

## CAREER TRACK CASE PLANNING PROCESS

<p><b><u>LEVEL I (P.O.I): Career track year ONE</u></b>  <b>Requirements (complete during the first year):</b></p> <ul style="list-style-type: none"> <li>- CP 1,2, 3 Training</li> <li>- Case Planning Core Concepts Exam             <ul style="list-style-type: none"> <li>• Based on the concepts learned in CP 1,2,3</li> <li>• All of the questions are reviewed during CP 1,2,3</li> <li>• P.O. completes after all CP trainings are done</li> </ul> </li> <li>- Risk Scoring             <ul style="list-style-type: none"> <li>• Delinquency History accuracy on 5 cases</li> </ul> </li> <li>- PSRA Video Interview             <ul style="list-style-type: none"> <li>• Grading Form and the measurement guide provided</li> </ul> </li> </ul>	<p><b><u>LEVEL I (P.O. I): Career track year TWO</u></b>  <b>Requirements (complete prior to progressing to P.O. II):</b></p> <ul style="list-style-type: none"> <li>- Individual, team, district, state training per district requirement</li> <li>- Written Case Scenario             <ul style="list-style-type: none"> <li>• Case scenario provided – 3 different scenarios available in case the P.O. needs to re-take</li> <li>• Case staffing form provided</li> <li>• P.O.: reviews the scenario, completes the conceptualization form, completes the case staffing form, presents the case to the supervisor or an evaluator</li> <li>• Written case scenarios evaluation form provided</li> </ul> </li> <li>- PRA Video Interview             <ul style="list-style-type: none"> <li>• Grading Form and the measurement guide provided</li> </ul> </li> </ul>
<p><b><u>LEVEL II (P.O.II): Career track year THREE</u></b></p> <ul style="list-style-type: none"> <li>- Individual, team, district, state training per district requirement</li> <li>- P.O. to work on mastering skills from years one and two as indicated in the performance plan and start preparing for the feedback video</li> <li>- Case Planning KSAs required for the annual evaluation - per district discretion on what the KSAs are</li> </ul>	<p><b><u>LEVEL II (P.O.II): Career track year FOUR</u></b>  <b>Requirements (complete prior to progressing to a senior P.O.):</b></p> <ul style="list-style-type: none"> <li>- Individual, team, district, state training per district requirement</li> <li>- Feedback Video interview             <ul style="list-style-type: none"> <li>• Grading Form and the measurement guide provided</li> </ul> </li> </ul> <p><i>*Staff who remain on P.O. II level (choose not to become a senior P.O.), must demonstrate case planning competency on an annual basis in conjunction with annual performance evaluation. District / Supervisor discretion on what specific KSAs are demonstrated. Any of the established requirements and forms can be used.</i></p>
<p><b><u>LEVEL III (P.O. III) Career track year FIVE AND ABOVE</u></b></p> <ul style="list-style-type: none"> <li>- Individual, team, district, state training per district requirement</li> <li>- Each senior P.O. required to demonstrate case planning competency on an annual basis in conjunction with the annual performance evaluation             <ul style="list-style-type: none"> <li>• Districts have discretion on specific KSAs that must be demonstrated annually</li> </ul> </li> <li>- FORMS created that can be used to demonstrate and evaluate KSAs annually:             <ul style="list-style-type: none"> <li>• PSRA, PRA, FEEDBACK direct observation or video grading form</li> <li>• Case Staffing form (also used for Written Case Scenarios)</li> <li>• Case File audit</li> <li>• Client Survey</li> </ul> </li> </ul>	<p><b><u>SUPERVISORS and CHIEFS</u></b></p> <ul style="list-style-type: none"> <li>- Individual, team, district, state training per district requirement</li> <li>- Each supervisor and chief required to demonstrate case planning competency on an annual basis in conjunction with the annual performance evaluation             <ul style="list-style-type: none"> <li>• District discretion on specific KSAs that must be demonstrated annually</li> </ul> </li> </ul> <hr/> <p><i>* New career track implementation begins on July 01, 2011. However, not everyone will have a year (until July 1, 2012) to complete the process. A P.O. may qualify to progress to a senior status on July 5, 2011 which means that P.O. has to complete the feedback video prior to that date. It is important that districts are prepared to implement the process as of July 1, 2011, and that supervisors and other evaluators complete their requirements as soon as possible.</i></p>

*\* Detailed guidelines for supervisors and chiefs regarding the implementation, quality assurance, and documentation requirements for the new career track process can be found in the P.O. Career Track Quality Assurance Guidelines and Documentation Requirements*

## CAREER TRACK GOALS

<u>LEVEL I (P.O.I): Career track year ONE</u>	<u>LEVEL I (P.O. I): Career track year TWO</u>	<u>LEVEL II (P.O. II)</u>	<u>LEVEL III (P.O. III)</u>	<u>SUPERVISORS and CHIEFS</u>
<ul style="list-style-type: none"> <li>- Overall understanding of the case planning model.</li> <li>- Proficiency in basic Motivational Interviewing skills such as OARS, effective styles, stages of change</li> <li>- Knowledge of risk assessment tools.</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to apply risk and need principles.</li> <li>- Proficiency in more complex MI skills such as recognizing change talk and criminogenic needs.</li> <li>- Proficiency in conceptualizing information from the assessments.</li> <li>- Ability to accurately complete risk assessment tools on a consistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge and application of the behavior change steps.</li> <li>- Competence in more complex MI skills such as using decisional balance forms and setting SMART action steps.</li> <li>- Proficiency in the Feedback stage of the model.</li> <li>- Proficiency in creating quality case plans.</li> </ul>	<ul style="list-style-type: none"> <li>- Further development of MI and case planning skills</li> <li>- Expertise in understanding and applying the case planning model in its entirety.</li> <li>- Maintaining quality of case work.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of Supervisors' skills in order to assess the needs of staff, train and prepare staff for the process, model case planning skills, and evaluate staff progress.</li> <li>- Development of Chiefs' skills in order to support supervisors in implementing the case planning model, assess and evaluate the needs and skills of supervisors, model case planning skills, and assist supervisors in evaluating staff.</li> </ul>

## CAREER TRACK FORMS GOALS AND EXPLANATIONS

### **1. Create forms that are not specific to “certification” but can be used as continuous quality assurance tools**

- Each form can be used to evaluate and train case planning skills throughout the P.O.'s career regardless of the certification requirements
- Each form can be used to evaluate skills on an annual basis as required for supervisors, senior staff, and staff remaining on P.O. II level
- Several new forms have multiple purposes:
  - Video Grading form is also used for direct observations
  - Case Staffing form is used for the Written Case Scenarios requirement and can be used as an annual KSA requirement or in regular case staffings
  - Each form can be used for self-assessment by staff

### **2. Consistency state wide and no duplication of forms**

- Numerous forms used state wide to evaluate case planning skills. Additionally, there are MI and case planning materials available from Diana Wavra, Carey training, MI manual, and various MI trainings - Information from all the forms was incorporated in creating new forms

### **3. Provide measurements guidelines that clearly describe the ratings AND serve as a training tool for staff and evaluators**

- PSRA, PRA, FEEDBACK Video Grading / Direct Observation forms have measurement guidelines that describe what a rating “looks like”
- Guidelines specific and comprehensive – serve as training tools for staff / evaluators
- Other forms have brief measurements explanations / guidelines

### **4. Create a more descriptive grading system**

- Move away from adding points, pass/fail forms
- Grading is composed in a way that does not allow for point accumulation with the sole purpose of “passing” the assignment
- Any NEED IMPROVEMENT score should become part of the performance plan
- Several “NEED IMPROVEMENT” scores (specific number depends on the assignment) require re-taking of the assignment

### **5. Create forms that measure specific KSAs as outlined by the certification guidelines and progressively evaluate more complex skills**

- Each video grading form measures progressively more complex MI and case planning skills
- Some forms are intended for an in-depth evaluation of specific case planning skills while other (Case Staffing and Case Audit forms) measure the overall case planning knowledge – provide a variety of tools for supervisors

### **6. Find a way to receive feedback from clients**

- Created a survey that provides the client's perspective on the P.O.'s MI and case planning skills. Case planning and MI terms “translated” into a simple language that youth and families can understand and that can be measured