Service Provider Orientation Guide

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Service Provider Orientation

Note: The Service Provider Orientation is a part of the hiring process and is therefore an unpaid activity. The following information is provided with the expectation that all Service Providers are aware of, and in compliance with all Academy standards and expectations.

Instructions: Please take time to review this document thoroughly. You will have an opportunity to discuss the contents of the documents in further detail and/or ask related questions during your scheduled Orientation with the Development Operations Coordinator.

Payment Process

IES Employees

Newly onboarded service providers will be informed of their hourly rate for service delivery at the time of Orientation. Hourly rates are determined by the service provider's acquired knowledge (child welfare, human services, lived), their facilitation experience, as well as their demonstrated work in a specialized subject to include but not limited to DEI, cultural responsiveness, adult learning theory, trauma informed practice, recovery and resilience and ICWA. View our Rate Structure Guide to learn more about how rates are determined.

When a service provider receives payment from IES, the gross amount of the check will reflect the provider's daily rate minus 7% (tax deductions = FICA, federal and local income tax, and state disability). Net pay may vary depending on the amount of taxes withheld (this will vary based on what you have personally selected). Tax deductions will be automatically included for those hired as IES employees.

IES Employees typically receive a request to submit their timesheet every Friday and will receive payment the following Friday if they submit their timesheets in a timely manner. IES time sheets must be submitted within 45 days of the original service delivery or payment will not occur. Holiday pay schedules may vary.

Service providers are paid their full hourly rate for co-facilitation.

Vendors & Independent Contractors

Vendors and Independent Contractors must submit their invoice to the designated Academy representative within 45 days of the original service delivery. Payment for services should be received approximately 4-6 weeks after invoice submission. Delays in payment may occur if invoices are not accurate. Payments are distributed by SDSU Research Foundation through the PaymentWorks system.

Please see the [IES/Vendor FAQ](#) sheet for more information.

Service Provider Expectations

Managing Delivery Schedule

Service providers are responsible for managing their schedule. This includes checking Access PlanIt regularly for recruitments and scheduling notifications, ensuring the accuracy of calendar events, and confirming dates/time/location of upcoming events. Service providers will receive a confirmation notification within Access PlanIt prior to any type of delivery.

- If you need to cancel your facilitation of an event (outside of an emergency situation) you are expected to notify the Training Coordinator no less than 5 days prior to the scheduled event. In the case of an emergency, notify your Academy contact as soon as possible.
- Service Providers are expected to arrive 60 minutes prior to a scheduled in-person event to prepare for the training day (30 minutes for virtual events). Note: TOAs are required to report any late arrivals or early departures (class is dismissed early) since any reduction of learning time can impact our ability to meet state requirements or issue CEUs.
- Occasionally the Academy may need to cancel a training event due to factors such as low enrollment, natural disasters or other challenges. We will make every effort to notify facilitators of the cancellation 5-7 business days prior to the scheduled training/event. We are unable to pay IES Employees/Vendors for canceled training/events.

Classroom Management

Service Providers serve as representatives of the Academy and are expected to uphold the standards and expectations of the Academy. Service Providers who are also employed by a County agency must remain in good standing within their agency. If changes occur to your status in the County you are responsible for notifying the Development Operations Supervisor with the status of your eligibility to provide services.

The following are guidelines and expectations for creating a brave, positive, and professional classroom environment for learners.

- TOAs will begin each event with a Land Acknowledgement - https://native-land.ca/. This Culturally Responsive practice is a way to honor Indigenous peoples as the original stewards of the land we occupy.

- When working with a co-facilitator, service providers are strongly encouraged to meet with assigned co-facilitator prior to the event. Co-facilitators should develop "agreements" to guide the working relationship.

- Service providers are expected to work in partnership with TOAs. This includes supporting and empowering TOAs in their management of the learner's attendance and classroom experience. The Academy will not tolerate any service provider engaging in disrespectful communication with a TOA, dismissal of TOAs input or feedback, or preventing a TOA from performing their duties.

- Assess the varying needs and backgrounds of learners to determine how to adapt your facilitation style and/or make accommodations to address accessibility issues.

- Practice self awareness. Be cognizant of your own behavior and language in the classroom to ensure you engage with learners in a way that demonstrates a strength-based, culturally responsive, trauma informed approach.

- Identify individual and group dynamics that may be creating barriers to learning. Utilize engagement skills that encourage learner self awareness, self regulation, and critical thinking.

- We recommend service providers dress business casual.

- Practice conscious use of self. As a service provider, you are encouraged to share your professional and lived experiences to build trust and rapport and facilitate the transfer of learning. All self disclosures should be related to content and enhance learning. The Academy discourages excessive use of self disclosure (cuts into time spent on curriculum content) and self disclosure that is unrelated to content and/or strictly personal in nature.

- Service Providers are not permitted to bring outside parties or observers into the training environment without prior approval. All observers or guest speakers must be approved by the Workforce Facilitator Supervisor.

- Occasionally, a service provider may encounter challenging learners. If this happens, service providers are encouraged to allow for differences of opinion and identify the learning moment and utilize these opportunities for modeling appropriate interactions.

- If challenges or concerns arise with your facilitating of training events we will try to work with you to identify tools and resources to support your growth and will work with you to develop an Individual Development Plan (IDP) if applicable.

*The Academy may occasionally utilize images, materials, etc. from a training event in marketing materials.

Evaluation Process

Service providers are evaluated by learners at the end of every classroom delivery in the form of "End of Day Surveys". Service providers who request a rate assessment will be evaluated by Academy staff. Academy staff may also initiate an evaluation to assess the need for performance coaching and/or development. The following is a detailed description of the different ways we use evaluations to support your development.

Learner Feedback: End of Day Survey

- Learners complete End of Day Feedback Surveys at the end of every training event. Learners evaluate facilitators on a 4 point scale, with the expectation that facilitators maintain average or above average scores.
- Facilitators will have access to the Feedback Survey via the Qualtrics Dashboard and are expected to review their reports and integrate learner feedback into their development goals.
- Facilitators are encouraged to review the training day with the Training Operations Assistants (TOA) at the end of each training event.

Facilitator Observations

All service providers are subject to training observations during active employment. Observations may occur for one or more of the following reasons:
- For the purpose of training new service providers
- For the purpose of developing new training curriculum
- For the purpose of assessing facilitation and engagement skills
- For the purpose of assessing and addressing feedback from a previous delivery
- To accommodate our county agencies with learner supervision

When possible and/or necessary, a service provider will receive notification when an observer is scheduled to attend their event. For the purpose of assessment, a service provider may not be notified of an observation. Observations may occur at any time during a provider's active employment to assess if Academy standards and expectations are being met.

Facilitator Evaluation

New service providers will be observed by Academy staff during their initial onboarding. This is an opportunity for staff to assess a provider's facilitation skills and their ability to navigate discussions on race and equity.

A formal evaluation of a service provider's performance and growth will occur on an as needed basis. An evaluation or rate assessment may be initiated by WMD staff or requested by a service provider after their first two years of service. WMD staff will review and consider updated resumes alongside other factors, such as performance feedback from End-of-Day Evaluations and other documentation, to assess performance and pay status.

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The purpose of an evaluation is to determine if a service provider's skills, behaviors, and qualifications meet Academy standards, have evolved, or warrant a rate increase.

These evaluations in compliance with other Academy standards are a part of the program's CQI (continuous quality improvement) process for external service providers. It is also an opportunity to assess potential rate increases for a provider. (Note: Rate increases are based on a provider's growth and performance and are dependent on annual budgets and are NOT guaranteed.)

Evaluation Standards

Facilitator evaluations have a number of purposes: it identifies service providers strengths, acknowledges successes, provides feedback for development, assesses service providers' knowledge and skills, and identifies any barriers to growth. Service providers are evaluated in the following areas of performance:

- Management of Schedule & Instructional Materials
- Implementation of Adult Learning Strategies
- Classroom Management
- Engagement Skills
- Cultural Responsiveness
- Personal Accountability & Integrity
- Communication and engagement with Academy staff

Standardized Trainings and Materials

The Academy makes all materials available online via the CACWT system. Learners or facilitators that want hard copies of materials are responsible for their own printing.

Materials for Core and all statewide standardized courses, are provided by the state in the CACWT system. Service providers should only utilize the materials provided in CACWT to ensure they are utilizing the correct version of the content.

The state regularly engages in Continuous Quality Improvement (CQI) updating and enhancing curriculums based on feedback, please make sure you are checking the curriculum in CACWT and looking for "Version Change Document" which list the changes recently made to a curriculum as well as paying attention to the updates provided to you via "The more you know…" Monthly Facilitator Newsletter.

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Service providers should always bring a USB drive (if applicable) with materials for the training day for every in person training event.

Service providers may create and provide their own content/material related to the identified topic and learning objectives (as applicable for advanced and specialized training events). Service providers are required to utilize Academy standards and templates for all training and curriculum development. However, there is no guarantee that curriculum developed by a service provider will be used by the Academy.

Training & Development Opportunities

The Academy offers a variety of training and facilitation opportunities. Please review the list below and identify the role(s) that interest you.
- Classroom & Virtual Facilitation
- Simulation Facilitator
- Simulation Actor
- Curriculum Development
    - Classroom/Virtual
    - E-learning/Micro-learning
    - Simulation

The Academy also provides an assortment of learning experiences to staff and leadership in child welfare that cover a variety of topics. CORE Training for New Social Workers, New Supervisors, and New Managers in Child Welfare is our most common training event. It requires facilitators to have demonstrated knowledge in one or more of the following subject matter areas.
- Child Welfare Practice
- Trauma-informed Practice
- Fairness and Equity and Diversity and Inclusion
- Critical Thinking and Assessment
- Child Maltreatment Identification
- Structured Decision Making (SDM)
- Resource Family Approval
- Culturally Responsiveness

Throughout the year, as well as from year to year, our work ebbs and flows as we meet the needs of the counties and the needs the state sets forth in our contracts. You will experience the impact of these shifts in our work. There may be times when there is a surplus of work and other times, there may be a shortage of work to go around. We do our best to distribute the work fairly and equitably. This is the nature of our business, and we appreciate those of you who

partner with us as we constantly adjust to the changing needs of our customers. If you have any questions, please reach out to the Development Operations Supervisor. Thank you.

Training Event Formats

Our typical classroom and virtual events occur in module format and range in duration:

- 6 hours (full day)
- 3 hours (1/2 day)
- 9 hours (1-1/2 days
- 12 hours (2 days)
- 4 to 5 day training series (scheduling varies)

Observations

Service providers who are interested in observing a training event as an opportunity for growth and development may complete an Observation Request form using the Zoho Ticketing system.

Voluntary participation in training, observations, or other development opportunities are unpaid as they are designed to assist with individual growth and development. However, if a service provider is asked to attend an observation by Academy staff, then the service provider will be compensated for their time. This will be managed on a case by case basis.

Opportunities for Growth and Networking

The Academy requires that Service Providers stay up to date on relevant practices and issues Health and Human services staff are currently facing. It is recommended that service providers complete available and relevant eLearnings and [micro-learning's](#) as an opportunity to familiarize yourself with a variety of topics and concepts covered in Child Welfare Development Services such as [Introduction to SOP,](#) and any other courses related to your interest and role(s). If you are interested in taking an eLearning see instructions here: [CWDS online learning](#). All eLearning's are free for our IES Employees/Vendors and can be taken on your own time. *Compensation will not be provided for time spent reviewing elearnings, unless participation is required and payment is pre-approved*.

Newsletter

The Workforce Management Facilitator Newsletter "The More You Know…" is sent out to staff and service providers on a monthly basis and provides a variety of important information and resources.

Training for Trainers

The Academy also recommends (but does not require) service providers interested in developing additional skills to attend our Training for Trainers (T4T) series. This is a 4-part annual in person series that includes full day (6 hour) in person training on the topics of Emotional Intelligence, Adult Learning Theory, Facilitation Skills, Evaluation and Transfer of Learning, Cultural Responsiveness. The date of this training opportunity will be announced in the Workforce Management Facilitator Newsletter.

Coaching

Coaching with an Academy staff member may also be available to service providers upon request or as a part of the development and/or evaluation process.

Resources

All of the policies and procedures associated with your role as a service provider can be found on our Orientation Resources webpage.

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