**Fostering Opportunities Implementation**

**Case Review Form**

Goal:

* This Case Review Form is to be used as an in-depth review of a single case. This tool serves as a snapshot for program staff to reflect on a given student and assess if they received the entire Fostering Opportunities program over the course of the year.
* The goal is to raise the Specialist’s awareness of where they could spend more time or less time in support provided to the student.

Purpose:

* This form is a **non-evaluative** tool and will not be used for the purposes of employment or performance.
* The rating on this form will be used as an indicator on the Fostering Opportunities Implementation Tool to ensure the effective and efficient implementation of the Fostering Opportunities program.

Instructions:

* This form should include an in-depth review of a single open-case (*not in the monitoring phase).*
* The Specialist can select the case at random or identify a case that has been especially successful or challenging.
* The case should include a student who has been enrolled for at least one semester (two to three quarters).
* The Program Coordinator (i.e., Site Supervisor) will meet with a Specialist during a scheduled supervision meeting and rate the Specialist on a single case selected from a caseload of students.
* This tool should be used quarterly for every Specialist, with the rating occurring in the following month. For example, if evaluating Quarter 1 (July 1-September 30), ratings will be completed in the month of October.

| Date: |  |
| --- | --- |
| Program Location/Site: |  |
| Program Coordinator  (i.e., Site Supervisor): |  |
| Specialist Name: |  |
| Please provide a brief rationale for why you selected this specific student case. | |
|  | |

| **Rapport Building:** Check-in 1 to 4 focus on relationship building. | | | | | |
| --- | --- | --- | --- | --- | --- |
| 1. **Initial rapport established during Week 1: The Specialist identified how the student can best be supported in school during future check-ins; explained the program to the student; reviewed the students’ Signature Participants and Responsibilities Form; communicated professional boundaries; identified the best time to meet and communication tools specific to the students’ preference.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| 1. **Continued rapport building during Weeks 2 to 4: The Specialist engaged in regular check-ins and incorporated check-in questions into conversation and/or games and activities.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| **Academic Support:** Check-in 5+ focus on academic support. | | | | | |
| 1. **Check-in 5+: The Specialist provides academic support during weekly check-ins: (1) creating bridges across systems; (2) addressing equity issues; (3) creating continuity through transitions; and (4) mentoring towards independence and self-advocacy.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| **Roles:** The Specialist focuses on their four primary roles (advocacy, social-emotional, mentoring, and academic support) throughout every check-in with the student. | | | | | |
| 1. **Advocate: The Specialist (1) builds consistent, reliable, and collaborative relationships with students and their networks; (2) listens to students and their networks with a lens of advocacy and anticipated students’ needs and the need of their networks; (3) recognizes and prevents barriers to academic successes and encourages academic achievement using data whenever possible; (4) leverages the students’ network to help the student access resources, navigate systems, overcome barriers, and thrive in school; and (5) builds the capacity of the student to self-advocate and the capacity of the students’ network to advocate on behalf of the student.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| 1. **Mentor: The Specialist serves as a consistent support person and gradually coaches the student towards self-advocacy.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| 1. **The Specialist completes the Social Capital Assessment at the beginning and again at six months of participation in the program to document and share who is on the student’s team and who can provide support, advocacy, or access to resources to support academic success.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| **Documentation:** Documenting check-ins, case notes, and action steps. | | | | | |

| 1. **At the end of each meeting, the Specialist documents and clearly communicates the status of their work with the student/caregiver. Notes can further be used for identifying advocacy or social emotional support.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| 1. **The Specialist and the student collaborate and co-identify the goals and barriers.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| 1. **The Specialist shares a monthly progress monitoring report with the student, Child Welfare, and all members of the students' network.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |
| 1. **The Specialist continues to meet until the student is on track to graduate and their network is anticipated to be a stable system of educational support. At that time, the student should be transitioned to the Monitoring Phase.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Comments:** | | | | | |