**Who Does What?** **▪ CASA Advocate / CASA Coach**

There is no doubt about it-when you are in the trenches with your advocates it can be easy to slip into the habit of doing some, or all, of the work. However, our role is not to work the case, but to support the advocate in their advocacy. Below are some examples of tasks and expectations to discuss and negotiate with your Advocates on what one or both of you will do. By ensuring your team and the advocates are is the expectations, you provide structure, guidance, and support as the advocates go about the incredible work of being an Advocate.

|  |  |  |
| --- | --- | --- |
| **Task** | **Advocate** | **Coach** |
| Read the CPS file |  |  |
| Meet with CASA Coach and communicate at least monthly to discuss updates, permanency plans, community resources and evaluations of the case and the volunteer needs |  |  |
| Meet the child(ren) |  |  |
| Communicate with the AAL |  |  |
| Communicate and meet with the CPS worker regularly  |  |  |
| Communicate and meet with the parents regularly  |  |  |
| Communicate and meet with placement at least monthly  |  |  |
| Communicate with service providers to ensure the child(ren)’s needs are being met |  |  |
| Communicate with teachers and or day care providers |  |  |
| Document notes into Optima |  |  |
| Review other important documents related to the case such as educational passport, health passport |  |  |
| Case mine for family members and members of support network  |  |  |
| Utilize family finding tools  |  |  |
| Attend important meetings such as FGC, ARD, PC etc.  |  |  |
| Write court reports |  |  |
| Review court reports |  |  |
| Submit court reports  |  |  |
| Attend Court Hearings |  |  |
| Maintain appropriate contact with the child(ren) outside of required visits |  |  |
| Identify and advocate for the best interest of the child including physical, emotional, educational, medical, and cultural |  |  |
| Determine the child’s permanent plan |  |  |
| Monitor the service plan and court orders to ensure they are upheld by all parties |  |  |
| Inform the court of important developments |  |  |
| Participate in in-service training |  |  |
| Participates in placement selections by reading home studies and is available for consulting as decisions are being made |  |  |
| Identifies permanency planning issues for the child(ren) while steadily moving the case forward towards the goal of a safe permanent placement |  |  |
| Provides timely notification of staffings, meetings and hearings  |  |  |
| Provides guidance, assistance, and support |  |  |
| Will provide feedback in the form of an evaluation face to face during and after each case comes to an end |  |  |
| Enhances the opportunity for retention of the Advocate for other cases by coaching new skills, evaluating the Advocate’s experience, and by matching the Advocate with future cases that are matched to their interests and skills  |  |  |
| Ensure the Advocate has clear understanding of the tasks and duties expected of them  |  |  |
| Participates in regular supervision per program policies with direct supervisor |  |  |
| Supports other CASA Coaches by providing backup for meetings and court hearings, as needed |  |  |
| Maintains accurate case records within the OPTIMA database |  |  |
| Maintains accurate case and advocate statistical data |  |  |
| Maintains professionalism in all circumstances |  |  |
| Works under time constraints, meets deadlines in a timely manner, and is goal oriented |  |  |
| Has productive and effective interaction with community professionals |  |  |
| Maintains strong interpersonal skills by use of professional training and continuing education to cultivate relationships |  |  |

What are some individualized tasks you have for your program? List them here, and make sure you communicate expectations clearly so you Advocates have a clearly defined role.

|  |  |  |
| --- | --- | --- |
| **Task** | **Advocate** | **Coach** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |