

Staff Expectations- Protective Services Program Manager

NOTE: Our case management system is moving from Child Welfare Services/Case Management System (CWS/CMS) to Child Welfare Services-California Automated Response and Engagement System (CWS-CARES). This policy includes language, forms/templates, and resources that will be reviewed and updated as we transition into CWS-CARES.

(Revised 08/21/26)

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Related Policies

Additional Information can be found in the following policies:

- [Workforce Development](#)
- [Centralized Assignment Team \(CAT\)](#)
- [Employee Schedules](#)
- [ER- Protection Timelines](#)
- [Staff Expectations- Protective Services Worker](#)
- [Staff Expectations- Senior Protective Services Worker](#)
- [Staff Expectations- Protective Services Supervisor](#)

Forms

The following forms are referenced in this policy:

- 22-10 Supervision Template

Resources

The following resources are referenced or may assist staff in demonstrating the knowledge, skills, and abilities outlined in the file:

- Supervision Template Tips Provides tips and suggestions for how supervisors can complete the 22-10 (form) Supervision Template
 - Motivational Interviewing (MI) in Supervision Tips on how to incorporate MI in supervision
 - Solution Focused Questions in Supervision Sample solution focused questions and Appreciative Inquiry questions to incorporate into supervision
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Resources (cont.)

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| • Safety Enhanced Together (SET) SharePoint | All SET practice behaviors, Continuous Quality Improvement (CQI) tools, and other SET resources |
| • Staff Self-Care Tips | 12 ideas to implement for self-care |
| • Multicultural Guidelines for Communicating Across Differences | Principles to consider and utilize in order to practice cultural humility and have positive communication across cultural differences. Additional information can be found by searching in Learning Management System (LMS). |
| • CFWB Training Calendar | Informs staff of upcoming CFWB training opportunities |
| • Emotional Intelligence for Leaders | An overview of emotional intelligence and how to apply this to support staff. Additional information can also be found by searching in LMS. |
| • Human Resources Next Level Supervisor Training Series | This series review progressive discipline, difficult conversations, diversity and inclusion for supervisors, and many others. |
| • Performance Review Rating guidelines | Reviews the different areas of a Performance Review for support determining what constitutes certain rating scale selections. |
| • Mental Health Tips for Supervisors | Summarizes a variety of mental health resources for supervisors including a review of secondary traumatic stress, check in with clinical supervisors, CE-CERT and EAP. |
| • Gallup Strengths Quick Reference | A reference guide for all 34 strengths |
| • Gallup Strengths Balconies and Basements | A guide and activity worksheet for addressing the balconies and basements of 34 strengths |
| • Gallup Q12 Employee Engagement | Reviews the 12 items that affect employee engagement and satisfaction |
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Introduction

The role and function of a Child and Family Well Being (CFWB) Protective Services Program Manager (Manager) is one of the most critical in CFWB. The CFWB Manager leads the programs they are assigned to manage through the daily operations and system change efforts. The following expectations are intended to provide a general framework for management within CFWB. They are meant to be broad enough to allow for the use of professional judgement, as well as individual variations in background, style, leadership approaches, program coverage, and strengths. While variation is acceptable, a commitment to consistently demonstrating *Live Well San Diego* and Safety Enhanced Together (SET) core values, expectations, and behaviors is expected. This will ensure that every child, youth, family, and community partner can be assured CFWB is continually working towards the vision that every child grows up safe and nurtured.

Introduction (cont.)

A CFWB Manager is expected to have met the expectations of the knowledge, skills, and abilities outlined in the Staff Expectations- [Staff Expectations- Protective Services Worker](#), [Staff Expectations- Senior Protective Services Worker](#) , and [Staff Expectations- Protective Services Supervisor](#) policies.

Knowledge

CFWB Managers must have both theoretical and applied understanding of the following subject areas acquired through learning or experience, including insight into one's strengths and areas for growth. This section is not an exhaustive list and items outlined in the PSW, SPSW, and PSS policies should be considered as attained knowledge.

Internal knowledge includes:

- Leadership Style
- Emotional Intelligence
- Gallup StrengthsFinder
- Communication style

External knowledge includes:

- Safety Enhanced Together (SET) practice framework including:
 - Values
 - Priorities
 - Practice behaviors for staff, supervisors, and managers
 - Key Expectations
 - CFWB policies and procedures
 - Safety and Risk Assessment
 - Workload tracking and monitoring
 - Key outcome measures required for CFWB including the Key Data Report (KDR)
 - System improvement efforts (System Improvement Plan, California Program Improvement Plan)
 - Continuous Quality Improvement (CQI) functions including Child and Family Services Review (CSFR)
 - SafeMeasures system of data tracking and monitoring at the program, office, unit, and individual level
 - Safety Organized Practice (SOP) theories and skills including:
 - Trauma-Informed Practice
 - Solution Focused Inquiry
 - Appreciative Inquiry
 - Behaviorally based language in plans
 - Cultural Humility and Responsiveness
 - Balanced assessments using the Three Questions
 - The Three Houses and Safety House
 - Circles of Safety and Support and Safety Networks
 - Safety Mappings and other Family Centered Meetings
 - Harm and Danger Statements and Safety Goals (and (and other statements/goals to align with case status/service component)
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Knowledge (cont.)

- Structured Decision Making (SDM) Advanced concepts, principles, and practices of supervision, training, coaching, and mentoring
 - Effective leadership, team-building, and supervision styles and approaches
 - Fiscal management including State and Federal funding streams
 - Gallup Strengths and measures including Q12 used to engage the team
 - Symptoms and behaviors of secondary traumatic stress
 - Onboarding and ongoing training requirements for staff
 - Community resources and partnerships
 - Healthy Outcomes for Positive Experiences (HOPE)
 - County initiatives including *Live Well San Diego*, Diversity, Equity, & Inclusion, Be kind, be curious, be bold and do the right thing with HEART
 - Racial disparities and disproportionality in child welfare and how systems perpetuate inequities
 - General Human Resources (HR) processes with hiring, staff accountability, personnel and progressive discipline
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Skills and Abilities

CFWB Managers need to develop and retain skills through training and experience to be able to demonstrate the following. This section is not an exhaustive list and items outlined in the PSW, SPSW, and PSS policies should be considered as attained skills and abilities:

- Promote and demonstrate SET Values, priorities, and practice behaviors.
 - Monitor and develop a tracking system for referrals and cases with high safety and risk concerns
 - Staff and assign staff to programs, special projects, and positions in a timely manner based on office and/or program needs, capacity for complexity, and best fit.
 - Monitor and support staff safety in the office and out in the field
 - Manage coverage when staff are on planned or unplanned leave, to ensure staff can consult on emergencies, receive ongoing supervision, families are seen consistently, and service delivery continues
 - Utilize SDM in consultation with staff, and promote an environment where SDM is used to support and inform decision-making.
 - Ensure the attendance, participation, and use of Child and Family Team (CFT) or other family centered meetings
 - Participate in and facilitate shared decision-making processes such as Child and Family Team (CFT) Meetings, MDT, CPT, etc.
 - Debrief critical events with staff in a timely, supportive manner and elevate concerns as required
 - Utilize Appreciative Inquiry with staff to recognize strengths
 - Utilize SOP techniques with staff
 - Coach and mentor staff on using SOP with families and other professional development
 - Utilize Safe Measures as a tool to balance workload and review outcomes to promote shared responsibility for data and outcomes at all levels
 - Review work being done by staff in all documentation sources to ensure quality contacts, documentation, etc. are occurring and provide feedback for what is working well and what can improve
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Skills and Abilities (cont.)

- Participate in the CQI process by helping set CQI priorities, supporting implementation, reviewing data and feedback, and ensuring accountability and follow through for changes to policy or practices
- Monitor and address timeliness of staff work using SafeMeasures and other tracking systems
- Advocate for training and other workforce development opportunities for staff and community partners
- Ensure staff are supported, providing coverage as needed, so they may complete required trainings and certifications
- Apply strengths-based leadership with supervising staff, across supervisory team, and up
- Model active participation in coaching, training, and other forms of ongoing professional development
- Participate, promote, and allow staff participation on committees as requested or volunteered for, promote sharing feedback between committee members and the rest of office/program
- Actively advocate for staff, clients, community resources, policy and system improvements, while also establishing a feedback loop to ensure ideas, concerns, and outcomes are continuously shared and used to inform future actions
- Respond in a timely manner to children, youth, families, resource parents, or other community partners when they raise concerns. Respond in a timely manner to CFWB staff, children, youth, families, resource parents, or other community partners when they raise concerns
- Communicate transparently and respectfully
- Take responsibility for your areas of assignment and resolve issues impacting those areas
- Assess and complete staff performance reviews in a timely, fair, and collaborative manner
- Promote culturally responsive practice and actively address issues which contribute to disproportionality for CFWB-involved children, youth, and families with a focus on equity
- Collaborate and coordinate with program CQI policy analyst on CQI projects and implementation with staff
- Demonstrate leadership through supporting and modeling behaviors from County initiatives including *Live Well San Diego*, Diversity, Equity, & Inclusion, Be kind, be curious, be bold and do the right thing with HEART to support staff as they support children, youth, and families.
- Encourage discussions on bias and racial justice in order to help staff and families work through systemic barriers. Ensure UKG and time studies are completed accurately and timely, and communicate why they are important

For a full job description of CFWB Manager duties, please see [Class Specifications](#).

- For a full list of SET practice behaviors, please see the [SET SharePoint page](#).

Supervision and Consultation

CFWB Managers must provide regular supervision to staff and offer other opportunities for consultation and professional development regarding referrals, cases, assignments and other duties. Supervision is provided on an ad-hoc basis, a regularly scheduled individual basis, and in a group format. The goal of supervision and consultation is to ensure staff are supported and held accountable for preventing children and youth from entering the child welfare system, creating a partnership with families, leveraging the child/youth and family's experience to hold them as the experts in keeping their children safe.

Ad-hoc supervision is provided in-the-moment as real-time decisions and information is needed. It allows workers to feel supported in a crisis. It does not allow for thorough discussions of case management or staff development.

Individual supervision is provided on a regularly scheduled basis in order to build engagement, fully address workload, and staff development in a one-on-one setting.

Dyadic supervision is provided to two staff simultaneously, allowing for collaborative learning, shared insight, and the ability to ensure staff in the same cohort receive quality supervision, training and guidance to build engagement, address workload, enhance development, and sense of belonging.

Group supervision differs from unit meetings. Group supervision focuses on time spent with your unit processing events, learning new practices, and having discussions. Group supervision allows for collaborative learning, shared insight, and the ability to ensure staff in the same cohort receive quality supervision, training and guidance to build engagement, address workload, enhance development, and sense of belonging. Unit meetings focus on time spent discussing policies and procedures, larger agency updates and talking about the logistics of getting the work done. These may occur as one meeting but supervisors should make a distinction when transitioning from one to the other.

Group Supervision practices may include:

- Activities that promote a workplace culture characterized by reflection, appreciation, and ongoing learning.
- Safety Mappings on a referral or case
- Reviewing SOP tools and practicing application
- Sharing good work and using Appreciative Inquiry to draw out the behavioral details that led up to it
- Uplifting positive childhood experiences for families and staff
- Facilitating conversations on racial justice to support equity of staff and families
- Policy and/or practice application discussions and activities
- Review successes and challenges of working with community programs, navigating referral programs, needed areas for service

Supervision and Consultation (cont.)

Unit Meetings should include:

- Creating space for worries and what is working well with staff
 - Allowing time for discussion that concern the entire group
 - Reviewing policy and/or program updates
 - Training on new or updated information
 - Sharing staffing updates/changes
 - Reviewing expectations
 - Team-building
 - Allowing time for staff questions
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Frequency of Supervision

The following chart outlines the minimum requirements for frequency/duration of supervision:

If...	Then...
Direct reports are on probation OR direct reports supervise case-carrying staff	provide twice monthly supervision for minimum of one hour AND monthly team meetings or group supervision
Direct reports that do not supervise staff or supervise staff in non case-carrying staff	provide monthly supervision for minimum of one hour AND monthly team meetings or group supervision

NOTE: Quality supervision with staff is a primary driver of engagement and retention. If possible, quality supervision with all staff that promotes positive workforce outcomes includes:

- Twice a month supervision with all staff for an hour
 - Weekly supervision for staff when a performance issue arises
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Supervision Responsibilities

CFWB Managers responsibilities related to this area are to:

- Utilize required supervision methods and [22-10](#) Supervision Template to document supervision.
 - This document must be tracked and saved for each direct report
 - Supervision notes must be retained in a paper file or electronically on computer for future reference
 - Refer to [Supervision Template Tips](#) as a guide for completing all areas.
 - Utilize supervision and consultation with direct reports, co-manager(s), county counsel, etc. to gain clear understanding of the safety and risk issues, strengths, and goals
 - Provide assistance in decision-making related to child safety, permanency, and well-being
 - Ensure staff are providing supervision as required
 - Address personal and performance issues that may surface in coordination with the DHRO
 - Assess, discuss, and debrief with staff the impact of secondary traumatic stress and provide additional supportive resources as necessary (Staff Psychologist, [Employee Assistance Program](#))
 - Promote effective time management strategies
 - Promote an open door policy
 - Regularly update Deputy Director (DD) and/or Chief of casework/staff strengths and concerns
 - Be prepared to update DD/Chief on previous action items
 - Review SafeMeasures to assess performance and upcoming deadlines and note discussion areas for individual supervision
 - Discuss needs and opportunities for development, training, or resources for self and staff including professional goal setting
 - Managers are required to ensure staff receive protected time in order to complete 20 hours of training per Performance Review rating period, which includes a minimum of six hours of instructor-led training and six hours of the state-selected Integrated Core Practice Model (ICPM) category as outlined in [Workforce Development](#). This includes SW II, SW III, PSW, SPSW, and PSS classifications
 - Utilize the designated chain of command for items that cannot be resolved at a lower level
 - Attend program integrity meetings, multi-disciplinary team meetings, or other program specific meetings as required, providing oversight, input, participating and making decisions as necessary
 - Keep track of all regular supervision dates and times with staff, rescheduling or making arrangements as needed to follow minimum frequency requirements
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Ongoing Workforce Development Requirements

CFWB Managers are on probation for the first year of employment. CFWB Managers must demonstrate they are accomplished in the above areas, as well as completing all initial onboarding requirements in order to pass probation. This includes completion of the state-mandated Manager Core training series.

It is important to understand that practice changes and develops over time, so learning must continue beyond the first year of hire. CFWB Managers are required to complete 10 hours per fiscal year of ongoing training and development. CFWB Managers are also encouraged to participate in a Learning Circle or similar venue to promote shared learning and dialogue with others across offices/programs. Part of the required training includes attending advanced simulation training if not already completed. CFWB Managers are encouraged to access coaching a minimum of two times per year to assist with their own and staff's transfer of learning, hands-on skill building including the provision of quality supervision, and providing learning opportunities for the office/program.

Please see [Workforce Development](#) for further information.

Alignment with SET

This policy supports SET [Value 6](#) and the guiding principles of having a proactive workplace culture of reflection, responsiveness, and shared responsibility and that is guided by the practice framework values. It also supports the agency practices to be knowledgeable of and utilize SET practice behaviors to guide practice with families and partners, and appreciate teamwork and a multi-disciplinary approach to practice.
