is an inventory designed to measure the child rearing attitudes of adult and adolescent parent and pre-parent populations. Responses to the inventory provide an index of risk of behaviors known to be attributable to child abuse, neglect, and lack of nurturance.

Responses to the AAPI provide an index of risk in five specific parenting and child rearing behaviors:

- a. inappropriate expectations of children;
- b. parental lack of empathy to children's needs;
- c. strong belief in the use of corporal punishment as a means of discipline;
- d. reversing child-parent responsibilities; and
- e. oppressing child's power and independence.

The attitudes of individuals who will work directly with children (caseworkers and child care staff) are of paramount importance to the PCSA. The AAPI provides valuable information that can be used to assist in the hiring decision.

**C. Wonderlic Personnel Test**

The third instrument used is the Wonderlic Personnel test. This is a timed response test. The WPT takes 12 minutes to complete and measures the individual's learning capacity, ability to understand instructions, and aptitude for problem solving. It is a paper and pencil test and can be scored immediately using a template. Included with the test is an interpretation booklet and chart. The test has been used extensively and has been consistently proven to be accurate. There are numerous forms. After repetitive application over time, the user will begin to note patterns and develop an internal validity that becomes sequentially more valuable. For instance, specific high and low cut-off scores have been found to be most indicative of success in the various agency positions for which employees have been sought.

**A CAUTION:** testing can be utilized as only one of a series of methods employed to assist in the hiring and retention process. It alone is insufficient. Useful information is contingent upon training in the proper and effective use of testing and in the understanding and interpretation of each of the above-mentioned instruments or any other instrument.

**D. Additional Instruments**

There are many instruments available that may measure elements that would be helpful in the screening process. Some references for the purchase of these as well as information include:

- a. Wonderlic Inc.  
1795 Butterfield Rd., Libertyville, IL 60048 (800) 323-3742
- b. Family Development Resources, Inc., (for the AAPI)  
3160 Pinebrook Rd., Park City, UT 84060
- c. Psychological Assessment Resources, Inc (PAR) (for the SDS)  
PO Box 98, Odessa, FL 33556 (813) 968-3303
- d. Western Psychological Services  
12031 Wilshire Blvd., Los Angeles, CA 90025
- e. CTB McGraw Hill  
20 Ryan Ranch Rd., Monterey, CA 93940 (800) 538-9547
- f. The Psychological Corp/Harcort Brace Jovanovich, Inc.  
555 Academic Court, San Antonio, TX 78204 (800) 228 0752
- g. Numerous other internet sources: psychological testing; career inventory; personality tests, etc.

*\*Policy is adapted from the Muskingum County Children Services Board, 12/01.*

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**11.3 HIRING PROCEDURES**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.2 (Personnel Policies and Procedures); G4.4 (Fair and Equitable Treatment); G4.6 (Recruitment and Selection of Personnel); and G4.7 (Recruitment and Selection Procedures and Practices) link to and support Standard 11.3 *Hiring Procedures*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.3 *Hiring Procedures*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

Hiring the most appropriate person requires active participation of agency personnel at all levels. The agency executive, human resource, and supervisory staff must collaborate to recruit, screen, interview, and select the most qualified and committed applicant who can contribute to the agency's mission.

**II. Outcome**

The most qualified and best applicant for every position within the PCSA will be identified and hired.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- extent to which there is an inclusive employee hiring process;
- whether or not there are Policies and Procedures and a written, formal system for hiring versus using the criteria herein.

**IV. Standards for Implementation**

- 1) Logistically, the hiring process is the responsibility of the Human Resources Director or an individual within the PCSA whose duties encompass those of a typical Human Services Director.
- 2) The supervisor of the unit having vacancies (clerical, support, casework, child care worker, etc.) will provide the HR Director with the number and type of vacancy. The HR unit will then internally post the positions as required. An advertisement, designed specifically for the position and designed to be attractive and market both the position and the agency, is then placed in all local papers. Additional advertisement may occur outside of the county, at universities, within professional journals, on the Internet, and

onsite and in person at various locations. Resumes are requested with cut-off date for receipt.

- 3) Resumes are acknowledged with a letter inviting all applicants to an orientation meeting and indicating that the meeting will last approximately two hours. Orientations are always held at 6pm during the week. At each orientation session, the executive director presents an enthusiastic and motivating overview of the agency and each unit. A computer generated presentation incorporating music, film clips, slides of youth and workers doing projects, comparative statistics showing agency progress and low turnover, takes about forty minutes. Applicants are encouraged to ask questions at any time and each is given a copy of the frames in the presentation with mementos: pencils, an agency mug, etc.

All supervisors are present throughout and they answer any questions that any applicant may have of a specific unit. Additionally, those supervisors whose units have vacancies usually complete a brief presentation focusing directly and explicitly upon the duties of the vacant position. This concrete depiction of unity and teamwork is frequently commented upon during the actual interviews. It is an important part of the marketing process. Additionally, the presence of all supervisors and the Executive Director convey the agency's commitment to the process and recognizes the dignity of each applicant.

- 4) Immediately after the presentation, the applicants are informed that, after a break, testing will be completed. They are also encouraged to take this opportunity to screen themselves out (by leaving) if they have decided that working in the agency is simply not what they desire at this time.
- 5) After the break, a full explanation of the tests and their purpose is given and applicants then complete the testing process which usually takes 40 to 50 minutes. Also at this time, an interview date is set and, as applicants complete their tests, they are asked to sign up for a time on that date. Scheduling conflicts are addressed at this time.
- 6) All applicants who indicate that they desire to be interviewed, regardless of test results, should be scheduled.
- 7) The HR Director grades, interprets, and provides the test results to all supervisors (along with copies of resumes) prior to the interviews.
- 8) Group interviews are conducted. All supervisors participate and ask questions or respond to applicant questions. Interviews are scheduled at 30 minute intervals and are typically completed in one day. Applicants are asked to bring four professional references, names and phone numbers, with them to the interview. Four references speeds the process since contacting references is the most time consuming part of this process (three are required.) A group discussion among supervisors then ensues about the applicants, the impressions from the interviews and testing results. A final decision on which applicants to pursue is made the same day.
- 9) The HR Director then calls references. A standardized format is used to query references but the freedom to pursue other questions is always possible. Responses are recorded verbatim, when possible. Additionally, inquiries to the appropriate law enforcement officials are made to determine if the applicant has any criminal record that may disqualify him/her from being considered for the position. This information is then shared with other supervisors and specifically with the supervisor whose unit has vacancies. A decision is made on who will be offered the position and either the specific unit supervisor or the HR supervisor will phone the applicant and offer the position.

- 10) If the applicant accepts the position, he/she is instructed to contact the agency's personnel specialist who schedules an initial informational interview and an appointment with the county's physician for a physical examination (for which the agency pays). The results of the examination are forwarded to the County Commissioners, usually within four days. The agency is then notified that the applicant may or may not be hired. If approved, a second interview with the personnel specialist is scheduled.

*\*Adapted from Muskingum County Children Services Board, 12/01.*

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**11.4 PRE-EMPLOYMENT SHADOWING PROGRAM**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.6 (Recruitment and Selection of Personnel); and G4.7 (Recruitment and Selection Procedures and Practices) link to and support Standard 11.4 *Pre-Employment Shadowing Program*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.4 *Pre-Employment Shadowing Program*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

The outcome of matching the right candidate to the right job within a child welfare agency does not occur without planning and intent. The pre-employment shadowing program is one part in the process of assuring the best possible outcome for the agency and prospective employee. The underlying principle is that the more the agency knows of the prospective employee and visa versa, the better they are both equipped to make an intelligent decision. Pre-employment shadowing increases the exposure the agency and the prospective employee have with each other and allows each a more thorough assessment of the other.

**II. Outcome**

The ultimate outcome is that the children and families of the county benefit from a workforce that is well matched for the job they are required to perform. Additionally, the agency and potential employee make better-informed employment decisions leading to increased staff retention.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- documentation and percentage of job candidates given the opportunity to job shadow;
- documentation regarding job shadowing, including interviews;
- documentation indicating use of staff input based on shadowing experience;
- analysis, on an annual basis, of the impact of job shadowing on candidate pool, hiring rate, etc.

**IV. Standards for Implementation**

(an example from Lorain County Children Services)

- 1) The opportunity to job shadow is presented to every job candidate who successfully completes an initial employment interview. This includes candidates for every position in

the agency. While the opportunity is extended to everyone, it is not mandatory for employment at the agency. Some candidates prefer to not shadow and their decision is not considered a negative response. The shadowing experience is offered to job candidates as a "no obligation situation" for both parties.

- 2) The shadowing experience is designed to last for up to two 8-hour days. However, the experience can be customized to the candidate's scheduling demands. Some candidates prefer a shorter experience of one day or part of a day.
- 3) Prior to starting the shadowing experience, all candidates must sign a contract detailing the purpose and pay for job shadowing as well as a statement of confidentiality (see Addendum C, *Sample Contract for Pre-Employment Shadowing*).

During the job shadowing experience, candidates are paid at a rate as if they were an employee. At the end of the year, the candidate receives a 1099 Miscellaneous Income Statement from the agency.

- 4) The Human Resource Department facilitates the shadowing experience but the individual units where vacancies exist develop the schedule for the candidate. This allows for maximum "real life" experiences. The Human Resources Department is responsible for scheduling the shadowing experience, completing the necessary paperwork and conducting the concluding interview.
- 5) During the candidates shadowing experience, the Human Resources Manager gathers feedback from agency personnel who have had contact with the candidate as to the candidate's appropriateness for employment.

At the conclusion of the shadowing experience, the Human Resources Manager and supervisor conduct a concluding interview with the candidate to answer any questions and detail the next step in the hiring process.

At the discretion of the unit supervisor, the shadowing experience may be concluded at any time. The Human Resources Manager is advised of this and notifies the candidate.

*\*Adapted from the Lorain County Children Services Board, 12/01.*

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**11.5 STAFF ORIENTATION AND TRAINING**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.1 (Human Resources Planning, Organization and Deployment); G4.2 (Personnel Policies and Procedures); G7.1 (Orientation of New Personnel); G7.2 (Personnel Development and Training Program); G7.5 (Supervision); and G7.6 (Additional Requirements of Supervisors) link to and support Standard 11.5 *Staff Orientation and Training*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.5 *Staff Orientation and Training*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

Highly functioning organizations require, at all levels a knowledgeable, confident, and competent work force. Demands placed on staff require that they be prepared and skilled. Staff preparation and readiness to competently carry-out job duties are demonstrated through organizational supports. PCSAs provide staff with new job orientation, training opportunities, and support in their preparation of, participation in, and practice of newly acquired knowledge and skills.

New staff orientation is a critical opportunity to introduce the new employee to the value rich importance of child safety and family stability and to the neighborhoods in which services are provided. Most agencies will report that the importance of the orientation to the employee "getting off to a solid start" and in which the agency can "put its best foot forward" is important and valuable.

Staff retention research suggests that orienting staff is necessary to build a solid foundation on which staff attitudes and experience develop. Without a formal orientation program, staff is left to their own devices to figure out what and how the agency functions and can linger in a state of disorientation for weeks and months. This confusion does little toward the retention of staff. It can contribute to an ongoing feeling that the agency does not support staff, communicate important information, or support their knowledge and awareness of program services, agency functioning or the roles and responsibilities of staff.

PCSAs provide all staff with in-service training opportunities to introduce specific knowledge needed to perform job duties within the agency and county jurisdiction. Additional training is offered to augment and enhance staff's knowledge and skills. PCSAs support the use of the Ohio Child Welfare Training Program (OCWTP) in training professionals who work in the field. The OCWTP provides content and skill building opportunities to support the development of a competent and confident staff. Inter-agency cross-training is an additional preparatory and ongoing skill development vehicle that directly addresses the need for inter-system collaboration critical to serving the community's children and families. Whatever the orientation or training vehicle used, PCSAs believe that the protection of children and stabilization of families necessitates a knowledgeable and skilled staff.

**II. Outcome**

Children and families are served by knowledgeable, skilled and prepared employees of the child protection system.

### III. Evaluation

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- number of staff hired versus the number of staff completing New Staff Orientation;
- whether a formal process for orientation and ongoing training of new policies and procedures exists;
- extent to/percentage of supervisors using process for educating staff on new, revised agency policies and procedures;
- percentage of staff completing required training hours per year, meeting time frame mandates;
- percentage of staff attending graduate school towards a MSW or related degree;
- percentage of staff completing ITNA annually and percentage of staff attending training as identified in their ITNA;
- number of cross-training sessions held with other local agencies on an annual basis.

### IV. Standards for Implementation

#### A. Staff Orientation for All New Employees

PCSAs provide formal and uniform orientation activities for new employees. The purpose of providing new staff with formal orientation is: to create a favorable impression of the agency, to reduce new job anxiety, and to provide technical information regarding the agency, job expectations and performance. The structured orientation program is time-limited and is provided by designated staff. Consistency and accuracy of information provided during staff orientation should be assured. PCSAs provide on-the-job orientation activities through the employee's supervisor and direct program staff.

- 1) The PCSA should have a policy, process and procedures for orienting all new employees to the organization.
- 2) A general orientation program should be provided to all new employees within their first five working days. The general orientation program includes, but is not limited to, the following elements.
  - a. PCSA Overview
    - i. mission, philosophy, values;
    - ii. annual goals and objectives;
    - iii. organizational structure, including key administrators;
    - iv. program areas and functions;
    - v. agency tour;
    - vi. list/location of relevant PCSA materials and manuals;
    - vii. employee safety; and
    - viii. funding sources.
  - b. Personnel
    - i. time sheets;
    - ii. benefits;

- iii. professional expectations;
- iv. required annual training;
- iv. job description, performance expectations, probation, annual evaluation;
- vi. confidentiality policy with employee sign-off;
- vii. reimbursement procedures, when applicable; and
- viii. personnel handbook that contains policies and procedures.

**B. Staff Orientation for Direct and Non-Direct Service Staff**

- 1) The PCSA should have job-specific orientation activities for direct and non-direct service staff designed to orient new employees to their particular job functions and responsibilities. Job-specific orientation activities should be provided to the new employee within the first three months on the job by the training unit or program area to which they are assigned. Orientation activities may be individualized or group (see Addendum D, *Staff Orientation Checklist*).

Job-specific orientation activities should include, but not be limited to, the following:

- a. child protection services history and mission;
- b. forms completion, time restrictions;
- c. job responsibilities including detailed information regarding activities;
- d. intra-agency information including purpose, functions, contacts, on-site visits;
- e. policies, procedures;
- f. inter-agency specialized services which interact with specific job function and responsibilities; and
- g. confidentiality.

**C. PCSA Policies/Standards, State and Federal Mandates**

PCSA's expect staff to be informed and knowledgeable regarding organizational policies, procedures and standards of effective child welfare practice. To assure staff are well informed, PCSA's have the responsibility to provide regular, uniform, and consistent education and training regarding the organization's policies, procedures and standards, and state and federal mandates. This is critical if staff is to be held accountable for knowing and using these tools in carrying out their job responsibilities on a daily basis.

- 1) Staff should be provided training that addresses federal and state laws and rules applicable to their job duties, and should be instructed regarding how these relate to their individual daily activities.
- 2) The PCSA should have a method for assuring that all new employees are introduced to, and trained on, the use of the agency's policy manuals and handbooks. This should be documented by the PCSA for each employee.
- 3) The PCSA should have a structured format for introducing new and revised policies, procedures, and standards for effective practice with staff as is appropriate to the employee's job classification. Completion of this review should be documented by the PCSA for each employee.

**D. Intra-Agency Training**

Developing a confident, knowledgeable work force requires that staff have an understanding of program services and activities within the organization. Staff should be informed of, and know, all of the functions, services and programs of the agency. Knowing the agency functions, and how to access services and programs, allows staff to serve children and families with greater efficiency. The PCSA has a responsibility to educate and cross-train staff regarding all program activities and services of the agency.

The PCSA should provide, at least biannually, a structured and documented process for informing and/or training staff on newly developed and existing services and program activities.

**E. Ohio Child Welfare Training Program**

PCSAs rely on knowledgeable and competent staff who are well versed in Ohio child protection standards and practice. PCSAs make a commitment to implement activities that support and compliment comprehensive competency-based training. This includes a commitment that social service staff receive the mandated Ohio Child Welfare Training Program (OCWTP) training, utilization of the Individual Training Needs Assessment (ITNA), and regular communication with the Regional Training Center.

- 1) The PCSA should have a policy regarding the need for all social service staff to complete the recommended CORE within the first 12 months of employment. Staff who were hired prior to the availability of CORE should be required to participate in the series.
- 2) The PCSA should have a policy regarding annual completion of the appropriate OCWTP Individual Training Needs Assessment Tool by caseworkers and supervisors to be done at least every two years and reviewed on an annual basis.

**F. Transfer of Learning**

The PCSA's responsibility to prepare staff to carry out their job functions with confidence and competence does not end at the close of a training session. Staff training and skill building is an ongoing responsibility of PCSAs. Transfer of Learning (TOL) begins prior to the training session, follows through the event and continues after the participant returns to the job. PCSAs are responsible for assuring TOL activities are actively pursued and are implemented agency-wide. TOL activities are the responsibility of management, line supervisors, workers, and the trainers who provide the training. Because resources are limited, as is staff time, TOL activities are critical to the effective development of staff and make best use of limited resources.

- 1) The PCSA should have a policy regarding agency TOL activities. TOL activities should include, but are not limited to, the following:
  - a. Management  
Management should demonstrate the value it places on training by:
    - i. allowing the trainee to attend scheduled training events;
    - ii. providing back-up staff support for individuals in training so that the trainee is undisturbed during the training session.
  - b. Supervisors should support the professional development of their staff by:
    - i. reviewing the annual Individual Training Needs Assessment (ITNA) finding and/or annual performance

- objectives to assure the requested training meets a training need as discussed with the individual;
      - ii. having a discussion with the individual regarding what s/he hopes to learn from the session;
      - iii. holding follow-up discussions regarding newly acquired knowledge and understanding based on the training content;
      - iv. requesting the individual share the materials with staff at staff meetings.
    - c. **Training Participant**  
 Staff who participate in training events should take the responsibility of transferring the content of the training session back on the job. Staff may accomplish this by:
      - i. assuring their work is covered for the day;
      - ii. giving full attention to the trainer;
      - iii. developing and implementing an action plan which identifies how s/he plans to use the information;
      - iv. sharing the training content with staff.
- 2) Following a training event, the staff member should meet with the supervisor to discuss the training and review the action plan. The supervisor should provide the support needed for staff to implement the action plan and document having done so.
  - 3) The supervisor and staff should discuss implementation of the plan. At subsequent meetings, the supervisor should address the action plan and document progress made in implementing the action plan activities. Documentation of the staff member's progress in meeting learning objectives should be part of the annual performance evaluation.

**G. Inter-Agency Training**

Cross training of staff with other community service providers, both private and public, strengthens the community's ability to effectively and efficiently serve children and families. It is the responsibility of these system administrators to jointly develop and implement a plan for orientation, training and sharing information among staff across systems

- 1) The PCSA should agree to participate in the development and implementation of inter-agency cross training.
- 2) The PCSA should provide information and resources regarding agency philosophy, policies, consumer population, services, and program activities to community service providers upon request.
- 3) The PCSA should provide updated and ongoing information regarding its services, program activities, and program partnerships to the wider community.

**H. Suggested Key Components in Orientation and Training Programs**

Orientation and Training Programs should be designed to support and promote best practice strategies for employees.

Innovative curriculum designed to cover the diverse needs of the Net Generation, Generation X, and Baby Boomer Generation should be utilized.

Opportunities for mentoring and shadowing with experienced child welfare professionals should be provided.

Interactive curriculum with assignments, Internet linkage, and transfer of learning components should be made available.

Resources:

Field Guide to Child Welfare, by Judy Rycus and Ron Hughes  
Training, Orientation and Optimal Learning (TOOL) Manual - Ohio Child Welfare Training Program  
These resources can be obtained by calling the Institute for Human Services at (614) 251-6000.

*\*Standard adapted from the Franklin and Marion County Children Services Boards.*

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**11.6 POSITION DESCRIPTIONS**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.1 (Human Resource Planning, Organization and Deployment); G4.2 (Personnel Policies and Procedures); and G4.6 (Recruitment and Selection of Personnel) link to and support Standard 11.6 *Position Descriptions*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.6 *Position Descriptions*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

Position descriptions clearly set forth the expectations, duties, and qualifications for each job within the agency. The position description should fully describe the expectations of the employee performing the duties of a particular job; provide the basis for determining the employee's training, education, and professional development plan; and serve as the foundation for all performance evaluations.

**II. Outcome**

A detailed position description provides the employee with a clear understanding of his expected contribution to the attainment of the agency's mission, the educational and professional development requirements necessary to perform the job duties, measurable criteria for recruiting and selecting qualified personnel, and an objective basis for evaluating the employee's performance in making that contribution.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- evaluate the extent to which position descriptions are used by the Supervisors to create a professional development plan with employee;
- review of regularity of position description reviews, updates in agency;
- extent to which position descriptions are written in behavioral terms.

**IV. Standards for Implementation**

- 1) Appropriate agency personnel, from each group of jobs and management, should meet to discuss the duties of each position within their span of control. These duties/activities should be clearly recorded and then grouped according to function, e.g., assessment of family, development of safety plan, etc. State and federal qualifications, plus all other agency requirements should be discussed and recorded after the duties have been determined and grouped.

- 2) A discussion and eventual decision as to what percentage of overall time should be allocated to each of the functional areas that were agreed to. State, federal, and agency qualifications should then be assigned to each function.
- 3) Direct service supervisors should review each position description within their span of control every six months to determine if the duties, activities, or functions, or the percentage of time assigned to each has changed substantively during that time period. If it has, the supervisor should request that the team that developed the original position description is convened, consensus reached as to the change, the position description updated, and the employee is provided a copy of the updated document.
- 4) The agency shall use the current position description as the primary foundation for recruiting and selecting an individual to fill a vacancy.
- 5) Supervisors shall use the current position description to develop, in consultation with each employee, a personal development plan. The initial plan shall incorporate the results of the Individual Training Needs Assessment (ITNA) of the Ohio Child Welfare Training Program. The primary goal of the professional development plan will be to ensure the employee has all necessary training and education to do the job s/he has been hired to do. Subsequent plans shall not only use the results of the ITNA, but also any other training that is deemed necessary to enable the employee to perform his job duties better. Such training may include formal education through TOPS.
- 6) Not less than annually, the employee's performance shall be assessed. The employee's position description shall be used as the foundation for the appraisal. Ability to do each functional area within the job; the employee's attainment of his/her personal development goals and his/her ability to apply the newly acquired knowledge and skills on the job; and any other performance criteria should be assessed at that time. After discussion of the appraisal with the employee, any adjustments to the personal development plan and position description should be made.

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**11.7 EMPLOYEE GRIEVANCE PROCEDURE**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.2 (Personnel Policies and Procedures) and G4.3 (Harassment Policy) link to and support Standard 11.7 *Employee Grievance Procedure*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.7 *Employee Grievance Procedure*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

A grievance policy is established in non-union counties to assure that all laws, policies, procedures, work rules, or regulations are fairly and uniformly interpreted and applied by all supervisory personnel during the day to day business of the agency. In unionized counties, the labor contract that is negotiated and agreed to will contain a grievance procedure that ends in binding arbitration. By fairly applying all laws, policies, procedures, work rules, or regulations, the agency can better retain qualified employees.

**II. Outcome**

A grievance policy shall assure that employees' questions and concerns which develop in the day to day operation of the agency are promptly, respectfully, and objectively heard and answered.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- usage rate of grievance process;
- outcome of appeal compared to grievance filing;
- time between grievance filing and grievance decision.

**IV. Standards for Implementation**

- 1) Grievance is defined as a disagreement between an employee and management as to the interpretation or application of policies, rules and regulations, state civil service laws, state or federal laws relating to terms and conditions of employment, or other disagreements stemming from perceived unfair, or inequitable treatment during employment with the agency.
- 2) All employees are encouraged to use this grievance procedure when they perceive it to be justified. Furthermore, employees must be assured that the use of the procedure or testifying in a grievance hearing will not result in disciplinary action, harassment, or being dealt with in any other unfair manner by the agency (see Addendum E, *Sample Grievance Procedure*).

- 3) Nothing in the grievance policy denies an employee's legal right to appeal to the State Personnel Board of Review when and where that body has jurisdiction, the Ohio Civil Rights Commission, the Equal Employment Opportunity Commission, or any court or regulatory agency of competent jurisdiction. However, once an employee elects to use the provisions or procedures of any of the above agencies or courts as remedy, he is denied the remedy of the agency grievance procedure. Any grievance filed prior to such appeal shall be considered withdrawn.
- 4) Grievances are to be settled at the earliest possible level of the procedure. The grievance must proceed through the levels in the order that they are specified in the grievance procedure.

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**11.8 DISCIPLINARY POLICY**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.12 (Accountability and Performance Review) and G4.13 (Human Resources Assessment and Evaluation) link to and support Standard 11.8 *Disciplinary Policy*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.8 *Disciplinary Policy*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

A well defined disciplinary policy provides a valuable tool for the agency to effectively intervene in situations when an employee's performance or actions undermine the successful attainment of the organization's mission. There are circumstances when an employee's performance may slip below acceptable levels and the initiation of disciplinary intervention provides a means of salvaging a valuable employee through corrective action or employee assistance services. On other occasions, the policy provides a means to progressively document poor or illegal performance so that the employee can be terminated from the agency. The application of the disciplinary policy should be made within the context of the employee's ability or willingness to contribute to the agency's mission.

**II. Outcome**

A well defined and uniformly applied disciplinary policy enables the agency to more effectively attain its mission by assuring that all employees function within an acceptable range of performance, ethics, and morals.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- regularity of training on agency disciplinary policies and procedures implementing a review process for evaluating disciplinary actions for consistency in application;
- a documentation review to analyze the completeness of data gathered prior to taking disciplinary action.

#### **IV. Standards for Implementation**

- 1) The disciplinary policy must be made available and be clearly understood by all employees in the agency (see Addendum F, *Sample Disciplinary Policy*).
- 2) All supervisory staff must be trained in use of the disciplinary policy so that it is fairly and uniformly applied in all situations.
- 3) All supervisory staff will understand that the use of discipline, when necessary, is expected.
- 4) Except in extreme cases, employees should be given the support and guidance necessary for them to correct the deficiency that resulted in the disciplinary action and begin to effectively contribute to the attainment of the agency mission once again.
- 5) The agency shall establish a process for reviewing all disciplinary actions to ensure that the process is being applied fairly and uniformly.
- 6) In situations where the employee is terminated, the agency will have developed the necessary documentation and secured the required legal representation to assure that the State Personnel Board of Review or binding arbitration decision upholds the termination order.

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**11.9 COMPETENCY-BASED IN-SERVICE TRAINING (CBIT)**

**Council on Accreditation Standards**

The Council on Accreditation Standards G7.2 (Personnel Development and Training Program; G7.3 (Training Content); and G7.5 (Supervision) link to and support Standard 11.9 *Competency Based In-Service Training*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.9 *Competency Based In-Service Training*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

Since 1985, the Ohio County Public Children Services Agencies (PCSAs) have been served by the Ohio Child Welfare Training Program (OCWTP). The OCWTP is structured to be a collaborative effort of the Ohio Department of Job and Family Services (ODJFS), Public Children Services Association of Ohio (PCSAO) and a State Training Coordinator, which has been The Institute for Human Services (IHS) since the program's inception.

The OCWTP promotes the delivery of high quality, culturally responsive, family-centered services to children who have experienced or are at risk of abuse, neglect or dependency, and their families. This is provided through the delivery of competency-based training, primarily to public agency professionals, caregivers, and adoptive families. The OCWTP collaborates with other agency providers and advocates for public policy and practice standards that reflect best child welfare practice.

**II. Outcome**

To provide appropriate, job-related knowledge and skills for child welfare administrators, supervisors, caseworkers, foster parents and other staff that supports and promotes the PCSAs mission to increase the safety of children, the stability of families, and the support of the community.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- regularity of ITNA completion by staff;
- review of ITNA high training need areas against approved staff training;
- review of action plan used by CBIT participants as a TOL strategy.

#### IV. Standards for Implementation

##### Elements of CBIT

- a. Use of a "Universe of Competencies"- The Universe of Competencies is a compilation of all the knowledge and skills needed by child protection staff and foster and adoptive parents to perform their assigned job tasks. The Universe of Competencies "drives" a competency-based inservice training system. The competencies are the criteria against which individual training needs are assessed. They also determine the content of all training curricula. Trainers in the system are certified to teach only in those competency areas in which they have a high level of expertise and proficiency.
- b. All new program personnel employees will attend standardized CORE curriculum training shortly after their employment in the system. CORE training consists of training in those competencies considered to be fundamental and essential for all trainees in a targeted trainee group. By mandating that all staff attend core training early in their employment, the training system helps assure a consistent and uniform standard of practice across all jurisdictions of the state.
- c. The Utilization of an Individual Training Needs Assessment Instrument (ITNA)- The ITNA process determines the high priority training needs for every staff person in the system. Each ITNA instrument contains the standardized Universe of Competencies for that target group. The ITNA weighs the relative importance of two variables: the importance of each competency to the individual employee's job, and the current level of ability. The highest priority training need is a competency which is very important to the employee's job, and in which the employee needs considerable development.
- d. The Development and Certification of Competent Trainers- Trainers in a competency-based training system must have well developed training skills for use with adult learners; a thorough knowledge and skill in the topics they are to teach; and understanding of the values, standards, and operations of family-centered, culturally competent child welfare practice. Trainers for a competency-based system are thoroughly screened, evaluated, and ultimately certified to teach in those competency areas in which they demonstrate high levels of proficiency. They are trained in adult learning methodology and in the use of standardized curricula. They are also trained regarding their role in promoting transfer of learning from the workshop to the job setting.
- e. The Development of Job-Related Training Content and Standardized Curricula- Training content relevance is assured by using our Universe of Competencies as the guide to curriculum development. Ultimately, there should be training curricula available for all competencies in the Universe of Competencies. The identification, assessment, adaptation, updating, or development of relevant training curricula is an ongoing process for the life of the program.
- f. A Statewide System for the Delivery of Training- An effective training system for adult learners must involve learners in the needs assessment, training, and evaluation process. A regional delivery system assigns a training center to a group of constituent agencies within a circumscribed geographic area to facilitate the planning of training that meets identified training needs in that area. A regional delivery system saves considerable resources by eliminating the need for trainees to travel long distances to attend training. The Ohio training delivery system is comprised of eight Regional Training Centers (RTCs) located in the following counties: Athens (Southeast), Cuyahoga (North Central), Franklin (Central), Greene (Western), Guernsey (East Central), Hamilton (Southwest), Lucas (Northwest) and Summit (Northeast).
- g. A System will be Implemented for the ongoing Monitoring and Evaluation of all Training Activities and Program Components- Use of a statewide tracking data system enables the systematic input of information needed to plan, administer, and evaluate training activities and staff participation. Measures of performance for the system must be identified, and the system's output is regularly assessed. All training activities are routinely evaluated at multiple levels to determine their quality, relevance and outcomes. Comprehensive data is maintained regarding individual staff attendance at training in order to identify compliance with training regulations.
- h. An Administrative Structure will be Implemented that Promotes Ongoing and Collaborative Planning, Management, and Evaluation of All System Components- The OCWTP is governed by

a Central Steering Committee. This is the representative planning and decision making body for the training system and is a central component in assuring the ongoing effectiveness and quality of the training program. This group assures that strategic planning, operational planning, decision making and program evaluation are routinely conducted by the most knowledgeable and committed people in the system. This group strives to be responsive to trends in the field of Child Welfare by remaining current in the development of new products and monitoring and use of new technologies.

- i. The Utilization of Transfer of Learning Activities (TOL)- TOL activities refer to the utilization of knowledge and skills learned by trainees in training back on their jobs. Research suggests that without system-wide strategies that promote transfer, much of what is learned in training will never be used in the work place. Transfer of learning requires collaboration between training centers, trainers, the trainees, their immediate supervisors, and the administrators and managers in the work environment. Strategies to promote transfer are incorporated into activities that prepare the worker to attend training, that occur during the training, and that support the worker in utilizing the new skills on their jobs after the training.

*\*Adapted from the Ohio Child Welfare Training Program, 12/01.*

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**11.10 STAFF DIVERSITY**

**Council on Accreditation Standards**

There are no Council on Accreditation Standards that directly link to and support Standard 11.10 *Staff Diversity*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.10 *Staff Diversity*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

County PCSA's recognize the importance of cultural competency in the services that they provide and the work environments that they maintain. They recognize the need to promote, address, and respond to the diversity of the workforce as well as the children and families served by the agency. PCSAs embrace culturally competent child welfare practice through supporting the Ohio Child Welfare Training Program's competency based, in-service training system, providing other forms of culturally focused educational resources, and seeking technical assistance when necessary. From a cultural perspective, training and educational opportunities are paramount for employees to sensitively and competently fulfill their job responsibilities, create a positive work environment, and contribute to the agency mission.

**II. Outcome**

PCSA's are active and innovative in how they address and train culturally competent child welfare practice and promote an inclusive work environment.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- ratio of staff diversity to clients served;
- number and type of diversity worksheets available to staff on an annual basis;
- percentage of staff who attend diversity training, seminars, and functions to total staff population.

**IV. Standards for Implementation**

- 1) PCSA's have knowledge and are aware of the cultural composition of the county the PCSA is located in, the client population it serves, and the composition of its workforce.
- 2) PCSAs support and encourage employees to increase their personal knowledge, skills, sensitivity, and comfort levels by gaining an understanding of their own cultural background, biases, the culture of others, and the culture of the agency itself.

- 3) The following cultural areas should be considered as focal points of training, education, and celebration:
- a. religion/spirituality;
  - b. language/communication;
  - c. education;
  - d. gender;
  - e. intergenerational dynamics;
  - f. beliefs regarding help from outside of the family unit/cultural influences;
  - g. parenting norms/cultural influences;
  - h. beliefs regarding health care/cultural influences;
  - i. sexual orientation;
  - j. mentally challenged;
  - k. blind/deaf;
  - l. physically challenged;
  - m. racism;
  - n. ethnicity;
  - o. geographic origin;
  - p. generation issues;
  - q. family values/cultural influences;
  - r. self-determination/cultural influences;
  - s. sibling group placement;
  - t. race; and
  - u. age.
- 4) PCSAs recognize that cultural diversity training and education encompasses more than race and ethnicity. Additional areas of focus include sexual orientation, physical and mental ability, the poor, gender differences, age, spirituality, and other groups of people who share a common value. A good baseline of training topics would include:
- a. Cultural Diversity 101;
  - b. African American culture;
  - c. Appalachian culture;
  - d. Hispanic/Latino culture;
  - e. culture of poverty;
  - f. gender issues;
  - g. Gay/Lesbian issues;
  - h. Asian culture;
  - i. Native American culture;
  - j. spirituality issues;
  - k. physically challenged; and
  - l. mentally challenged.
- 5) PCSAs are encouraged to utilize a diverse population of trainers, including their own staff, to provide employees a broad perspective of knowledge and experience.
- 6) PCSAs actively support and put into place a variety of formal and informal education, training and information activities that enhance staff knowledge of, and sensitivity to, relevant cultural groups within their organization, client population, and county. Such activities may include:

- a. diversity luncheons celebrating different cultural groups;
  - b. racism study circles;
  - c. distribution of reading materials regarding different cultural groups;
  - d. presentation of training video tapes;
  - e. participation/consultation with/from the Statewide Diversity Committee;
  - f. attendance at training sessions and conferences; and/or
  - g. discussion/support groups.
- 6) The PCSA is committed to developing and maintaining a multicultural organization that supports and respects cultural diversity and rejects discrimination and oppression. In support of this belief, the PCSA is committed to:
- a. enabling all staff, caregivers, service providers, and board members to recognize, understand, and respect the cultures of the people we work with and provide services for;
  - b. developing an agency that promotes and respects diversity among people and has an expectation that its members demonstrate sensitivity, understanding, and respect for all cultures;
  - c. creating an atmosphere that encourages people to explore cultures different from their own without fear;
  - d. creating an atmosphere that encourages everyone to express themselves within the parameters that support the agency's mission; and
  - e. empowering our members, through education and training, to act as change agents.

The PCSA understands that verbal and other types of communication misunderstandings are often the beginning of difficulties among culturally diverse people. The consequences of hateful, insensitive, and discriminatory communication are no less painful than physical attacks. Therefore, the PCSA is implementing a bias free behavioral, written and spoken language in the work place.

Distribution of racist, demeaning, and inflammatory documents is prohibited. Such material may be reviewed within the context of training and education. The dissemination of these materials and the display of such behavior promote a dysfunctional work environment and will be addressed through the PCSA's disciplinary policy.

*\*See Addendum G, Working with Different Generations; and Addendum H, Monthly Diversity Celebration Checklist for examples on how to enhance diversity.*

*\*Standard adapted from the Lucas County Children Services Board.*

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**11.11 SUPERVISION**

**Council on Accreditation Standards**

The Council on Accreditation Standards G7.5 (Supervision) and G7.6 (Additional Requirements of Supervisors) link to and support Standard 11.11 *Supervision*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.11 *Supervision*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

County PCSAs recognize that a well-functioning organization requires effective and competent, regular and timely staff supervision. Administrative, educational and supportive supervision are requisite to fulfilling the agency's mission. Employees look to management to provide them with guidance and support as they seek to competently fulfill their job responsibilities. Effective supervision is essential to successful professional development. Supervisors are responsible for modeling and teaching effective engagement skills, and positive professional work habits and job content. Effective supervision is necessary if the PCSA is to expect confidence and competence among the employee population. Supervision of staff is critical for PCSA systems maintenance and the overall mission of increasing the safety of children, stability of families, and the support of communities.

**II. Outcome**

Staff will achieve increased job satisfaction and feelings of support in PCSAs that provide regularly scheduled/ongoing individual and unit supervision systems for their staff. When staff receive ongoing support, guidance, and technical assistance on their very complex cases and job duties, agencies assure that their staff will be better prepared and ready to intervene quickly and effectively with at-risk children and their families. Quality, competent, effective supervision ensures workers are working to achieve the Agency's Mission and all activities for protecting children and will be demonstrated in the quality of their professional judgements and their overall work product.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- percentage of Supervisors who completed Management CORE to total population of Supervisors (including Managers and Directors);
- percentage of Supervisors who attend annual Management training to total population of Supervisors (including Managers and Directors);
- percentage of employee evaluations completed within agency timeframes to total performance evaluations completed;

- percentage of Supervisors who hold regular staff conferences and unit meetings with agenda and minutes.

#### **IV. Standards for Implementation**

##### **A. Supervision of Employees: Direct and Indirect Services**

###### **1) Roles Supervisors Play**

The PCSA supervisor will understand the key and essential roles that they play in managing people, systems, cases, and data towards the enhanced protection and safety for their community's at-risk children and families. The activities of supervisors that are directed towards this end fit into three key categories: Administrative, Educational, and Supportive activities and behaviors. Two elements that cut across all three categories and merits special attention is the need for modeling and cultural responsiveness in effective casework and supervisory practice. In summary, these three categories and their respective activities and behaviors are:

###### **a. Administrative Supervision**

- i. foster ownership of Agency Vision, Mission, goals, values, policies, and procedures;
- ii. assure cohesion and high performance of the work unit;
- iii. encourage maximum performance of individual staff;
- iv. facilitate open communication between staff and upper management to achieve Agency and unit goals; and
- v. foster collaborative relationships within the Agency and with community agencies and organizations.

###### **b. Educational Supervision**

- i. provides/assures orientation of new staff;
- ii. creates and implements a training and/or development plan with each staff member;
- iii. encourages personal and professional growth and advancement; and
- iv. provides technical assistance, case supervision, and consultation.

###### **c. Supportive Supervision**

- i. establishes a positive work climate in the work unit;
- ii. develops/supports a teamwork approach;
- iii. facilitates successful resolution of conflict within and outside the Agency;
- iv. develops self-awareness of one's own attitudes, needs, and behaviors and their effect on the supervisory and worker relationship; and
- v. promotes cultural responsiveness within and outside of the Agency.

###### **2) Supervision and Employee Probation**

Employees of the PCSA are informed of their job responsibilities and job expectations at the time of hire. These are reviewed annually with the employee's supervisor. It is the responsibility of the supervisor to make sure that new employees are provided with a job description, training, guidance, and on-the-job opportunities to learn and succeed in their new roles.

- a. Upon hire, the supervisor provides the employee with a copy of the job description. A copy is signed by the employee and placed in the employee's permanent file.
- b. PCSAs have a policy on the supervision and evaluation of new employees who are on probation. The supervisor has a structured orientation process for introducing employees to their job responsibilities and for monitoring their progress in learning the position.
- c. PCSA supervisors provide new employees with a formal, mid-probation performance review which examines the employee's ability to adapt to the new position. The supervisor documents the employee's progress. When a problem is identified, the employee, with the supervisor, develops a corrective action plan.
- d. PCSA supervisors provide new employees with a final probation performance review which examines the employee's success in adapting to the new position. The supervisor documents the employee's progress. If a problem has been identified which can be corrected, the supervisor, with the employee, develops a formal plan with time frames. When it is found that the problem cannot be corrected, the supervisor, with support from the PCSA, counsels the employee out of the position as part of the final probationary process.
- e. When the end of the probation review finds the employee successful in meeting job requirements, the supervisor, with the employee, develops performance objectives for the next review period.

3) Skill Development and Training

Supervisors are responsible for supporting the skill development of staff. Identifying and tracking skill deficits, training needs, and on-the-job skill building opportunities are necessary to develop a confident and competent employee population.

- a. PCSAs have a policy on staff training and required annual training hours which identifies the supervisor's role in assuring that training needs are met and the new employee utilization of these newly acquired knowledge and skills on the job.
- b. Completed training is documented by the PCSA for the duration of employment.
- c. The supervisor makes arrangements to cover the employees workload while in training.
- d. The supervisor, on the annual performance evaluation, identifies skill deficits and develops performance objectives for supporting the development of staff.

4) Monitoring Performance

Performance evaluations include a review of the employee's work, the performance objectives for the review period, and development of performance objectives for the next review period. Performance evaluations may be based on a PCSA sanctioned evaluation form, but must include a written evaluation summary by the supervisor completing the evaluation.

- a. PCSAs have a policy on the annual evaluation of employees which includes, but is not limited to, the following:
  - i. review of the employee's work;
  - ii. development of performance objectives for the new reporting period;

- iii. narrative summary by the supervisor of the employee's strengths and weaknesses.
  - b. Supervisors provide regular feedback, both positive and negative, to employees to assure the employee is meeting job expectations and annual performance objectives. Feedback is provided at weekly supervision, mid-year and annual performance evaluations. The supervisor documents having provided performance-based feedback to the employee.
  - c. Supervisors complete a mid-year performance review in conjunction with the employee, to check the employee's performance and to discuss the employee's progress in meeting established performance objectives for the review period.
  - d. In cases where it is determined that an employee is not meeting job expectations, the supervisor, in conjunction with the employee, develops a corrective action plan with time frames. The supervisor is responsible for assisting the employee in implementing the plan, for following-up and providing regular feedback until which time the employee successfully meets activities as delineated in the corrective action plan.
  - e. In cases where the employee is unable to successfully meet job and performance expectations, the supervisor follows the PCSA's policy on employee reassignment or employment termination.
  - f. Supervisor completes an annual performance evaluation on each employee. This performance evaluation is completed in conjunction with the worker based on an established and documented protocol.
- 5) Employee Discipline
  - a. The PCSA has a policy on employee discipline. The policy addresses agency protocol on assessing verbal and written discipline and under what circumstances formal discipline is used.
  - b. The PCSA provides each supervisor with guidelines on working with employees prior to conducting disciplinary procedures.

## **B. Supervision of Employees: Direct Service Workers**

The direct service supervisor is responsible for providing guidance, clinical input, and monitoring cases. They are responsible for coaching workers in their attempt to engage the family in resolving presenting and underlying problems. This can be accomplished through regular individual and group case conferencing, random home visits with workers, and attending periodic court hearings and case staffings.

- 1) PCSAs have a back-up supervisor system whereby back-up supervisors are designated to answer questions, provide feed-back, and make decisions when workers' immediate supervisors are unavailable.
- 2) Direct service supervisors post daily in-office time to be available to assist staff, answer questions, and provide support on an as-needed basis.
- 3) New workers require twice weekly face-to-face contact with their supervisor during the first six months of employment. The supervisor meets with the new worker twice per week to provide direction and support. The supervisor documents the twice weekly meetings to provide information for review during the mid and final probationary reviews.
- 4) Supervisors accompany each new worker on a minimum of one home visit per month for the first six months of their employment. The home visit constitutes one of the two twice

weekly face-to-face contacts during the week the home visit is made. The supervisor documents appropriate casework progress.

- 5) Supervisors attend all adjudications and dispositions with new workers during the first six months the employee is on the job.
- 6) The supervisor is responsible for reviewing with workers all their case plans, case activities, and case notes at least monthly following the probationary period, to assess the movement of the family in meeting their case goals and objectives.
- 7) Following the probationary period, the supervisor accompanies each worker annually on two home visits.
- 8) The supervisor annually critiques and documents one case file review for each worker. The supervisor uses this information to help the individual worker and the unit identify skill strengths and weaknesses which require corrective action.

*\*Developed by Marion County Children Services and PCSAO's Standards for Effective Practice.*

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**11.12 WAGES AND BENEFITS**

**Council on Accreditation Standard**

The Council on Accreditation Standard G4.2 (Personnel Policies and Procedures) links to and supports Standard 11.12 *Wages and Benefits*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.12 *Wages and Benefits*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

County Public Children Services Agencies should create a healthy, supportive work environment for all staff members. A healthy, supportive work environment helps prevent burnout and turnover and increases job productivity and satisfaction. In creating a supportive work environment, all agencies should consider providing competitive wages and benefits to serve as the foundation for a reward system that enhances the employees value and professional status.

**II. Outcome**

The agency will design and implement a wage and benefit plan that is competitive, fair and comprehensive, and that provides adequate and appropriate remuneration for the work performed.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- salaries to labor market standards;
- strategies employed to educate community on importance of work.

**IV. Standards for Implementation**

Employee compensation may include merit raises, bonuses, career ladder increments, differentials for objective attainment, cost-of-living adjustments and a variety of additional benefits based upon a quality of standard of performance beyond the established baseline.

The agency should also seek to offer a level of compensation to its staff that enables them to maintain standards of living comparable to that received by other professionals in the community. By offering the highest wage possible as a means of employing and retaining the most talented and productive personnel, the PCSA is able to more effectively meet its mission. In counties where there is a labor agreement, agencies should always raise the issue of salaries during contract negotiations and have a plan for offering salary increases commensurate with available financial resources (see Addendum I,

*Wages and Benefits*, for a listing of the wages paid by all Ohio PCSAs. The data was collected in September '01).

The agency will establish salary and wage scales in relation to labor market standards. Salaries should also be set in relation to the pay of other staff members employed at the agency, the agency's ability to pay, the cost of staff member replacement, and the value of the other benefits and incentives the agency offers.

The agency will develop a strategic communications initiative to help the community understand the value of child welfare work to the community, the credentials that are expected of staff who perform child protective services, the fair level of compensation for the job needing to be done, and the recognition that a key contributor to the retention of quality personnel is tied to the excellence of their compensation.

Agencies should consider providing the most comprehensive package of employee benefits possible. These benefits could include:

- a. major medical/health insurance;
- b. medical, dental (could be employer paid);
- c. life insurance;
- d. vision insurance;
- e. employee assistance program;
- f. employee wellness/health club/YMCA discounts;
- g. tuition reimbursement/TOPS;
- h. flexible work hours (i.e., 4 ten hour days, off site work stations);
- i. sick leave conversion;
- j. PERS pick-up;
- k. vacation;
- l. personal days;
- m. professional days;
- n. family medical leave; and/or
- o. deferred compensation program.

*\*Policy adapted from the Marion County Children Services Board. Salary data compiled by Sue Reasoner, Human Resources Director, Marion County.*

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**11.13 EVALUATION PROCEDURES AND MERITORIOUS PAY INCREASES**

**Council on Accreditation Standards**

There are no Council on Accreditation Standards that directly link to and support Standard 11.13 *Evaluation Procedures and Meritorious Pay Increases*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.13 *Evaluation Procedures and Meritorious Pay Increases*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

In the past, many PCSAs practiced a traditional method of conducting personnel evaluations and granting pay raises. These agencies typically used the evaluation format available through the state. Pay raises were granted annually based upon longevity and capped after five raises.

More recently, a growing number of PCSAs have begun a review of this process with the goal of revising or creating a system that would recognize the accomplishments of employees via an objective and fair evaluation methodology, and reward effort and achievement with meritorious pay increases. The rationale was that pay increases should parallel effort and accomplishment and that longevity, per se, was not a measure of accomplishment. Concomitantly, it was recognized that if an employee continued to achieve in a position, recognition should continue without a cap on meritorious raises.

**II. Outcome**

The process for evaluating employee performance is uniform and consistent across the PCSA. Pay increases are based upon each employee's individual performance and contribution to the agency's mission.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- use of merit pay based on performance;
- staff satisfaction with pay for performance program.

**IV. Standards for Implementation**

- 1) All annual employee evaluations (support staff, caseworkers, child care workers) are completed, via a supervisor/administrative group meeting, during the same month of each year.

- 2) Individual supervisors prepare a preliminary evaluation, including narrative, for each employee. In most instances, much of the evaluation is based upon specific responsibilities and duties for which statistics have been gathered throughout the year. The supervisor may either keep this information in his/her own possession throughout the year or submits the data to the Human Resources Director at regular intervals throughout the year. If the latter method is chosen, the HR Director makes this information available to the supervisor at the time evaluations are being developed.
- 3) The evaluative process, in which all supervisors participate, takes 20 to 30 total hours. Each supervisor presents data for each employee for whom he/she has evaluative responsibility, notes the rating given in each of the evaluated areas, and briefly presents the prepared narrative. Other supervisors and administrators then provide their input to the presenting supervisor. Clarifications are requested, ratings are challenged with rationales, negotiations may ensue, and a final rating with appropriate narrative is agreed upon with the evaluating supervisor making the final decision. The numerical rating in each of the categories for each employee is flip-charted by unit and posted on the wall.
- 4) When all employee evaluations have been presented, a final overview of the process and of each evaluation is completed. Adjustments may be made in any evaluation with explanation and justification. At the conclusion of the process, each supervisor agrees that they are comfortable with the evaluations, that they are accurate and fair, and that they will not be altered.
- 5) A two week period is then decided upon during which all supervisors are required to meet with their employees to discuss their evaluations. It has also been agreed upon that evaluations will not be changed although an employee may appeal an evaluation based upon the procedures outlined in the personnel policies.
- 6) Meritorious raises are contingent upon the total and average of the points accrued from each of the areas evaluated on the evaluation form. The administrative team recommends to the agency director which subdivisions should be granted raises and how much the range for each subdivision. For example, the team may recommend that all individuals who score an average of 4.5 or above be given a 3% raise; those who score between 4.0 and 4.5 be given a 2.5% raise, etc. The appointing authority, in consultation with the agency director, makes a final determination of raises and the application of raises.

*\*Policy was adapted from the Muskingum County Children Services Board.*

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**11.14 AGENCY SUPPORT OF EMPLOYEES WHO ATTEND GRADUATE SCHOOL**

**Council on Accreditation Standards**

There are no Council on Accreditation Standards that directly link to and support Standard 11.14 *Agency Support of Employees who Attend Graduate School*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.14 *Agency Support of Employees who Attend Graduate School*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

A commitment to higher education among casework staff benefits both the individual receiving the education and the agency. The MSW graduate school program is designed to promote the professional development of our casework staff.

**II. Outcome**

Children and families of the county benefit from a more fully trained staff, enhancing their ability to perform casework. Additionally, the professional status of the agency and individual caseworker is accelerated when the majority of the agency casework staff has obtained an MSW. This program also assists with staff retention in that the caseworkers make a minimum of a four year commitment to the agency when they begin the program.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- percentage of staff enrolled in graduate studies program to total non-master degreed staff;
- existence of policies and procedures guiding graduate studies program;
- agency level of financial support in staff attendance and graduate studies programs;
- existence of flexible scheduling for staff attending graduate school.

**IV. Standards for Implementation**

(an example from Lorain County Children Services)

- 1) Only accredited educational institutions will be approved for this program

- 2) Employees should notify the Human Resources Manager, or equivalent, as soon as they have an interest in this program. Notification must be made before an employee commits to acceptance in an MSW program.
- 3) The employee is responsible for the application process for Grad school and TOPS funding.
- 4) Employees who are eligible for TOPS (Training Opportunities in Public Service) must utilize the TOPS program. It is the employee's responsibility to meet all the requirements for TOPS funding.
- 5) Employees attending graduate school utilizing agency or TOPS funds must sign an "Academic Advancement Program" contract at the beginning of each school year attended (see Addendum J, *Academic Advancement Program Contract for TOPS and Non-TOPS Schools*).
- 6) Employees attending Graduate school during regular working hours must use vacation hours for that time but may be reimbursed for those hours up to 36 hours annually. Those hours must be recorded on the employee's time card as "school/vacation" hours and will be deducted from the employees accumulated vacation hours as they are used. Each January, the employee's vacation account will be credited for all "school/vacation" hours recorded, up to 36 hours.
- 7) Because of a lower cost to the agency for TOPS funded MSW programs, the agency will pay for books and mileage in addition to tuition for these programs. The agency will pay tuition only for non-TOPS funded programs. The agency will not pay for any medical insurance options offered by any of the graduate schools.
- 8) The agency will pay the application fee for all approved graduate schools and any aptitude tests required by the graduate school.
- 9) Once the staff member is accepted into graduate school, except for non-TOPS funded schools, the employee must request a letter of third party billing from the Director of Finance. This will allow the school to directly bill the agency for tuition costs.
- 10) Once accepted into a TOPS funded program, the employee must make arrangements with the school and the director of finance for the purchase of school books.
- 11) If the employee is claiming mileage to attend classes, an expense report listing the mileage must be completed and submitted to the Human Resources Manager.
- 12) This contract must be reviewed and approved the PCSA Legal Counsel or County Prosecuting Attorney.

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**11.15 PERSONNEL RECORDS: REQUIREMENTS AND RETENTION**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.2 (Personnel Policies and Procedures) and G4.11 (Personnel Records) link to and support Standard 11.5 *Personnel Records: Requirements and Retention*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.15 *Personnel Records: Requirements and Retention*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

County Public Children Services Agencies can document their agency's commitment to service quality by maintaining personnel files that document the credentials, competence and performance of each staff member in an objective and factual manner. These personnel files may influence the outcome of accreditation reviews and the receipt of licenses and contracts. Properly maintained personnel files serve to validate the work of the agency.

**II. Outcome**

Personnel files should document the criteria for the selection, hiring, professional development, training, promotion and/or termination of employment of the agency's staff. Personnel files should document the occurrence and outcomes of performance and salary reviews.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- existence of personnel records maintenance;
- existence of policies and procedures for personnel records maintenance.

**IV. Standards for Implementation**

Some of the types of information stored in these files are as follows:

- a. personnel actions affecting an employee's employment and required attachments;
- b. employment applications and resumes;
- c. certificates and licenses;
- d. transcripts;
- e. letters of resignation;
- f. disciplinary actions including removals; and/or
- g. evaluations.

All medical and criminal investigations should be maintained in a separate file, as these are not subject to the Public Records and Confidentiality laws of the State of Ohio (see Addendum K, *Minimum Requirements for Retention of Records*).

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**11.16 EMPLOYEE ASSISTANCE/WELLNESS PROGRAMMING**

**Council on Accreditation Standards**

There are no Council on Accreditation Standards that directly link to and support Standard 11.16 *Employee Assistance/Wellness Programming*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.16 *Employee Assistance/Wellness Programming*. See Chapter 4000 in the Administrative Procedures Manual (APM).

**I. Philosophy**

Management in the Child Welfare Service Delivery System has begun to recognize that personal problems experienced by Agency employees can have a detrimental effect on a staff's ability to perform adequately on the job. Add to that several safety issues and the enormous amount of pressure that is inherent to the child protection field, and the stress that individual employees feel in their daily lives has great potential to multiply exponentially. This increased stress from home and work can affect their ability to cope with the mounting pressures, expectations, and responsibilities placed on staff to keep children protected and safe. Problems like absenteeism, medical and workman's comp claims, disciplinary actions, staff turnover, burn-out, low morale, and inadequately servicing their clients become visible symptoms of organizations who do not recognize or deal with these increasing pressures placed on this workforce. In essence, these pressures and stress are the occupational hazards of our field and should be recognized and dealt with as such if we want staff fresh and prepared to deal with the complex job of working with at-risk children and families and keeping them protected and safe. Employees experiencing distress and their own personal and family problems will find it difficult, if not impossible, to perform adequately and effectively on the job of assisting others in need.

**II. Outcome**

Employee Assistance/Wellness Programs are developed and implemented to assist employees in getting the kind of help they need, both therapeutic and supportive, to decrease and minimize stress and its associated problems (turnover, absenteeism, medical claims, performance issues, etc). They are designed to enhance job satisfaction, morale, and sense of wellness and support necessary for an employee to become and maintain their own status as an effective practitioner and asset to their respective Agency. These Programs can be run internally or externally through contracts/agreements and are the first step in the recognition and minimization of stress and its associated problems that serve as "occupational hazards" and personal and professional barriers to adequate functioning and effective on the job performance in the protection of children. Simply stated, Employee Assistance/Wellness Programs assist employees in leading more productive, healthy, functional lives, both personally and professionally, while tackling the complex nature and duties of the Child Protection Field. "Care for the Caretakers" is essential to well-run organizations that value their staff and their contributions to this field. Objectives are to:

- identify, recognize, and prevent those stressors inherent in the Child Protection Field that have a detrimental impact on the personal and professional performance and functioning of our staff;

- minimize the employee's personal and professional problems that have a negative effect on the everyday performance of agency staff;
- assist in decreasing turnover and professional burnout associated with personal problems, aggravated by job related stress;
- serve as a positive alternative to performance problem resolution caused by stress or personal family issues in lieu of, or in conjunction with, discipline and/or corrective action planning by a supervisor;
- assist in complying with the Drug Free Work Place Act legislation and possible reduction in medical, worker's comp, and safety related claims, especially if substance abuse issues are present or suspected;
- provide critical incident debriefing on complex and/or catastrophic cases (i.e., child fatality) and their associated pressure and stress on agency staff and operations;
- increase feelings of support, wellness, and enhanced or improved job performance through a supportive, stress minimizing work climate and environment that demonstrates to PCSA employees the investment we have in them and that they are valued members of the organization; and
- develop a stress resistant work environment by providing all staff with the opportunity to achieve the aforementioned outcomes through a series of structured, regularly scheduled therapeutic, supportive, educational, recreational, and social activities geared towards reducing/ minimizing personal and/or job related stress that can adversely and negatively impact increased and enhanced feelings of personal and professional health and wellness.

### **III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- existence of Employee Wellness Programming;
- Satisfaction surveys on success of Employee Wellness Programming;
- rate of usage by employees to total number of employees.

### **IV. Standards for Implementation**

#### **A. Model EAP Component Areas**

- 1) Confidential assessments and ongoing counseling as indicated for PCSA employees needing help with a host of personal and/or professional problems. Also, provides for information and referral for access to other appropriate community resources in an attempt to assist employees in resolving conflicts or problems (most health care providers provide EAP/Behavioral Health Care Services to their enrollees, which includes County PCSA staff).
- 2) Regularly scheduled workshops, seminars, forums, etc., dealing with topics related to stress and wellness (i.e., stress management, relaxation techniques, nutrition, good health habits, leisure time activities, chemical dependency, depression, etc.). These sessions will provide PCSA employees with regular educational opportunities that will increase their knowledge in areas related to stress reduction, health, and quality living habits that promote physical and emotional wellness. Can be handled through a series of bimonthly brown bag lunches.

Regularly scheduled recreational opportunities for all county PCSA employees planned and implemented by the Employee Assistance/Wellness Committee utilizing Agency or community facilities (i.e., open gym for volleyball, basketball, jazzercise/aerobics classes, walking, jogging, etc). This component recognizes the value of exercise and recreational opportunities as an alleviator of stress and a promoter of good health and wellness. HEALTHY BODY - HEALTHY MIND!!

Regularly scheduled social events for county PCSA employees and their families (i.e., picnics, holiday parties, etc). This gives PCSA employees positive, festive occasions to look forward to for socializing with fellow staff, peers, and their families and increases team building spirit, pride, morale, and a sense of affiliation and belonging. Also, Agency sponsored/quarterly event to celebrate accomplishments, success, and show value for staff and their families.

General philosophy and accompanying behaviors that encourage all PCSA employees to promote internal mechanisms, systems, and/or a general overall Agency climate that assists and supports all employees, especially during times of stress or crisis.

General practice in the program stressing the importance for supervisors, department heads, and management personnel to regularly and realistically analyze those stressors inherent in their own departments/units that serve as barriers to minimizing and reducing stress for their employees (i.e., analyzing staffing needs, training, work loads, paper flow, adequate supervision, support, positive reinforcement, praise, etc). Analyzing and dealing with internal conditions and other system "quirks" that create stress, rather than reduce or minimize it.

## **B. Explanation of Major Structured Components**

Support- tie this component to current Agency operations:

- a. individual/unit meetings/regular supervision;
- b. staff meetings;
- c. structured peer/supervisor support system set up to assist and support workers, especially during times of stress or crisis;
- d. praise, positive strokes;
- e. reward systems, intrinsic/extrinsic; and
- f. CID (Critical Incident Debriefings).

Therapeutic/Counseling

- a. referrals to individual counseling (usually coordinated with health care carrier)
  - i. voluntary self-referral,
  - ii. mandatory supervisory referral;
- b. assessments (individual), plugged into community resources;
- c. CID (Critical Incident Debriefings) for staff on child fatality or other complex catastrophic cases;
- d. group process/therapy of all Agency staff at Agency offices by bringing in therapist for group work;
- e. work with individuals as identified and needed, especially when individual is experiencing poor job performance or other problems;
- f. provide agency workers with an opportunity to ventilate their emotion laden child welfare experiences in the presence of a mental health professional who can assist them in processing these on-the-job experiences - care for the caretaker.

#### Educational

Regularly scheduled workshops, seminars, forums, etc. dealing with topics related to stress and wellness (i.e., stress management, relaxation, nutrition, good health habits, leisure time activities, etc.) provides staff with regular educational opportunities that will increase their knowledge in areas related to stress reduction, good/quality living habits that promote physical and emotional wellness. Usually a one hour brown bag lunch that occurs bimonthly.

#### Recreational

Regularly scheduled opportunities for Agency staff to participate in recreational opportunities planned and implemented by Agency staff (open gym for volleyball games in winter, basketball, jazzercise/ aerobics classes held at Agency in recreational facility, etc). Recognition of exercise and recreational opportunities as an alleviator of stress - Healthy Body, Healthy Mind

#### Social

Regularly scheduled social events for agency staff and their families (i.e., picnics, holiday parties, staff appreciation/recognition events, etc). Gives staff positive, festive occasions to look forward to for socialization activities with fellow staff, peers and their families. Increases team building spirit, and a sense of affiliation and belonging. A planned, Agency sponsored, quarterly event is usually preferable.

#### Systems

- a. ongoing agency/systems analysis;
- b. analyze additional staffing needs for units; understaffed/overworked;
- c. analyze on regular basis workloads and paper flow;
- d. restructuring workday to include scheduled breaks and periods of minimized interruptions; and
- e. minimize identified stress due to system "quirks"

\*Policy adapted from the Marion County Children Services Board

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**11.17 UNIVERSITY PARTNERSHIP**

**Council on Accreditation Standards**

There are no Council on Accreditation Standards that directly link to and support Standard 11.17 *University Partnership*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.17 *University Partnership*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

Ohio's public children services agencies (PCSAs) have a 30% annual turnover rate of direct services workers. Based on this turnover rate, approximately 1,500 Ohio workers leave the field each year. The cost to replace each of these departed workers averages \$21,000 or \$31.5 million statewide each year. The University Partnership, once implemented, will be a valuable tool in assisting PCSAs to recruit trained professionals and reduce the drain of human and financial resources from the child protection field in the following manner.

**II. Outcome**

There will be an increase of qualified graduates that can be recruited into the public child protection field. Once employed in the public CPS field, these graduates will remain in the field because they will have been provided the opportunities to be exposed to the type of work that CPS does, been provided with the knowledge and skills to perform that work, and achieve increased job satisfaction because of these experiences. These increases in recruitment and retention will be accomplished through the following activities:

- third and fourth year undergraduate social work students and Masters of Social Work students will be provided tuition payments for their education under the condition that they sign a missionary agreement to work in an Ohio county PCSA upon graduation for a period of time equal to the time tuition was paid for them;
- the student will receive classroom instruction that will address the competencies of the Ohio Child Welfare Training Program's (OCWTP) core training and this training will prepare the student to have the increased knowledge and skills required to effectively become a children services worker upon graduation and initial hire into the PCSA;
- student field placements will take place at a county PCSA to further familiarize them with the work that they will be doing upon graduation;
- this partnership of the schools of social work and the county PCSAs will increase the safety of children and the stability of families due to the fact that students will be better prepared to do CPS work and remain in the field for longer periods of time; and
- turnover rates will be reduced by 5% per year when the program is fully operational

### **III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- rate of worker retention to total staff completing/not completing partnership program;
- percentage of staff completing undergraduate school and accessing this program;
- satisfaction of staff attending the BSW program prior to entering the field.

### **IV. Standards for Implementation**

- 1) County PCSAs will provide the base funds to finance the University Partnership by permitting the Ohio Department of Job and Family Services (ODJFS) to retain up to 3% of Title IV-E Administration and Training funds earned by the 88 county PCSAs. ODJFS will file federal claims for this venture in such a way that maximum reimbursement can be received to maintain the program on an ongoing basis.
- 2) The Ohio schools of social work will adopt the OCWTP core curriculum into their course offerings and provide appropriate field placement supervision of the student's PCSA placement.
- 3) Universities will hold job fairs and other events to expose the students enrolled in this program to the 88 county PCSAs. This exposure will enable students to be recruited and commit to work for a county PCSA upon graduation.
- 4) ODJFS and the counties will develop a standardized missionary agreement that the student must sign to participate in the program. This agreement will, among other things, commit the student to work for a county PCSA for a period of time equal to that for which tuition was paid.
- 5) A maximum of 250 students per year will participate in this program when fully developed.
- 6) A mechanism to ensure that classroom training and field placement opportunities of the university fully addresses the competencies of the core curriculum of the OCWTP will be developed.
- 7) Core training resources that are saved through the partnership will be reinvested into other developmental activities that have been identified through the Individual Training Needs Assessments of the OCWTP.
- 8) An evaluation component will be developed and implemented to measure the success of this initiative in increasing worker retention, increasing knowledge and skills of workers entering the field through this partnership, and the reinvestment of resources into new developmental activities identified through the OCWTP.

CHILD PROTECTION SERVICES  
STANDARDS FOR EFFECTIVE PRACTICE  
**STANDARDS FOR HUMAN RESOURCES**

**11.18 DRUG FREE WORKPLACE**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.6 (Recruitment and Selection of Personnel); G4.2 (Personnel Policies and Procedures); and G7.1 (Orientation of New Personnel) link to and support Standard 11.18 *Drug Free Workplace*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.18 *Drug Free Workplace*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

Public Children Services Agencies believe that it is very important to provide a safe workplace for all employees. Agencies should be addressing the problem of substance abuse because it negatively affects the workplace and undermines the mission of safe children, stable families, and supportive communities. PCSAs should be concerned with the health and well being of all staff members, and should not condone or tolerate behavior on the part of an employee that relates to substance use. This includes, but is not limited to:

- use of illegal drugs;
- abuse or misuse of legal drugs (prescription or over the counter medications);
- use of alcohol;
- sale, purchase, transfer, use or possession of any illegal drug, or prescription drugs obtained illegally; and
- arrival at work or return to work under the influence of any drug (legal or illegal) or alcohol.

Behavior related to substance use can endanger all employees, not just substance users. Agencies should strive to protect employees from the actions of substance users that may cause accidents and injuries, which affects the employee's service to the clients of which they serve.

**II. Outcome**

A safe workplace and a healthy work force contributes to the attainment of the mission of the Public Children Services Agency.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- existence of policies and procedures regarding a drug-free workplace;
- extent to which policies and procedures are adhered to.

#### **IV. Standards for Implementation**

##### **A. Drug Free Workplace Policy**

Agencies should develop a Drug-Free Workplace policy which deals with paragraph (F) (2) of 4123-17-58 of the Ohio Administrative Code, as administered by Ohio Bureau of Worker's Compensation (BWC) (see Addendum L, *Sample Drug Free Workplace Policy*, an example adopted by County Commissioners). Where the two sections are similar there will be no notation and both phases will be covered. In those areas where there are differences, the differences will be explained.

The county Drug-Free Workplace Policy covers five key parts which are:

- a. a written policy that clearly outlines the program and the benefits to County employees;
- b. substance awareness education for all employees;
- c. training for supervisors to help them understand the program and their responsibilities, especially in the area of testing and making referrals for assistance;
- d. drug and alcohol testing, which is considered the most effective way to change substance use behaviors; and
- e. employee assistance for those who come forward voluntarily to share a substance use problem or, at the discretion of the Appointing Authority, those who test positive for drugs or alcohol.

##### **B. Definitions**

- 1) "Drug-Free Workplace Program" or "DFWP Program" means the bureau's (BWC) rate to eligible employers for implementing a program addressing workplace use and abuse of alcohol and other drugs, including prescription, over-the-counter, and illegal substances.
- 2) "Prescription Drug Abuse" means the over-use of over-the-counter drugs or medication, prescribed by a licensed medical practitioner, by the party issued the prescription or by someone other than the person for whom they were prescribed or for purposes other than those for which they were prescribed or manufactured. The employee should notify their supervisor of any prescription drug that could adversely affect their job performance.
- 3) "Accident" or "Incident" means an unplanned, unexpected, or unintended event which occurs on the employer's property, during the conduct of the employer's business, or during working hours, or which involves employer's supplied motor vehicles, or motor vehicles used in conducting the employer's business, or the use of other equipment within the scope of employment.
- 4) "Reasonable Suspicion" testing will be conducted when agency management and/or supervisors have reasonable suspicion through direct observation that an employee may be under the influence of an unacceptable substance (i.e., drugs and/or alcohol).
- 5) "Random Selection" means drug and alcohol testing of an employee, selected from a pool of employees, regardless of whether any suspicion illegal drug use exists. This testing is made without advance notice to the employee, and is

based upon an objective and non-discriminating computer program, operated and maintained by an outside contractor. This section covers those employees who are required to have a Commercial Driving License (CDL) and/or who are in a safety-sensitive position.

- 6) "Safety-Sensitive Position or Function" means any job position, work-related function, or job task, designated as such by the employer, which through the nature of the activity could be detrimental, or dangerous, to the physical well being of the employee, co-workers, or the general public, through a lapse in attention or judgement. The safety-sensitive position or function may be seriously jeopardized or compromised through a lapse in attention or judgement.
- 7) "Supervisor" means an employee who supervises others in the performance of their jobs, has the authority and responsibility to initiate reasonable suspicion testing, when appropriate, and has the authority to recommend or perform hiring and firing procedures.
- 8) "Pre-Employment Testing" means all new employees shall be required to submit to a drug test. The drug test should be given prior to start of employment, but under no circumstances should the test be delayed more than thirty days after the person starts to work for the County. Please see the Policy on Pre-Employment. A potential new employee who is a minor must have a signed release by the parent or guardian. If the minor is part of a cooperative employment program, the school will be notified of any positive test. In all cases, the parent or guardian will be given a copy of the results, if requested.
- 9) "Submit to Testing" means that any employee who refuses, or fails to report, when ordered, within the time limits, to a test site, will be considered as taking the test and having a positive test result. A positive test result can result in discipline up to, and including, removal. Positive test results will be covered later in another section.
- 10) "Testing Site" means that the testing site used by the County will be federally certified to do the drug testing. The testing site, collecting and testing breath specimens, shall hold all legally necessary licenses. Collection of samples shall be conducted in a manner consistent with United States Department of Health and Human Services (DHHS) guidelines.
- 11) "Testing Standards" means the standards used for testing for drugs shall be those DHHS standards in effect at the time the test is administered. The testing standards shall also include a Medical Review Officer (MRO). The testing site will select the MRO.
- 12) "Drug Test" means that in addition to alcohol, all employees and potential employees, are subject to a nine (9) drug-screening test (see Addendum M, *Substances to be Tested For*). The drug test will be in compliance with DHHS, and subject to change to be in compliance with DHHS standards.
- 13) "Positive Drug Test" means that the result of the drug test is positive. Upon this result, at the discretion of the Appointing Authority, the employee will be placed on leave of absence, or in a non-sensitive position. If placed on leave of absence, the Appointing Authority may, at their discretion, put the employee in a "no-pay" status, or they may allow the employee to use accrued leaves. The

Appointing Authority may also discipline the employee, up to and including removal, depending on the seriousness of the offense. In case of Pre-Employment Testing, a positive test will result in the "Conditional Employment Offer" being withdrawn. Employees who test positive are encouraged to enter a Drug-Free Program, through the Employee Assistance Program (EAP).

- 14) "Follow Up or Return to Work" has two meanings. The first is when an employee returns from EAP Drug-Free Program. Before being reinstated to full status, the employee must have a negative drug test. At the discretion of the Appointing Authority, the employee may be required to take up to six (6), but not less than four (4), additional tests, plus random drug selection tests in a calendar year from the date the employee returned to full status. The second meaning for "return to work" is when an employee returns to work after an extended leave of absence.
- 15) "Second Positive Test" means that any employee with a second positive test result will have their employment terminated.
- 16) "Employee Assistance Program" is a program that gives employees the opportunity to receive information about substance use as a problem, and how to, and where to get help for themselves, and their families.

### **C. Implementation**

The provisions of this policy apply equally to all employees, at every level, within the County. Many of the terms used appear in "Definitions" section of this policy.

Employees to be tested include:

- a. Pre-employment testing for all employees (full and part-time);
- b. Post Accident/Incident Testing- employees are required to undergo drug and/or alcohol testing following their involvement in a work-related accident;
- c. Reasonable suspicion-where the supervisor has reasonable suspicion that an employee is under the influence of illegal drugs or alcohol while on County premises or conducting County business.

Random Testing

- a. CDL License in compliance with the U.S. Department of Transportation guidelines;
- b. Safety Sensitive position, or function, subject to random testing for drugs and alcohol in compliance with 4123-17-58 of the Ohio Revised Code, and/or other employees, at the discretion of the Appointing Authority.

Return to Work after:

- a. Extended, approved, leave of absence;
- b. Completion of a Drug Cessation Program after a positive drug test for any reason as stated above. Employees that have completed the program, and have tested negative, are subject to testing up to six (6) times, but not less than four (4), within the first year after completion of the program (at the discretion of the Appointing Authority) in addition to testing by random selection.

Periodic-Other State, Federal or Local agencies may require additional tests for employees holding certain certifications that require a special testing sequence.

An employee who has a positive test will encouraged to take part in an Employee Assistance Program (EAP) for Drug and Alcohol Abuse. At the discretion of the Appointing Authority, the employee will be placed on Leave of Absence without/with pay (medical leave/vacation/compensatory time). The employee may also remain employed, at the discretion of the employer, in a non-safety sensitive position or position not requiring a CDL. In any event, the second offense will result in termination of employment of the employee.

The criminal implication of the drug involved may result in discipline up to and including employment termination for the first occasion.

**D. Employee Initiated EAP**

When an employee initiates an EAP on their own, and notifies the Appointing Authority prior to and not as the result of a drug test, the Appointing Authority will encourage the employee to follow Section B, #13 (above).

**E. Arrest for Any Drug Charge**

The employee will notify the Appointing Authority as soon as possible on the next assigned shift (or first overtime worked, which ever comes first) of their arrest for any drug charge.

**F. Employee Assistance Program**

The County Commissioners believe in offering help to employees with a substance use problem. To help employees who come forward voluntarily, and for those who test positive in violation of the County Policy, the Commissioners have established a relationship with an employee assistance provider (this is a one time evaluation). The prescribed rehabilitation will be covered in the Health Insurance that employees are offered by the County. The County is not required to provide rehabilitation, pay for treatment, or reinstate the employee to their original position.

If an employee has a confirmed positive alcohol and/or drug test while enrolled in, or subsequent to, completion of the rehabilitation program, they will be considered as having a second positive test and will be subject to termination of employment. Nothing in the above will absolve the employee from any criminal charges, which could lead to termination of employment.

In order to maintain confidentiality during the counseling or rehabilitation program, the County will be informed whether the employee is attending sessions, and actively participating but will not receive information about the specifics of the counseling. Nothing in this session is applicable to new or conditional offer of employment.

**G. Testing and Testing Facility**

1) General

The drug and alcohol testing for the County shall be conducted by trained collection personnel who meet quality assurance and chain-of-custody requirements for urine collection procedures, breath alcohol testing. The collection site that coordinates the testing procedure, as required by the Federal Department of Health and Human Services (DHHS) certified laboratories, will meet strict confidentiality requirements. This agency will conduct a nine (9) panel drug testing. The levels for five (5) drugs tested will meet the standards for CDL as set by the Federal Department of Transportation/Federal

Highway Administrative as established by DHHS. The County will follow the guidelines offered by DHHS certified labs for the other drugs tested.

The County also expressly reserves the right to add or delete substances on the list, set forth in this section. These changes may be made if, at the County's discretion, they become warranted by changing nature of abused substances, or if mandated by changes in existing Federal, State, or Local regulations or legislation.

#### Pre-Employment Post Offer Testing

- a. At an applicant's first interview, the agency will notify the applicant that any offer of employment from the County shall be contingent upon, among other things, satisfactory completion of a post-offer and pre-employment drug test. At the time of the interview, the agency shall explain the consent form to the applicant and answer any questions the applicant may have regarding the consent form or the testing procedures.
- b. The applicant shall be given an opportunity to review the Drug-Free Workplace Policy. The interviewer will give the applicant an opportunity to ask any questions they may have concerning the Policy.
- c. Applicants for employment shall be directed to the collection facility. Drug testing must be undertaken as soon after notification as possible, but no later than 48 hours after notice to applicant.
- d. Applicants will be advised of the opportunity to submit medical documentation that may support a legitimate use of a specific drug, and that such information will be reviewed only by the Medical Review Officer, to determine whether the individual is illicitly using an otherwise legal drug. If the applicant is a minor, they must have a parent or guardian signature.
- e. The agency will decline to extend a final offer of employment to any applicant with a verified positive test result, and such applicant may not reapply to the agency for employment for a period of one year after the positive test.

#### Random Testing

- a. Random drug and alcohol testing is required as a part of the County's overall program to ensure a drug-free and alcohol free workplace. The random testing will cover two categories of employees:
  - i. CDL license holder, as defined by the Federal Department of Transportation and
  - ii. Safety-Sensitive position, as defined by Ohio Bureau of Workers Compensation.
- b. In order to implement random testing, the testing facility shall select the Counties employees, at random, for drug testing at anytime during each calendar year. The County has contracted with an outside agency to perform the periodic selection of employees for inclusion in the random testing pool.
- c. The County will provide the outside agency with names of employees to be random tested. This testing is made without advanced notice to the employee, and is based on an equal probability of selection.
- d. Random selection testing is based upon an objective and non-discriminating computer program, operated and maintained, by an outside agency, to identify and test a specific percent of the total workforce over the course of a year.

All employees, including those previously selected for testing, have an equal chance of being selected each time the testing process occurs, such that some employees may be selected more than once for random selection testing, while other employees may not be selected at all.

- f. It shall be the responsibility of the County to notify each employee, who was selected, with the date, time, and location that random testing will be performed. When notified, it will be the responsibility of the individual employee to provide a urine specimen for drug testing and/or submit to a breath alcohol testing.
- g. An employee's failure to comply with the request for a specimen, for random testing, will result in immediate medical disqualification of the employee, which disqualification will result in the employee being unable to perform certain job duties.
- h. The refusal of the employee to take the test will result in the employee be considered as having taken the test and the test results being positive. This can lead to discipline up to and including removal.
- i. Since each of the two groups of employees subject to testing must meet different standards, each group will have their own random testing list.

#### **H. Reasonable Suspicion**

- 1) Reasonable Suspicion testing will be performed when Department Managing Officer and/or supervisor has reasonable suspicion through direct observation that an employee of the County may be under the influence of an unacceptable substance (i.e., drugs and/or alcohol). The suspicion must be documented in writing within 24 hours of the event or prior to the release of the testing. Reasonable Suspicion Testing may be based upon, among other things:
  - a. observable phenomena, such as direct observation of drugs or alcohol use or possession and/or the physical symptoms of being under the influence of a drug or alcohol;
  - b. a pattern of abnormal conduct or erratic behavior;
  - c. arrest or conviction for a drug-related offence, or the identification of an employee as the focus of a criminal investigation into illegal drug possession, use, or trafficking. The employee is responsible for notification to the county at the first shift, or the first overtime, if prior to his/her regular working day of any drug-related conviction or arrest;
  - d. information provided, to the County, either by reliable and creditable sources or information independently corroborated regarding an employee's substance abuse; or
  - e. newly discovered evidence that the employee has tampered with a previous drug or alcohol test.
- 2) Although reasonable suspicion testing does not require certainty, mere "hunches" are not sufficient to meet this standard. To prevent this, all supervisors will be trained in the recognition of drugs and alcohol-related signs and symptoms, and testing may only be requested by at least one trained supervisor, with the concurrence of a second individual (either another trained supervisor, or another management staff, if a second trained supervisor is not available). The testing may be for drugs or alcohol or both.
- 3) In the event that the decision is made to have the employee tested for drugs/alcohol the supervisor should contact the Drug-Free Workplace Program Administrator (DFWPA) to schedule an immediate drug/alcohol test. The

supervisor should not send the employee to the test site. The supervisor should arrange for transportation to the test site. If the employee is a union member, a union official and the supervisor should accompany the employee. If the employee is not a union member the employee should be taken to the test site by two other employees. If possible, at least one of the employees that is accompanying the suspected employee should be the same sex as the employee to be tested.

- 4) After the test, the suspected employee should be taken to his/her residence. This can be accomplished by calling a member of the family or the two employees who accompanied the suspected employee may take him/her to their resident. Public transportation may also be used (i.e., taxi). Do not allow the employee to operate a motor vehicle.
- 5) The employee should be placed on Administrative Leave with pay for the balance of the day if the employee is suspected of violation of Policy, (i.e., alcohol). If the employee is suspected of use of drugs, the employee may be placed on Administrative Leave until the drug test results are returned.

#### **I. Post Accident / Incident Testing**

Post accident / incident-testing will be conducted whenever an accident / incident occurs. An accident / incident is defined as an unplanned, unexpected or unintended event that occurs on County property, during the conduct of County business, or during working hours, or which involves employer supplied motor vehicles that are used in conducting County business, or is within the scope of employment, and which results in any of the following:

- an employee of the county is involved in an accident where there is a fatality of anyone involved in the accident;
- an employee of the County is involved in an employment-related accident that causes bodily injury to the employee, and / or another person that requires off-site medical attention away from the employee's place of employment;
- bodily injury (other than minor abrasions/contusions) requiring off-site medical attention (at the discretion of the Appointing Authority);
- an employee of the County is involved in an employment-related accident that causes vehicular damage in apparent excess of \$1,000;
- an employee of the County is involved in an employee-related accident that results in non-vehicular damage in apparent excess of \$1,000;
- an employee of the County is issued a citation for moving traffic violation arising from a vehicular accident that occurred during the employee's scope of employment with the County; or
- the use of deadly force, whether a fatality occurs or not. If an emergency condition exist, and a number of employees are involved in use of deadly force, the Managing Officer may wave this section.

When any of the conditions of Section 1 above occur, testing should be administered as soon as possible after necessary medical attention is received. Breath of saliva alcohol testing will be performed within two (2) hours of the incident whenever possible, but within eight (8) hours, or not performed. If the employee responsible for the employer-related accident is injured, the employee grants permission for the attending medical personnel to obtain appropriate specimens for the purpose of conducting alcohol and/or drug test. Failure of the employee to allow the test to be conducted will result in the employee being considered as having taken the drug/alcohol test with positive

results. The employee is subject to discipline in accordance with other sections of this Policy.

The employee should not be sent to the test site, he/she should be taken to the site.

#### **J. Testing Procedure and Protections**

This policy is designed to protect employees from behaviors as substance users. Some of the protections built into the program will follow. Care will be taken to ensure confidentiality of program records such as those related to drug/alcohol testing results, and referrals for assistance. Information is kept confidential, and shared in a need to know basis within the chain of command.

Any violation of confidentiality rights is subject to disciplinary action up to and including termination of employment. The County is committed to support rehabilitation for violation of the policy, and each situation will be reviewed individually.

Employee assistance is available for employees, and their families, through the literature on substance use resources, through the Drug Free Workplace Administrator. Supervisors will be trained in their duties related to testing. Employees will receive substance awareness education from a qualified professional, to help identify problems and learn where to turn for help. This will include training in this Policy.

Testing for drugs and alcohol is done through federally certified laboratories that use the highest level of care in ensuring that an employee's test results are accurate. This testing process has proven to be 100% accurate in detecting the substance that the county is concerned about, is present in the employee, in sufficient quantity to lead to behavior that may endanger the person or other employees. The lab will work closely with the hospital to ensure all established procedures are followed, and that the specimen being tested belongs to the right person.

In addition, the Occupational Health Center has a Medical Review Officer (MRO) to ensure that there isn't a valid reason for the presence of the substance in question in the employee's system. The MRO is an expert in substance use. When the MRO receives results that indicate an employee has tested positive, at a level higher than established in this Policy, the MRO will contact the employee, and any appropriate health care providers, to determine whether there is valid reason for the presence of the drug in the person's system. In addition, the testing program consists of an initial test and, if the preliminary results are positive, a second test is used. Cut-off levels for each drug and alcohol were established based on federal guidelines, detect alcohol and/or illegal substance is present at a level that a positive test is indicated. A positive test result means that the substance is present at a high enough level to be a safety problem.

There are many other protection for employees that the County built into this program, and these will be spelled out in other sections of the Policy. Cut-off levels will be identified for each drug, and for alcohol, with the advise of our laboratory, and based on federal guidelines. These cut-off levels set percentages of drugs and/or alcohol in a person's system that show clearly that the employee has taken the substance into his/her body and that there is not another reason for the drug/alcohol to be present. For example, the percentage related to marijuana (cannabinoids) is set higher than a person could get from second hand smoke.

#### **K. Employee's Right Related to an Initial Positive Test Results**

In the event that an employee test positive for any drugs or alcohol, as prohibited in this Policy, the employee will be given an opportunity to explain the findings to the Medical Review Officer (MRO) prior to the issuance of a report of a positive test result to the County. Accordingly upon

receipt of a confirmed positive finding, the MRO shall contact, or attempt to contact, the employee by telephone or in person. If contact is made by the MRO, the MRO shall inform the employee of the positive finding and give the employee an opportunity to rebut or explain the findings.

The MRO can request information on recent medical history, and on medications taken within the last thirty days by the employee. In the event that the MRO finds support in the explanation offered by the employee, the employee may be asked to provide documentary evidence to support the employee's position (for example, the name of treating physicians, pharmacies where prescriptions have been filled, etc.). A failure on the part of the employee to provide such documentary evidence will result in the issuance of a positive report by the MRO with no attendant medical explanation. A medical disqualification of the employee will result.

If an employee fails to contact the MRO within five days of having been instructed to do so, the MRO will issue a positive report to the County. Since no contact with employee was possible, no medical explanation can be provided, and the employee shall forego the right to offer a defense to the positive test findings. A medical disqualification shall result, subject to re-test provisions set forth in the MRO's report.

All test results will be reported to the MRO prior to the results being issued to the County. The MRO will receive from the Department of Health and Human Services (DHHS) testing laboratory a detailed report of the findings of the specimen. Each drug tested and alcohol will be listed along the results of the testing. The County will receive a summary report, and this report will indicate that the employee passed or failed the drug/alcohol test.

Another avenue for the employee who has had a positive drug test is, a second drug test. At the time the specimen was taken, the specimen was divided into two parts. The employee may request that the split-sample is sent to laboratory for second test. While the county is responsible for the cost of the original sample, the employee will be responsible for any cost incurred for testing the split-sample.

All of the above procedures are intended to be consistent with the most current guidelines for Medical Review Officers that are published by the federal Department of Health and Human Services.

#### **L. Drug Free Workplace Program Administrator**

- 1) The Drug Free Workplace Administrator (DFWPA) will be the person responsible for implementing, directing and managing the Drug-Free Workplace Program for the County.
- 2) The DFWPA will be the principle contact with the testing laboratory, and maintains the effective operation of the Drug-Free Workplace Program within the County. Since, the employee will be informed by the Medical Review Officer (MRO) and be given the opportunity to re-test (split-sample) before the DFWPA is informed about a positive test, it will be his/her duty to inform the managing Officer or his/her designee about any positive test in his/her area of supervision.
- 3) The Administrator will be responsible for informing the testing laboratory of any new employee or employees that should be deleted from the vendor current number list. This would include any Pre-Employment test so the Managing Officer will be notified of the conditional offer of employment.

- 4) The office of the Administrator should be informed of all "probable cause" tests being given and to assist the supervisor, if requested. The DFWPA should check the test and the log the incident as soon as possible to insure that the information is documented. He/she should coordinate arrangements for testing with the test site. The Administrator should notify the supervisor of the date and time of the drug/alcohol test.
- 5) The administrator will be responsible for all record keeping and practices to track and maintain all required documents. Quarterly certifications forms to Bureau of Workers Compensation (BWC). Also included will be statistics regarding the number of employees, supervisors, and new hires that have training. This will include the number of training sessions and information (certification) about the trainers and educators who do the training (See Addendum N *BWC Benefits*).
- 6) The BWC reports include, but are not limited to, number of employees (average over the year); the number of safety-sensitive positions; program year and dates when testing occurred; number of new employees and percent tested; aggregate number (no confidential information) for the number and results of testing done within each category of testing; and information about, and detailed contact information for labs, collection sites, MRO's.
- 7) In addition, the Program Administrator will certify that the County has met requirements of its employee assistance plan, or Employee Assistance Program, (EAP). Report E.A.P. statistics i.e., number of employees who tested positive and received referrals information for assessment, and number of employees who tested positive and were referred to assistance for assessment.
- 8) The Administrator will also be responsible for the program budget. This includes but is not limited to any safety grants awarded by BWC, the cost of training for employees and supervisors and other expenses and projected savings.
- 9) Most importantly, the Administrator will be responsible for the integrity, and the confidentiality of the program, and the employees involved.
- 10) The Drug-Free Workplace Administrator position involves the credibility of the program. So, this person has to be substance free. This position is exempt from the E.A.P., and termination on the first violation is a requirement.
- 11) In review of the policy the following information merits repeating. All employees will be treated equally regardless of classification or title. The County will hold all employees accountable in terms of substance use, but also supports rehabilitation. Those employees who come forward voluntarily, to identify that they have a substance use problem, will receive County support and assistance. However, if an employee has a substance use problem, and does not come forward, and the employee then tests positive for drugs and alcohol use in violation of this Policy, the County reserves the right to terminate employment for violation of this Policy. Whether an employee who test positive will be allowed to enter an E.A.P. to seek assistance aimed at changing substance use behavior will be determined individually based on such factors as quality of performance, length of service, willingness to acknowledge a problem and to seek help and criminal charges if any. A second violation of County substance use will lead to termination of employment.

CHILD PROTECTION SERVICES  
STANDARDS FOR EFFECTIVE PRACTICE  
**STANDARDS FOR HUMAN RESOURCES**

**11.19 EXIT INTERVIEWS**

**Council on Accreditation Standards**

The Council on Accreditation Standards G4.2 (Personnel Policies and Procedures) and G4.13 (Human Resources Assessment and Evaluation) link to and support Standard 11.19 *Exit Interviews*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.19 *Exit Interviews*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

Exit interviews provide an organization with an opportunity to gather critical information from separating personnel. The interviewing process should cover such issues as wages and benefits; working conditions; opportunities for career advancement; the quality and quantity of workload; training that has been provided; and relationships with co-workers and supervisors. Through the interviewing process, it is hoped that more accurate and complete data can be gathered from personnel that can be used by the agency to continuously improve its efforts to recruit and retain qualified and experienced personnel. Exit interviews should be voluntary, yet every effort should be made to have an interview. A number of the factors that cause employees to quit their jobs are controllable. A carefully conducted exit interview can assist to identify:

- the real reasons for the employee's resignation;
- methods to retain a competent employee by exploring the cause of the dissatisfaction and agreeing on possible solutions that could and should be made so as to prevent unnecessary losses in the future;
- the opportunity to maintain a good relationship with an employee who separates voluntarily or involuntarily;
- reliable data on problem areas that affect all employees that can be corrected by management to prevent future unnecessary separations; and
- positive reasons for employee's leaving (i.e., pregnancy and the desire to remain at home after child birth, spouse relocation, etc.).

**II. Outcome**

Through a well planned, consistent exit interviewing process, valuable information can be obtained, assessed, and appropriately acted upon by administration to either eliminate deficiencies that contribute to turnover or to reinforce those areas found to be rewarding by the employees.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- a formal exit interviewing process is in place;

- percentage of staff who participate in process to total number of staff leaving the agency;
- documentation that indicates a review of interviews to ascertain systematic gaps;
- documentation that indicates system response to gaps revealed in exit interviews.

#### **IV. Standards for Implementation**

##### **A. Employee Decision to Leave the Agency**

- 1) Whenever a valuable employee expresses a desire to leave the employment of the agency, the employee's supervisor should bring the matter to the attention of the executive director or exit conference interviewer as soon as possible. The employee should be sent to the exit conference interviewer for an informal meeting.
- 2) The exit conference interviewer should have the ability to evaluate the circumstances that are contributing to the decision to leave the agency and to determine whether an attempt should be made to retain the employee. This initial interview is an informal process that can be used to ameliorate a situation that is the root cause of the resignation. If this course of action is deemed appropriate, the situation should be addressed as quickly as possible.
- 3) For those situations that cannot be corrected and the employee remains committed to leaving the agency, the exit interview should be held in two phases:
  - a. During the first phase, the employee is interviewed by his/her immediate supervisor on the last day of employment. The supervisor should establish an atmosphere of open communication for the purpose of obtaining necessary information that can improve the operation of the supervisor's unit. The supervisor also has the opportunity to collect agency keys and other equipment at that time. When the interview is concluded, the supervisor records the information on the supervisor's section of the exit interview form and provide that information to the person who conducts all exit interviews for the PCSA;
  - b. During the second phase, the person who conducts all exit interviews for the PCSA, should review all available information concerning the employee's personal history, work history and performance, and any other data that can aid in conducting a comprehensive exit interview. This review is done prior to phase two of the exit conference.

##### **B. Conducting the Exit Interview**

- 1) Have an informal conversation of general interest , attempt to establish a friendly rapport. Discuss the employee's position and point out the things that s/he has done to contribute to the success of the agency's mission. Elicit the positive aspects of the position from the employee, the department, and the agency as a whole.
- 2) The employee should be provided the opportunity to identify all reasons for his/her resignation. The interviewer should avoid interruption and any attempt to influence the employee's statement. Careful attention to all remarks is vital for directing the interview to an effective conclusion.

- 3) When the employee has concluded his/her remarks, the interviewer should probe by asking appropriate questions to elicit the true reasons for the departure. If the employee states something that is not clear, ask him/her to provide the clarity so that a complete understanding can be obtained.
- 4) The final stage should be informal conversation. The closing stages of the interview are important to ensure a mutual understanding of any arrangement that may have been agreed upon and to plan for any follow up action that is required by either party.
- 5) At the close of the interview, record the information on the Exit Interview Form (see Addendum O, *Sample Exit Interview Form*).

**C. Items for Possible Concern or Caution**

- 1) It is fine to express regret that things did not work out. Likewise, it is appropriate to state any efforts that were made to assist the employee to meet agency requirements and mission attainment.
- 2) Other actions have potential to expose the agency to litigation. For instance, do not argue with the employee. At this point, argument is useless, creates bad feelings, and may lead to the agency saying something that it will later regret in court.
- 3) Do not promise the employee a good evaluation unless the agency is absolutely committed to providing one. A simple statement that any requests for references from a future employer will be provided and adequately reflect the employee's work history and performance while at the agency, would be sufficient.
- 4) The reasons for termination are listed on the ODAS Form ADM 4055. Do not deviate from, or embellish, the reasons for termination. Simply check the appropriate reason and submit the form to the appropriate authorities.
- 5) If anything unanticipated or troublesome arises, such as an employee claim of discrimination or harassment, gather the information the agency needs to thoroughly investigate the accusation and make sure that a thorough investigation takes place within a reasonable amount of time.
- 6) Complete the Exit Interview Form and file it in the employee's personnel file.

*\*Policy adapted from the Scioto County Children Services Board.*

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**11.20 HIGH PERFORMANCE TEAM BUILDING IN A COUNTY CHILD WELFARE AGENCY**

**Council on Accreditation Standards**

The Council on Accreditation Standards G3.7 (Responsibilities Related to the Chief Executive Officer); G4.9 (Qualifications of Organizational Leadership); and G7.5 (Supervision) link to and support Standard 11.20 *High Performance Team Building in a County Child Welfare Agency*.

**Administrative Code**

There are no Ohio Administrative Code Rules that directly address Standard 11.20 *High Performance Team Building in a County Child Welfare Agency*. See Chapter 4000 of the Administrative Procedures Manual (APM).

**I. Philosophy**

The recruitment and retention of child welfare workers is a well known and universal challenge. Recent studies have shown that salary, caseload, and a limited number of qualified individuals are significant pieces of the puzzle. In a recent survey of state, private and county child welfare agencies, the lack of effective, ongoing communication and a feeling of being appreciated in a stressful employment climate rank high on the list of factors which make retention a difficult challenge. When employees feel their ideas count, they are more likely to be productive, maintain a higher level of morale, and are less likely to leave for other jobs. Agencies must continuously communicate information to employees and also be willing to listen to, and act on, information and ideas presented by staff. One strategy is to engage employees and establish a team building model of employee involvement.

A high performance team building process offers an environment for workers and management to focus on total quality in the delivery of services by being responsible individually and together in a process of continuous improvement. Within a unionized environment, the team building process involves a cooperative labor-management relationship in which both union and employer realize that the success of the organization and the ability to retain skilled employees are in their common interest. Union and management become partners within the team building framework.

**II. Outcome**

When staff and agency leadership are effectively communicating and working toward common goals, the outcomes for children, families, and communities will improve and staff is more likely to remain in the employment of the PCSA because they feel valued and supported.

**III. Evaluation**

FACSIS events, CPOE and the Federal Health and Human Services outcomes may be considered when evaluating this standard. In addition, the CFSA may consider the following:

- existence of Management/Union committee;
- percentage of staff who complete staff survey to total number of agency staff;
- staff satisfaction with agency responsiveness to staff concerns.

#### **IV. Standards for Implementation**

- 1) The PCSA and the agency bargaining agent must make a commitment to support and participate in the process.
- 2) A Steering Committee, which includes equal numbers of management representatives and union participants, must be created to oversee the effort.
- 3) Steering Committee members must be trained in a variety of areas, including the development of good communication skills, problem solving, and decision making, using a consensus based model.
- 4) With the assistance of labor and management, an organizational assessment survey is developed in order to determine the staff's perception of the state of the agency. This survey should raise critical issues which impact the agency's ability to retain a high quality workforce.
- 5) A significant majority of the agency's staff needs to complete the survey. The results should then be compiled and shared with all employees in a series of open meetings. PCSA Board members, the administration and others should also be briefed on the survey results.
- 6) Following the presentation of survey results, Steering Committee members should lead employee focus groups in an in-depth discussion of the results and solicit ideas and suggestions for building on the strengths identified by the survey and addressing the perceived areas of weakness.
- 7) Following this initial work, employees may state that this is the first time their input was solicited and results openly publicized and discussed. The implementation and use of survey itself can lead to an overall improvement in employee morale and expectations that the team building process may, in the future, allow for a more informed and engaged agency staff.
- 8) Following the survey and focus group discussions, the Steering Committee, with the assistance of the consultants, has the data to suggest the following challenges to employees, management and the board.
- 9) There is a need for increased information sharing with employees. Better information will lead to better understanding and support of management decisions.
- 10) Employees may be undecided about whether labor and management are truly committed to a cooperative process. Joint, ongoing efforts to build upon this initial success are needed to reverse these perceptions.
- 11) Employee involvement in decision making and better communication through a cooperative team building process can help to reverse

remaining perceptions that management will not take employee input into account when making decisions.

- 12) An evaluation of training needs is necessary since more than half of the staff does not agree that they are adequately trained. The Individual Training Needs Assessment of the Ohio Child Welfare Training Program should be included by all direct service and supervisory staff. Once completed, this data can be supplemented by other information and surveys. This data should be shared openly with all staff members.
- 13) There is likely to be a perceived need among the staff for employee recognition for excellent casework. Employees may also feel monetary and non-monetary rewards are important in certain circumstances. These suggestions should be considered and acted upon when possible and appropriate.
- 14) An internal agency newsletter and other two-way communication tools must be developed to demonstrate that the team building approach is not a passing fad, but will become integrated into the daily operation of the PCSA.
- 15) The team building project must be customized to reflect the mission and goals of the agency. Labor and management must be committed to training agency staff in team communication skills, problem solving, conflict resolution, consensus-based decision making, group process, and conducting effective meetings. Participation should be voluntary but encouraged
- 16) Previously existing agency committees should be examined to assess each one's value and utility. Those committees that are not useful and do not contribute value under this new approach should be discontinued or folded under the umbrella of the team building project. In-house staff should be selected to attend a facilitator training program. Once trained, these individuals will provide facilitation assistance to committees, departments and units outside of their normal work areas in order that they may be objective and neutral in the problem solving process.
- 17) Proven consultants may be retained through a separate contract to train the agency's Quality Assurance Committee in consensus-based decision making and a team building approach. This committee includes board members, management and line staff.
- 18) Other critical support pieces are necessary to ensure the success of the project. Intensive training of agency supervisors and department administrators in a team-based approach to managing which included such notions as mentoring, coaching and open communication skills.
- 19) Union and management can agree to adopt the team building concept into the labor management meeting process. Members of the labor-management committee should be trained in team building knowledge and skill before being granted a seat on the labor-management

committee. An agreement should be signed by management and union which expresses a joint commitment to the team building process.

- 20) In all likelihood, there will be concerns of staff who support the team building process, to finding the time to participate in committee work while maintaining a full case load. Numerous potential solutions may be incorporated to address this concern. Some of these may include: ensuring that supervisors support and encourage staff participation, establishing a pool of overtime monies to allow employees adequate participation opportunities while maintaining caseloads, more flexible work hours, sharing home visits within units, controlling paperwork through automation or a reorganization of the clerical pool, creating a reward system for team work accomplishments, including team building participation and other committee activity in all position descriptions of the agency, and numerous other pro-active possibilities. Prioritization of the many possibilities should occur jointly and strategies to integrate them into the agency should be developed.
- 21) The implementation process should be continuously monitored and evaluated. Adjustments should be made as necessary to ensure the continuous improvement of its quality.

**HUMAN RESOURCES ADDENDUMS**

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**ADDENDUM A - SALARY GUIDE**

<b>POSITION</b>	<b>TOTAL POINTS*</b>	<b>SALARY RANGE</b>
Intake Screener	33	\$25,173 - \$29,742
Ongoing Worker	69	\$28,038 - \$43,177
Investigator/Assessment	83	\$33,575 - \$49,962
Investigations /Ongoing/ Adoption Supervisor	98	\$39,041 - \$59,246
Children Services Administrator Small/Medium Agency Large Agency	131 148	\$54,874 - \$78,763 \$59,360 - \$84,676
Agency Executive		Negotiated

\* Total Points are composite of ten ranked categories using the Ohio Department of Administrative Services Point Factor Evaluation Guide. This Guide is used by state government to determine the level of responsibilities, etc. of each position within state and county services and assigning wage ranges to those positions based on a variety of factors.

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**ADDENDUM B - CODE OF ETHICS**

***SERVICE:***

We strive to provide the highest quality services in the most appropriate, respectful, and competent professional manner, mindful of the other principles listed below, and in coordination with the agency's values and mission.

***IMPORTANCE OF HUMAN RELATIONSHIPS:***

We understand that relationships are an important vehicle for change and engage people as partners in the helping process. We are sensitive to the real and ascribed differences in power between ourselves and others and do not exploit or mislead other people during or after professional relationships.

***INTEGRITY:***

We are honest, fair, and respectful of others. In describing qualifications, services, or information about the agency or ourselves, we do not make statements that are false or deceptive. We strive to be aware of our own belief systems, values, needs, and limitations, and the effect of these on our work. We attempt to clarify, for relevant parties, the roles we are performing and to function appropriately in accordance with those roles. We avoid improper and potentially harmful dual relationships, and do not take unfair advantage of any professional relationship or exploit others to further our personal, religious, political, or business interests.

***RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY:***

We accord appropriate respect to the fundamental rights, dignity, and worth of all people, including: the right to take part in their case planning; rights to privacy, confidentiality, informed consent, self-determination, and autonomy (mindful that legal and other obligations may supercede and conflict with the exercise of these rights); the right to choose whether to take part in any research; and the right to file a grievance. We are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, language, disability, and socioeconomic status. We do not knowingly participate in, or condone, unfair discriminatory practices. Rather, we try to recognize and advocate that others recognize the strengths that exist in all cultures. Moreover, we believe in helping people with disabilities to be active, participating members of their community as fully as they are able.

***PROFESSIONAL RESPONSIBILITY:***

We accept appropriate responsibility for our behavior. We adapt our methods to the needs of the different people we serve. We determine services and expectations for change based upon assessment of client need and risk to the child. We cooperate with other professionals to serve the best interests of our clients. We are also concerned about each other's professional conduct, and, as appropriate, consult with colleagues in order to prevent or avoid unprofessional or unethical conduct. We cannot and will not tolerate inadequate efforts to keep children safe.

***SOCIAL RESPONSIBILITY:***

We comply with the law and advocate for the development of law and social policy that serve the interests of our clients and the public. We strive to ensure access to needed information, services, and resources. We ensure equality of opportunity and meaningful participation in decision making for all people.

***COMPETENCE:***

We strive to maintain high standards of competence in our work, recognize the boundaries of our competencies, and provide only those services for which we are qualified by education, training, or experience. We seek continuing education in order to develop and enhance our knowledge and skills and apply them in practice.

***PROFESSIONAL ETHICS:***

In addition to the above Code of Ethics, we follow the Code of Ethics of our respective disciplines.

*\*Code of Ethics developed and adopted by the Lorain County Children Services Board.*

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**ADDENDUM C - SAMPLE CONTRACT FOR PRE-EMPLOYMENT SHADOWING**

PURCHASE OF SERVICE AGREEMENT

This Purchase of Service Contract is entered into between \_\_\_ and \_\_\_ PCSA, hereafter referred to as the "Agency".

\_\_\_ and the Agency agree that this contract will be for the purpose of orientation to the field of child welfare.

\_\_\_ and the Agency agree that the fee for the purchase of this service will be at the hourly rate of \$ \_\_\_ per hour for a maximum of 16 hours.

\_\_\_ and the Agency agree that payment to \_\_\_ will be made upon the completion of this contract. The payment will be issued within forty-five days.

**STATEMENT OF CONFIDENTIALITY**

All Board members, staff, foster parents, consultants, volunteers, researchers, and others affiliated with the agency will respect the confidentiality of PCSA clients and records, as required by law and ODJFS rules.

By signing this document below, I acknowledge my understanding, and:

1. Agree to respect and maintain the strict confidentiality of clients and families of \_\_\_\_\_ County Children Services; and
2. Understand that violation of this contract may subject me to legal consequences and / or disciplinary action.

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
PCSA

\_\_\_\_\_  
Date

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**ADDENDUM D - STAFF ORIENTATION CHECKLIST**

**Staff orientation for all new employees**

*PCSA Overview*

- \_\_\_\_\_ mission, philosophy, values
- \_\_\_\_\_ annual goals and objectives
- \_\_\_\_\_ organizational structure, including key administrators
- \_\_\_\_\_ program areas and functions
- \_\_\_\_\_ agency tour
- \_\_\_\_\_ list/location of relevant PCSA materials and manuals
- \_\_\_\_\_ employee safety
- \_\_\_\_\_ funding sources

*Personnel*

- \_\_\_\_\_ time sheets
- \_\_\_\_\_ benefits
- \_\_\_\_\_ professional expectations
- \_\_\_\_\_ required annual training
- \_\_\_\_\_ job description, performance expectations, probation, annual evaluation
- \_\_\_\_\_ confidentiality policy with employee sign-off
- \_\_\_\_\_ reimbursement procedures - when applicable
- \_\_\_\_\_ personnel handbook that contains policies and procedures

**Staff Orientation for Direct and Non-Direct Service Staff - other Training areas**

- \_\_\_\_\_ child protection services history, mission;
- \_\_\_\_\_ forms completion, time restrictions;
- \_\_\_\_\_ job responsibilities including detailed information regarding activities;
- \_\_\_\_\_ intra-agency information including purpose, functions, contacts, on-site visits;
- \_\_\_\_\_ policies, procedures;
- \_\_\_\_\_ inter-agency specialized services which interact with specific job function and responsibilities;
- \_\_\_\_\_ confidentiality

**PCSA Policies/Standards, State and Federal Mandates  
Intra-Agency Training  
Ohio Child Welfare Training Program**

**Transfer of Learning**

*Management*

- \_\_\_\_\_ allowing the trainee to attend scheduled training events
- \_\_\_\_\_ providing back-up staff support for individuals in training so that the trainee is undisturbed during the training session

*Supervisors*

- \_\_\_\_\_ reviewing the annual Individual Training Needs Assessment (ITNA) finding and/or annual performance objectives to assure the requested training meets a training need as discussed with the individual;
- \_\_\_\_\_ having a discussion with the individual regarding what s/he hopes to learn from the session;
- \_\_\_\_\_ holding follow-up discussions regarding newly acquired knowledge and understanding based on the training content;
- \_\_\_\_\_ requesting the individual share the materials with staff at staff meetings

*Training Participant*

- \_\_\_\_\_ assuring their work is covered for the day;
- \_\_\_\_\_ giving full attention to the trainer;
- \_\_\_\_\_ developing and implementing an action plan which identifies how s/he plans to use the information;
- \_\_\_\_\_ sharing the training content with staff.

**Inter-Agency Training**

- \_\_\_\_\_ Orientation & Training Programs should be designed to support and promote best practice strategies for employees.
- \_\_\_\_\_ Innovative curriculum designed to cover the diverse needs of the Net Generation, Generation X, and Baby Boomer Generation should be utilized.
- \_\_\_\_\_ Opportunities for mentoring and shadowing with experienced child welfare professionals should be provided.
- \_\_\_\_\_ Interactive curriculum with assignments, Internet linkage, and transfer of learning components should be made available.

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**ADDENDUM E - SAMPLE GRIEVANCE PROCEDURE**

**Step 1 - Informal Discussion**

Any employee with a grievance shall, within the time frame of five working days, discuss the matter orally with his immediate supervisor and attempt to resolve the issue informally.

**Step 2 - Written Grievance**

If the employee is not satisfied with the result obtained in Step 1, he shall file a written grievance with the unit administrator within five working days from the date of the informal discussion with his supervisor. The written grievance shall include:

1. A clear statement of the problem.
2. The employee's statement of what he perceives as an appropriate resolution of the problem.
3. The facts that support the employee's position.

Within five days working days, the unit administrator shall investigate the situation and furnish the employee with a written decision as to how, or if, the grievance will be resolved.

**Step 3 - Appeal to the Director**

If the employee is not satisfied with the result obtained in Step 2, he may file an appeal with the agency director or his designate within five working days of receiving the unit administrator's reply. All written information, grievance claim and supervisory responses that have been developed to date shall be submitted to the director for his review. No information may be altered. The director or his designate shall review the information, further investigate the issue if he deems necessary, and issue a written response to the appeal within ten working days of receipt of the appeal.

**Step 4 - Pursuit of Outside Remedy**

Once the employee has received the director's response and is still not satisfied with that response, he may appeal the matter to any court or regulatory agency of competent jurisdiction. Should this action be taken by the employee, the employee shall notify the agency director of the pursuit.

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**ADDENDUM F - SAMPLE DISCIPLINARY POLICY**

**Employee Job Performance Falters**  
(Supervisor observes and records)

**Informal discussion about problem**  
(Suggest EAP)\*

<b>Accepts EAP</b>	<b>Performance continues to falter</b>		
		<b>Oral Reprimand (Encourage EAP)*</b>	<b>Corrective</b>
<b>Plan w/ Time lines</b>			
<b>Accepts EAP</b>	<b>Performance continues to falter</b>		
		<b>Written Reprimand (Urge EAP)*</b>	<b>Corrective</b>
<b>Plan w/ Time lines</b>			
<b>Accepts EAP</b>	<b>Performance continues to falter</b>		
		<b>Suspension (Urge EAP)*</b>	<b>Corrective</b>
<b>Plan w/ Time lines</b>			
<b>Accepts EAP</b>	<b>Performance continues to falter</b>		
<b>Employee returns to satisfactorily performing job duties</b>	<b>Employee Terminated</b>		

\* EAP is an agency's Employee Assistance Plan or the arrangement of appropriate mental health, substance abuse, or other services that can assist the employee to address the issues that are contributing to poor performance.

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**ADDENDUM G - WORKING WITH DIFFERENT GENERATIONS**

**WHEN WORKING WITH DIFFERENT GENERATIONS\***

\*(Adapted from Generations at Work, Ron Zemke, Calire Rianes and Rob Filipczak, 2000)

**ON THE JOB ASSETS**

**Veterans are:**

- Stable
- Detail oriented - Driven
- Thorough
- Loyal
- Hard working

**Boomers are:**

- Service oriented
- Techno-literate
- Willing to go the extra mile
- Good at relationships
- Wanting to please
- Good team players
- Good at building rapport

**Gen Xers are:**

- Adaptable
- Optimistic
- Creative
- Independent
- Not intimidated by authority
- Able to multi-task & parallel process

**Nexsters are:**

- Active as a group
- Tenacious
- Heroic in spirit
- Able to multi-task
- Technologically savvy

**ON THE JOB LIABILITIES**

**Veterans are:**

- Inept with ambiguity and change
- Reluctant to buck system
- Uncomfortable with conflict
- Reserved in disagreements

**Boomers are:**

- Not naturally budget minded
- Uncomfortable with conflict
- Overly sensitive to feedback
- Judgemental of those who see things differently
- Self-centered
- Needing to be liked

**Gen Xers are:**

- Impatient
- Poor with traditional people skills
- Inexperienced
- Cynical

**Nexsters are:**

- Needing of supervision and structure
- Inexperienced (especially with difficult people issues)
- Used to having lots of attention and authority from parents
- Likely to burn out trying too much too soon

## AS MANAGERS AND LEADERS

### **Veterans are:**

- Have a directive style
- Take command
- Are controlling leaders
- Make decisions on own-

### **Boomers are:**

- Changed work hierarchy to include teams and a fair level playing field
- Have problems practicing what they preach
- Sometimes fall into management by buzzword

### **Gen Xers are:**

- Not good soldiers
- Always ask why
- See leadership as a way to prove their worth
- Have, and can access, a lot of information
- Are honest with others- almost brutally so

### **Nexsters are:**

- Wait and see.....

### **The Veterans**

<b>FICTION</b>	<b>FACT</b>
1. They have more accidents and are sick.	1. Older persons have fewer on the job accidents and insurance claims by older persons are no different than for all employees.
2. They can't learn technology.	2. Seniors are willing students when the training is done right.
3. They don't want to work.	3. Many prefer working, at least part-time.
4. They're not as productive as younger employees.	4. The US Department of Health and Human Services reports that older workers are every bit as productive as others.
5. They're not as bright as younger counterparts.	5. The American Management Association reports that intelligence remains constant until at least age 70.

### **The Baby Boomers**

<b>FICTION</b>	<b>FACT</b>
1. They are on their way out.	1. The Organization for Economic Cooperation and Development says the average life expectancy for today's women is 78.8; for men, 72. Boomers expect longer work lives than any other previous generation.
2. They'll grow up.	2. According to Boomer Institute, sales of Harley-Davidson motorcycles doubled in the early 90's and the majority of buyers were Baby Boomers.
3. They've always had it easy; they're assured a comfortable retirement.	3. Of all generations, Boomers have the largest credit card debt. They have an average of 20 years left on their mortgages. They are coming late to saving. For what workers should be saving each year for a comfortable retirement, Gen X saves \$3,564; Boomers save \$2,825.
4. They've quit learning.	4. A USA Today (3/28/98) article says Boomers are creating a college industry that caters to "old dogs" learning new tricks. Enrollment in adult education programs is up significantly in everything from tap dancing to sushi to economics.
5. Boomers are workaholics.	5. Boomers have tended to work grueling hours for 30 years, today many have committed to a slower pace. The most stressed generation in history has been eager to find ways to simplify their lives. Boomers, especially those approaching 50, are working fewer hours.

### The Gen Xers

FICTION	FACT
1. They're materialistic.	1. Many are struggling to make ends meet. Economists tell us that this is the first US generation that probably won't be able to improve on their parents' lifestyles. They won't have enough money to pay for a home and their children's education. They want to get out of debt. Money is important to them, but material wealth and status items are scorned by this generation.
2. They're whiners.	2. Gen Xers face rather daunting challenges - college loans, skyrocketing health care costs, yet most are philosophical about the problems they are inheriting.
3. They have a "you owe me" attitude.	3. No more so than any other generation.
4. They're not willing to work hard.	4. In interviews, Gen Xers tell us they are willing to work very hard. They do not want to be taken advantage of, though. Many believe that it is unfair to expect a 70 hour work week for 40 hours of pay. And, as a generation, they are committed to life beyond work.
5. They're living on easy street.	In the 1950's, young homeowners spent approximately 14% of their incomes on home mortgage payments. Today, it takes 40%. Today, older folks will get back \$200 for every \$100 they put into Social Security. Gen Xers lose more than \$100 for every \$450 they contribute.

### The Nexsters

FICTION	FACT
1. Youth are going to hell in a handbasket.	1. Experts believe this fine new crop of young people will make heroes of themselves.
2. Today's kids are getting a great education.	2. Not all of them. Gregory Schmid says, "Tomorrows haves and have nots are already diverging in today's third grade classrooms as they either advance into the information age or fall behind for lack of reading and math skills or access to computer.
3. Kids need to spend more time reading.	3. Kids are spending more time reading. Business Week reports that surveys show video games cut into TV, not reading time.

**TO MOTIVATE:**

**VETERANS**

*Your experience is respected  
It's valuable to the rest of us to hear what has and hasn't worked in the past  
Your perseverance is valued*

Use a visual touch (write a note), provide visual perks (company cars)

**BOOMERS**

*You're important, too  
You're valued here  
Your contribution is important and unique*

Let them know they are worthy employees  
Use personal approaches and give public recognition  
Give them chances to prove their worth

Give them perks (car)

**GEN XERS**

*Do it your way  
There aren't a lot of rules here*

*We've got the newest hardware and software  
We're not very corporate*

Give them multiple projects

Provide constructive feedback

Give them time to pursue other interests

**NEXSTERS**

*You'll be working with other bright people  
Your boss is in her 60's*

*You and your coworkers can turn this business around  
You can be the next hero here*

*You can work with people across the world here*

Give them a chance to prove themselves withing limits to avoid burnout

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**ADDENDUM H - SAMPLE MONTHLY DIVERSITY CELEBRATION CHECKLIST**

*\*(Adapted from Generations at Work, Ron Zemke, Calire Rianes and Rob Filipczak, 2000)*

**Monthly Diversity Celebrations**

<b><u>Month</u></b>	<b><u>Subject</u></b>	<b><u>Person Responsible</u></b>
January	Persons with Disabilities	_____
February	African American Heritage	_____
March	Women's History	_____
April	Child Abuse Prevention- Cultural Differences	_____
May	Hispanic Heritage	_____
June	Gay & Lesbian History	_____
July	Appalachian Heritage	_____
August	Children & Families	_____
September	Asian/Pacific Islander Heritage	_____
October	Domestic Violence Awareness	_____
November	American Indian Heritage	_____
December	Spiritual Awareness & Celebration	_____

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**ADDENDUM I - WAGES AND BENEFITS CALCULATIONS**

	<b>2001- Starting Salary</b>	<b>2001- Ending Salary</b>
Franklin*	\$12.43	\$20.46
Hamilton	\$12.70	\$19.70
Franklin*	\$13.45	\$22.13
Montgomery	\$13.58	\$15.74
Cuyahoga	\$14.66	\$17.82
Summit	\$14.74	\$23.27
Montgomery	\$14.94	\$17.31
Franklin*	\$15.14	\$24.90
Lucas	\$15.23	\$23.04
Montgomery	\$16.43	\$19.05

*\*Denotes multiple entries (refers to CWI, CWII, CWIII, etc.)*

Average=	\$14.33	\$20.34
Median=	\$14.70	\$20.08
Mode=	NA	NA
Standard Deviation=	\$1.19	\$2.80
<i>[determines how much individual values in list differ from the average (mean) of all values in the list]</i>		
Minimum=	\$12.43	\$15.74
Maximum=	\$16.43	\$24.90

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**ADDENDUM J - ACADEMIC ADVANCEMENT PROGRAM CONTRACT FOR TOPS AND NON-TOPS SCHOOLS**

*\*Standard adapted from the Lorain County Children Services Board*

**ACADEMIC ADVANCEMENT PROGRAM- PRIVATE UNIVERSITY**

**NAME OF EMPLOYEE:**

**DATE:**

This agreement, entered into on this \_\_\_\_\_ day of, \_\_\_\_\_, by and between the \_\_\_\_\_ (hereinafter called "Agency") and \_\_\_\_\_ (hereinafter called "Employee").

WHEREAS it is the desire of the Agency to advance the education and training of its employees; take advantage of funding made available through Federal Title IV(E), which allows for partial reimbursement of educational expenses; obtain commitment from its personnel so as to provide stability for the Agency; and assure that the benefits of funding the program will accrue to \_\_\_\_\_ County; and

WHEREAS Employee desires to improve his/her knowledge and expertise by obtaining a Masters Degree of Social Work (M.S.W. or M.S.S.A.), continue to provide services to \_\_\_\_\_ County through the Agency, and return to the citizens of \_\_\_\_\_ County services to justify investment in his/her advancement in education;

THEREFORE the parties hereto in consideration of the mutual covenants herein contained, agree as follows:

**AGENCY'S COVENANTS**

1. The Agency shall pay Employee's tuition costs (not to include books, lab fees, mileage) for attendance at \_\_\_\_\_ University and participation in a course of study toward completion of a Masters of Science in Social Administration (M.S.S.A.) for the academic year . Said payment shall be made directly to the University. In the event that Title IV(E) funding changes, the Agency shall pay 46% of the tuition to \_\_\_\_\_ University.
2. The Agency shall permit Employee to work for the Agency as part of field service requirements.
3. Employee shall also receive the rights and benefits he/she would receive as an employee of the Agency during the year, including, but not limited to, salary increments, credit towards state retirement benefits, vacation benefits, sick leave, and Workman's Compensation coverage.
4. Agency may renew this agreement with Employee for a period of up to three (3) years until completion of the Masters Degree course of study, provided Title IV(E) and/or Agency funding are available.

## EMPLOYEE'S COVENANTS

1. Employee shall attend and participate in a program approved by Agency, towards fulfillment of his/her Masters of Science in Social Administration at \_\_\_\_\_ University during the academic year of \_\_\_\_\_, and successfully complete the course of study thereby required.
2. Employee shall notify Agency of absences from school, termination, or discontinuance in the program.
3. Employee shall continue his/her present employment with Agency during the course of attendance in this program.
4. Employee further agrees to work for the Agency for a period of one (1) year for each academic year of schooling paid for by the Agency and/or through Federal Title IV(E) funding after completion of said schooling.
5. Employee shall disclose any financial aid he/she receives. To the extent that such aid is received by Employee, Agency's contribution to tuition shall be lowered unless Title IV(E) reimbursement is no longer available. Loans which must be repaid and, thus, result in an out-of-pocket expense for the employee are not deductible from the Agency's contribution.
6. Employee may renew this agreement for up to three (3) years until completion of the Masters Degree course of study, provided Title IV(E) and/or Agency funds are available. The Agency, for good cause shown, may allow a further renewal of two additional years.
7. In the event the Employee does not successfully maintain the equivalent of a 3.0 grade point average (out of a possible 4 points), and/or complete the course of study to the extent possible through Title IV(E) and Agency funding, or does not fulfill the commitment to work for the Agency upon completion, Employee shall repay to Agency the moneys paid by Agency toward Employee's education. Employee shall receive a pro rata credit for any partial increments of time worked for the Agency in fulfillment of these covenants.
8. Employee shall repay said amount to Agency within 30 days of his/her discontinuance of the course of study or departure from the Agency's employment. In the event employee is laid off, becomes disabled, or separates from the Agency due to some other involuntary cause, the parties shall negotiate a tolling of the period of repayment.

If Employee does not repay said amount, he/she shall execute a promissory note payable to Agency in equal monthly installments within two (2) years times at 8% interest per annum. Said note shall become immediately due and payable in full at the Agency's request upon occurrence of any one or more of the following:

- a. The death, insolvency, assignment for the benefit of creditors, or the filing of a petition in bankruptcy by, or against, the maker.
- b. The default of the undersigned in the repayment of principal when the same shall become due and payable.
- c. The failure of performance by the undersigned in any agreement or undertaking hereunder or to cure any breach or warranty contained herein.



## **ACADEMIC ADVANCEMENT PROGRAM - PUBLIC UNIVERSITY**

**NAME OF EMPLOYEE:**

**DATE:**

This agreement, entered into on this day of, \_\_\_\_\_, by and between the \_\_\_\_\_ County Children Services Board (hereinafter called "Agency") and \_\_\_\_\_ (hereinafter called "Employee").

WHEREAS it is the desire of the Agency to advance the education and training of its employees; obtain commitment from its personnel so as to provide stability for the Agency; and assure that the benefits of funding the program will accrue to \_\_\_\_\_ County; and

WHEREAS Employee desires to improve his/her knowledge and expertise by obtaining a Masters Degree of Social Work (M.S.W. or M.S.S.A.), continue to provide services to \_\_\_\_\_ County through the Agency, and return to the citizens of \_\_\_\_\_ County services to justify investment in his/her advancement in education;

THEREFORE the parties hereto in consideration of the mutual covenants herein contained, agree as follows:

### **AGENCY'S COVENANTS**

1. The Agency shall pay and/or approve TOPS to pay Employee's tuition costs and book expenses for attendance at \_\_\_\_\_ University and participation in a course of study toward completion of a Masters Degree of Social Work for the academic year . Said payment shall be made directly to the University.
2. The Agency shall permit Employee to work for the Agency as part of field service requirements.
3. Employee shall also receive the rights and benefits he/she would receive as an employee of the Agency during the year, including, but not limited to, salary increments, credit towards state retirement benefits, vacation benefits, sick leave, and Workman's Compensation.
4. Agency may renew this agreement contingent upon the availability of Agency funding.

### **EMPLOYEE'S COVENANTS**

1. Employee shall attend and participate in a program approved by Agency, towards fulfillment of his/her Masters Degree of Social Work at \_\_\_\_\_ University during the academic year of \_\_\_\_\_, and successfully complete the course of study thereby required.
2. Employee shall notify Agency of absences from school, termination, discontinuance in the program.
3. Employee shall continue his/her present employment with Agency during the course of attendance in this program.
4. Employee further agrees to work for the Agency for a period of one (1) year upon completion of the degree paid for by the Agency and/or through Federal Title IV(E) funding and/or TOPS, by virtue of being an employee of \_\_\_\_\_, within two (2) and one-quarter (¼) years, except that if the Degree is obtained in three (3) years, then the commitment shall be two (2) years.



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**ADDENDUM K - MINIMUM REQUIREMENTS FOR RETENTION OF RECORDS**

<b>Records to be Retained</b>	<b>Period of Retention</b>	<b>Federal/State Laws</b>
Personnel File	Retain 7 years after an employee leaves employment	Title VII, 1964 Civil Rights Act
Personnel Records relating to a discrimination charge	Maintain records at least until the charge or action is fully resolved and all appeals are exhausted	Title VII, 1964 Civil Rights Act
Vacancy postings and applications, resumes, civil service applications and interview questions from applicants not hired	7 years after position is filled or decision not to fill the position.	Age Discrimination in Employment Act
Employee benefit plans, and written seniority or merit rating systems	Full period of plan or system, plus 1 year	Age Discrimination in Employment Act
Basic payroll records that contain employee information (these records may include employment contracts or collective bargaining agreements; records relating to wages, wage rates, job evaluations, job descriptions; time cards; records of additions to or deductions from wages paid; and documentation of basis of payment of any wage differential to employees of opposite sex in same agency)	3 Years	Fair Labor Standards Act, including Equal Pay Act
All records pertaining to compliance with FMLA, Workers Compensation	7 Years	Family Medical Leave Act of 1993
I-9 Forms and back up documentation	3 years after date of hire or 1 year after employee's termination, whichever is later.	Immigration Reform and Control Act
Logs and summaries of occupational injuries and illnesses	5 years following end of year to which records relate	Occupational Safety and Health Act
Employment and payroll records that reflect employee's name, address, social security, amount of gross earnings, termination dates and cause of termination, time lost due to being unavailable for work, and character of services performed by the individual	5 years after calendar year in which wages are paid	Bureau of Employment Services (Unemployment Compensation)
Employee Discipline and Grievance Records	Retain 7 years after case is closed and then destroy (be aware that some collective contracts specify where such documents can be kept)	Title VII, 1964 Civil Rights Act
Temporary Personnel and Contracts	Retain 7 years after the expiration of contracts	Title VII, 1964 Civil Rights Act
Employee training records, workforce development, tuition reimbursement and other education assistance program records	Retain 2 years	

*\*Standard adapted from the Marion County Children Services Board.*

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**ADDENDUM L - SAMPLE ACKNOWLEDGMENT OF RECEIPT OF A DRUG FREE WORKPLACE POLICY**

**ACKNOWLEDGMENT OF RECEIPT OF DRUG-FREE WORKPLACE POLICY**

Signing this form acknowledges that the employee has received a copy of the \_\_\_\_\_ County Drug-Free Workplace Policy, has had the opportunity to discuss the Policy and have questions answered, and understands all of the provisions in the Policy. Although it reflects the \_\_\_\_\_ County current Policy regarding substance use, it may be necessary to make changes from time to time to best serve the needs of our organization. However, any changes deemed necessary will be made in writing, and the modified Policy will be shared with every employee.

By my signature below, I acknowledge that I have received a copy of the Drug-Free Workplace Policy of \_\_\_\_\_ County. I understand that it is my obligation to read, understand and comply with the procedures and provisions contained within this Policy.

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Printed Name of Employee

DFWP2000  
Revision 7/2001

RECEIPT

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**ADDENDUM M - SUBSTANCES FOR WHICH TO BE TESTED**

**SUBSTANCES FOR WHICH TO BE TESTED AND THE METHODS OF TESTING**

Systems presence testing is the procedure that is used to identify the presence of the following controlled substances or alcohol that may be present: (a negative initial screening test is considered a negative test.)

	<b>Drug Class</b>	<b>Screening Test Level</b>	<b>Confirmation Test Level</b>	<b>Confirmation Method</b>
(1)	Amphetamines	1,000 ng/ml	1,000 ng/ml	GC/MS
(2)	Barbiturates	300 ng/ml	300 ng/ml	GC/MS
(3)	Benzodiazepines	300 ng/ml	300 ng/ml	GC/MS
(4)	Cocaine	300 ng/ml	150 ng/ml	GC/MS
(5)	Marijuana (Cannabinoids)	50 ng/ml	15 ng/ml	GC/MS
(6)	Methadone	300 ng/ml	300 ng/ml	GC/MS
(7)	Opiates	2,000 ng/ml	2,000 ng/ml	GC/MS
(8)	Phencyclidine	25 ng/ml	25 ng/ml	GC/MS
(9)	Propoxyhene	300 ng/ml	300 ng/ml	GC/MS

*The Federal Department of Health and Human Services (DHHS) has established these detection thresholds consistent with available technology for each of the drugs listed above.*

**Department of Transportation (CDL)**

The CDL uses a five (5)- panel drug test that is set up by DHHS. The tested five drugs are amphetamines, cocaine, cannabinoids (marijuana), opiates, and phencyclidine. The levels for the five drugs tested for under the Federal Department of Transportation / Federal Highway Administration are established by DHHS, while employers should follow the guidance offered by their DHHS-certified labs for the other five drugs.

Test for alcohol concentration will be conducted utilizing a National Highway Traffic Safety Administration (NHTSA) – approved evidential breath device (EBT) operated by a trained breath alcohol technician (BAT). If the initial test indicates an alcohol concentration of 0.02 or greater, a second test will be

performed to confirm the results of the initial test. An employee who has a confirmed alcohol concentration of greater 0.02, but less than 0.04, will result in removal from his/her position for twenty-four (24) hours, unless a retest results in a concentration measure of less than 0.02. Drivers who have an alcohol concentration of 0.04 or greater will be considered a positive alcohol test in violation of this Policy.

### **Ohio Bureau of Workers Compensation (BWC)**

- I. The BWC program requires the full panel of drugs be tested.
- II. Breath alcohol testing will be conducted by the contractor utilizing only certified equipment and personnel. Breath alcohol concentrations exceeding 0.04 will be considered a verified positive result. An Evidentiary Breath Test (EBT) is used to confirm an initial positive test result.

In both of the above, the DOT and BWC, an employee attempting to adulterate a specimen, or otherwise manipulate the testing process, will result in the employee being considered as having a "Positive Test", as will a refusal to produce/provide a specimen. In either case, the employee will be subject to discipline that could result in termination.

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**ADDENDUM N - BWC BENEFITS**

**Bureau of Workers Compensation (BWC) – Benefits**

"In concert with our Drug-Free Workplace Program, \_\_\_\_\_ County believes that employees share responsibility for a safe work environment, and that it is reasonable for employees to avoid usage of alcohol and other drugs that affects their performance and safety at work. Our primary interest is to prevent all accidents and injuries. In line with this, \_\_\_\_\_ County intends to hold employees accountable for violating our drug-free workplace policy and may seek disallowance of a workers compensation claim when an employee tests positive for alcohol or a controlled substance (drug) as specified in our policy after a work-related accident or injury. Under H.B. 122 (a copy is available from our Human Resources Department), intoxication of an employee (defined by a positive alcohol test) or being under the influence of a controlled substance not prescribed by a physician (defined by a positive drug test and as described in our DFWP policy), will be considered the cause of the injury.

Until and unless proven otherwise, the positive test is considered proximate cause of the injury and may result in the disallowance of workers compensation benefits for the injured worker who tests positive. The County policy will be to refuse to certify a worker's compensation claim filed by any injured employee who tests positive for injuries on or after the date that this policy change goes into effect.

H.B. 122 also states that an employee's refusal to submit to a chemical test described in the law is considered a positive test and creates a rebuttable presumption that the employee is intoxicated or under the influence. This is consistent with our current drug-free policy. Refusal to test also includes failure to provide a specimen or to provide one in the time frame that an employee is given to do so, or adulterating, attempting to adulterate, or substituting a specimen.

Again, the change in our policy is that a positive test will be considered the proximate cause of a work-related injury based on the post-accident test results and could affect your eligibility for workers compensation benefits. Rather than having a claim disallowed, we hope to prevent these accidents from occurring by holding employees accountable for following work rules that exist in the interest of the safety of ALL employees. Employees who fail to follow work rules and thereby endanger themselves, their coworkers and/or our ability to operate our business, will be held strictly accountable.

This modification of our drug-free workplace policy related to workers' compensation claims is a change in terms and conditions of employment. Testing will continue to be done by the most reliable system available. Analysis is through a laboratory certified by the U.S. Department of Health and Human Services/Substance Abuse and Mental Health Services Administration consistent with the procedures specified for federally mandated testing. This type of testing (called systems presence testing) provides the greatest accuracy and protections for employees. A medical review office (physician with a specialization in substance abuse) is contacted to review the testing process before a test is determined as a positive. Cut-off levels for a positive drug test specified in H.B. 122 match the levels we are currently using. In addition, a positive test for alcohol that is a violation of our DFWP policy may also be at a high enough cut-off level for a workers compensation claim to be disallowed."

*\*Standard adapted from the Marion County Children Services Board.*

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**ADDENDUM O - SAMPLE EXIT INTERVIEW FORM**

**\*TO BE COMPLETED BY EMPLOYER\***

Name: \_\_\_\_\_ Department: \_\_\_\_\_  
 Job Title: \_\_\_\_\_ Hire Date: \_\_\_\_\_  
 Termination/Resignation Date: \_\_\_\_\_  
 Current Mailing Address: \_\_\_\_\_

---

Reason for Termination/Resignation: \_\_\_\_\_

When did you begin to look for a new job?

**EMPLOYEE'S EVALUATION OF THE JOB**

	Excellent	Satisfactory	Fair	Poor	Unsatisfactory
Interest in Job Held					
Performance Recognition					
Supervisory Fairness					
Chance for Advancement					
Wages and Benefits					
Rapport with Fellow Workers					
Training Received on Job					
Description of Position Compared to Actual Work					
Communication Between Employees and Management					
General Working Conditions					

Employee's

Comments:

***\*TO BE COMPLETED BY SUPERVISOR\****

Interviewer: \_\_\_\_\_ Date:

Interviewer's \_\_\_\_\_ Comments:

\_\_\_\_\_  
Employer's Signature

Date