



# Proficiency Process for Child Protection Investigations Program Administrators

## Introduction

Child Protection Investigations Program Administrators (PA) are charged with critical performance expectations to serve our most vulnerable clients; our children. Performance expectations for Program Administrators ensure that child safety is upheld with every family we encounter within our practice. These expectations include, but are not limited to, demonstrating professionalism, ensuring productivity and quality in unit work, promoting performance improvements, providing training and development opportunities, and promoting a supportive work environment.

Child Protection Investigations Program Administrators' proficiency is critical in ensuring adherence of fidelity to the Florida Child Welfare Practice Model and in addressing child safety threats with the sense of urgency needed. This process allows for the ongoing development of skill in the area of coaching, supervision, and consulting as it pertains to Florida's Practice Model. This process establishes a formalized proficiency process for the Department of Children & Families and applies it to staff who are responsible for case reviews conducted through *Second Tier* and/or case consultations and for the direct supervision of investigation staff. The proficiency process validates that they have the knowledge, skill, and ability necessary for case analysis and consultation.

The proficiency assessment will measure knowledge and skill set within the Florida Child Welfare Practice Model. The proficiency assessment looks at three core skill areas —

- Understanding of the Practice Model constructs/elements.
- Ability to provide consultative feedback via discussions and written analysis.
- Ability to provide a learning opportunity for staff development.

## Competencies, Professional Behavior, and Performance Measures

The Department of Children & Families will be staffed with employees who are experts in child welfare and have been deemed proficient in the practice model. Performance Measures used within this process are derived from the *Child Welfare Rapid Safety Feedback* standards, Program Administrators Performance expectations and Operating Procedures. An example of proficiency items, competencies and professional behaviors, and performance measures is depicted in Appendix 1.

The candidate, by participating in the process, agrees to submit their own work that demonstrates their skill sets and competencies.

## Candidate Selection

Program Administrators hired or promoted prior to September 1, 2015, who have not gone through this or the Critical Child Safety Practice Expert (CCSPE) proficiency process successfully in their previous position must begin the proficiency process before June 30, 2017. Region leadership will determine the order in which Program Administrators, herein referred to as “candidates”, will begin the process. The Office of Child Welfare (OCW) will determine how many candidates will need to be deemed proficient to ensure that the overall goal is met.

## Proficiency Assessment Steps

The proficiency steps below must be completed in order.

### Step 1 Case Selection:

Region leadership will assist the candidate with the selection of the date that they will begin Step 1 which will also be the date their sample of three to five cases are due to OCW for review selection. The candidate will select three to five safe but high risk, non-Rapid Safety Feedback cases from varying CPIS employees in their units that require a second tier consultation. Selected case consultation recordings will need to reflect consultations conducted a maximum of 14 calendar days prior to their selected sample due date. Selected case intake numbers and consultation recordings are required to be provided to the designated OCW point of contact by the sample due date previously selected by the candidate and region point of contact (POC). One of the three to five previously selected cases will be randomly selected for proficiency review. No late submissions will be accepted.

### Step 1:

**Demonstration of consultative feedback and written analysis skills.** This assessment will evaluate the candidate’s competencies and professional behaviors as the candidate is observed (via recorded consultation) conducting a Second Tier consultation of a safe but high risk case with a Child Protection Investigation Supervisor (CPIS) and/or Child Protection Investigator (CPI). In addition to consultative feedback, the candidate will demonstrate the ability to write an appropriate consultation assessment summary. To achieve proficiency, he/she must be able to articulate appropriate goal focused feedback utilizing practice model concepts/constructs and demonstrate appropriate documentation and assessment competencies through the written consultation assessment summary of the case consultation conducted. One designated assessment instrument will be utilized to score the consultative feedback and written consultation assessment completed by the candidate. Written consultation assessment must be completed in Florida Safe Families Network (FSFN) within 48 hours of the consultation session.

### Step 2 Case Selection:

Region leadership will assist the candidate with the selection of three to five “unsafe” non- Rapid Safety Feedback cases with at least one prior intake from varying CPI Supervisors in their unit/center to be selected for this process. Cases must be ready to close or have been closed no later than three months prior to the case selection but after September 1, 2016. Selected case intake numbers must be submitted to the designated contact by the date previously determined. One of the three to five previously selected completed closed cases will be randomly selected for proficiency review.

The candidate will be provided with a start date for the case review and will be afforded 5 business days to complete the closed case review and submit the completed standardized assessment. No late

submissions will be accepted.

### **Step 2:**

#### **Successful demonstration of understanding of Practice Model concepts through case review.**

This assessment will evaluate the candidate's performance measures as demonstrated through his/her ability to accurately complete a comprehensive review of a closed non-Rapid Safety Feedback child protection investigation case. A standardized assessment instrument and scaling definitions will be used by the candidate.

### **Proficiency Tracking**

The Office of Child Welfare will track the completion of the process and maintain a registry of all candidates deemed proficient.

### **Results Disagreement**

When there are disagreements about the results of a review the local CCSPE Manager will be contacted and review the case. If the CCSPE Manager agrees with the results they return to the person who had the concerns and discuss the review with them. If the CCSPE Manager does not agree with the results they must identify the indicators they do not agree with and provide a write up for each of these indicators. The review will then be sent to a second designated reviewer along with the CCSPE Manager concerns. The second reviewer will review the case, the original review, and CCSPE Manager's concerns and then provide a response for why each indicator should be changed or stay the same. If any indicators are changed the final score will be amended and a new write up will be sent out. The results from the second reviewer will be final.

### **Passing the Proficiency Process and Unsuccessful Attempts**

To pass Step 1 and Step 2 the candidate must receive an 80% on each step. If the candidate does not successfully pass Step 1 during the first attempt the candidate will have up to thirty working days to complete a Proficiency Process Support Plan before beginning a retake of Step 1. After the second attempt the candidate will move onto Step 2 regardless of whether or not they pass Step 1. If the candidate does not successfully pass Step 2 during the first attempt the candidate will have up to thirty working days to complete a Proficiency Process Support Plan before beginning a retake of Step 2.

If the candidate successfully passes Step 1 and 2 during their first or second attempt the candidate has successfully completed the proficiency process.

If the candidate does not successfully pass Step 1 and Step 2 after second attempts at each step the candidate will not be able to continue in their current supervisory position. If this occurs Region leadership will follow the Human Resources protocol for proficiency process completion.

If the candidate successfully passes a step during their first or second attempt, but does not pass the other step after the second attempt the region will work with the candidate to establish a 60 day Proficiency Process Support Plan to continue the candidate's ongoing development of skills in the areas of coaching, supervision, and consulting as it pertains to Florida's Practice Model.

At the end of the 60-day Proficiency Process Support Plan the candidate will be provided a third opportunity to successfully complete the step they previously did not pass. If at that time the candidate still does not achieve success the candidate will not be able to continue in their current supervisory position. If this occurs Region leadership will follow the Human Resources protocol for

FINAL VERSION – February, 2017

proficiency process completion.

The Office of Child Welfare will track all steps through completion and maintain a registry of all candidates deemed proficient.

## **Reviewers**

Candidates will be deemed proficient by designated Critical Child Safety Practice Experts (CCSPE) that have been deemed Expert Proficient by Action for Child Protection as well as Action for Child Protection staff. CCSPEs will not be able to deem anyone in their own region proficient. The Office of Child Welfare will provide oversight for this process.

## **Notification**

Results will be sent to the designated regional point of contacts who will then inform leadership and/or the candidate.

## APPENDIX 1

### *Competencies, Professional Behavior, and Performance Measures*

<b>PROFICIENCY ITEM</b>	<b>COMPETENCIES AND PROFESSIONAL BEHAVIOR</b> Knowledge and skills in related areas of practice and in advanced proficiency.	<b>PERFORMANCE MEASURE</b>
Assessment of prior child abuse and neglect reports, prior services, and criminal history	<p>RSF 1.0-01 Ability to determine how effectively the background information is used to assess patterns, potential danger threats, and the impact on child safety.</p> <p>RSF 1.0-02 Ability to assess if the investigator did or did not recognize an increase over time in the seriousness or frequency of the criminal history and prior abuse and neglect reports.</p>	<p>Accurate assessment of patterns, potential danger threats, parental protective capacities, and child vulnerability.</p> <p>Accurate assessment of the CPI understanding and recognition of the seriousness of the frequency of the criminal history and prior abuse and neglect reports.</p>
Present Danger Assessment	<p>RSF 2.0-01 Ability to identify the correct danger threat.</p> <p>RSF 2.0-02 Ability to identify the present danger criteria.</p>	<p>Accurate assessment of the danger threat.</p> <p>Accurate identification of the present danger criteria.</p>
Initiation of Present Danger Safety Plan	<p>RSF 3.0-01 Ability to identify the protective response needed through initiation of a Present Danger Safety Plan</p>	<p>Accurate assessment of the need for a Present Danger Safety Plan.</p> <p>Accurate identification of safety services needed to control and manage the danger threats.</p>
Sufficiency of Information Collection	<p>RSF 5.0-01 Knowledge of the Practice Model six information domains.</p> <p>RSF 5.0-02 Ability to identify sufficiency of information related to the presence of impending danger threats, child vulnerability, and parental protective capacities.</p>	<p>Accurate identification of information needed to describe what is happening in each domain.</p> <p>Accurate assessment of the sufficiency of information collection related to the presence of impending danger threats, child vulnerability, and parental protective capacities.</p>
Identification of Danger Threats Related to Impending Danger	<p>RFS 6.0-01 Knowledge of the eleven impending danger threats.</p> <p>RSF 6.0-02 Ability to identify danger threats in the child protective investigation.</p>	<p>Accurate identification of the correct impending danger threat.</p> <p>Accurate identification of the threshold criteria that must be present for impending danger to exist.</p>
Assessing Caregiver Protective Capacity	<p>RSF 7.0-01 Knowledge of personal behavioral, cognitive, and emotional characteristics associated with being protective.</p> <p>RSF 7.0-02 Ability to identify household members needing a caregiver protective capacity assessment. RDF 7.0-03 Ability to Assess caregiver protective capacities.</p>	<p>Accurate description of caregiver protective capacities.</p> <p>Accurate identification of household members needing a caregiver protective capacity assessment.</p>

PROFICIENCY ITEM	COMPETENCIES AND PROFESSIONAL BEHAVIOR Knowledge and skills in related areas of practice and in advanced proficiency.	PERFORMANCE MEASURE
Family Functioning Assessment and Safety Decisions	RSF 8.0-01 Ability to assess if a Family Functioning Assessment informs the determination of safe or unsafe.	Accurate assessment of the Family Functioning Assessment. Accurate identification of danger threats. Accurate identification of the impending danger safety decision.
Initiation of an Impending Danger Safety Plan	RSF 9.0-01 Knowledge of safety plans and actions needed to manage identified danger threats in the home. RSF 9.0-02 Ability identify when an impending danger safety plan is needed. RSF 9.0-03 Ability to identify safety services needed to control and manage the threats of safety in the home.	Accurate assessment of the safety planning analysis and justification. Accurate identification of the need to implement an impending danger safety plan when impending danger was identified. Accurate identification of the safety services needed to control and manage the threats of safety in the home.
Supervisory Consultation and Guidance	RSF 10.0.01 Knowledge of supervisory requirements for consultation RSF 10.01-02 Ability to assess supervisory consultation, support, and guidance.	Accurate sufficiency of supervisory guidance related to information collection, assessments, and decision making throughout the investigation. Accurate guidance which encourages reconciliation and validation.
Critical Thinking	Ability to apply critical thinking when reviewing an open investigation.	Written analysis indicates the reviewer has a strong depth of understanding of the Practice Model.

<b>POSITION TITLE: ALL SES POSITIONS- PERFORMANCE EXPECTATIONS</b>						
<b>PERFORMANCE EXPECTATION TITLE: PROFESSIONALISM</b>						
<p><b>PERFORMANCE EXPECTATION 1 -DESCRIPTION: Demonstrates professionalism through work habits and approach toward customers, teammates and leadership as indicated by:</b></p> <p><b>Indicator 1: Human Relations Skills – Demonstrates professional competency and works well with others; communicates clearly and listens effectively; keeps others informed.</b></p> <p><b>Indicator 2: Administrative Skills – schedules personal leave requests in advance and ensures work assignments are covered; submits and approves timesheets within required time frames.</b></p> <p><b>Indicator 3: Self Direction – Is well organized; uses time effectively; acts independently; Takes the initiative and is proactive with regard to work assignments.</b></p> <p><b>Indicator 4: Self-Motivation – Motivated to succeed; extends personal resources; builds on strengths and works on deficiencies.</b></p> <p><b>Indicator 5: Relationships - Develops and maintains effective working relationships with other departmental managers, state managers, media, service recipients and the public.</b></p> <p><b>Indicator 6: Manages Change - Initiates change effectively and adapts to necessary changes in operations; Motivates employees to have a positive attitude towards operational changes; Demonstrates a positive attitude when given assignments.</b></p>						
	<b>EXCEPTIONAL</b>	<b>ABOVE EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>BELOW EXPECTATION</b>	<b>UNACCEPTABLE</b>	
<b>Indicator 1 – 6</b>	Little/no supervision, relied on to solve complex problems and applies creative innovative strategies in forming solutions. (Efficiency/cost savings documentation required)	Minimal supervision and assists in solving complex problems (complex problem resolution documentation required)	Meets 90-100% of business standards, possesses sufficient knowledge, skills and abilities to meet job requirements	Meets 80-89% of business standards, possesses sufficient knowledge, skills and abilities to meet job requirements	Meets less than 80% of business standards, possesses sufficient knowledge, skills and abilities to meet job requirements	