

Massachusetts Court Improvement Program 2019 Annual Self-Assessment Report

This self-assessment is intended as an opportunity for Court Improvement Programs (CIPs) to review progress on required CIP projects, joint program planning and improvement efforts with the child welfare agency, and ability to integrate CQI successfully into practice. Questions are designed to solicit candid responses that help CIPs apply CQI and identify support that may be helpful.

- I. **CQI Analyses of Required CIP Projects** (Joint Project with Agency and Hearing Quality Project) *It is ok to cut and paste responses from last year, but please update according to where you currently are in the process.*

Joint Project with the Child Welfare Agency:

Provide a concise description of the joint project selected in your jurisdiction.

We developed a guide on confidentiality and information sharing for professionals who work with children and families in Massachusetts. The purpose of this guide is to inform a wide range of professionals working with children and families about confidentiality and privilege laws, thus promoting adherence to the law when making decisions about the disclosure of information and minimizing any unintended negative consequences. The Guide on the Disclosure of Confidential Information has been completed, printed, placed on the mass.gov website, and distributed statewide. The guide has been widely distributed at training events for juvenile probation officers, attorneys for children, parents, and the Department of Children and Families (DCF), DCF social workers, education specialists and school personnel. Training and distribution is underway and will continue.

Identify the specific safety, permanency, or well-being outcome this project is intended to address.

Privacy is essential to establish trust and build relationships among children, youth and families and the systems that serve them. Where disclosure of confidential information is allowed, but not required, it should be done for the purpose of promoting positive outcomes for children, youth, and families, and any possible unintended consequences of disclosure should be considered. The Guide on the Disclosure of Confidential Information is designed to improve quality legal representation and increase well-being outcomes by protecting privacy and developing trust.

Approximate date that the project began: December 2013.

Which stage of the CQI process best describes the current status of project work?

The project is at CQI Phase V: Monitor progress of the project.

How was the need for this project identified? (Phase I)

A Juvenile Court judge on the CIP Steering Committee voiced her concern with information being shared in violation of the law, which sometimes had a negative impact on youth in care, especially affecting their education and their increased referral into the juvenile justice system. Her participation with other CIP representatives in a conference held at Georgetown University in December 2013 on information sharing, solidified the need for the development of The Guide on the Disclosure of Confidential Information for Massachusetts. The CIP Steering Committee decided that information is frequently shared without compliance with federal and state privilege and confidentiality laws. The laws are complicated and there wasn't a Massachusetts reference guide to inform decision making on sharing information concerning children and families, especially those in state care. While the sharing of information is usually intended to support children and families, sometimes there are unintended negative consequences. A comprehensive compilation of the federal and state laws governing confidentiality and information sharing was needed to address these concerns.

What is the theory of change for the project? (Phase II) *If you do not yet have a theory of change and/or would like assistance, please indicate such in the space below.*

Mass CIP will improve well-being for children and youth in care and improve quality legal representation by expanding knowledge of state and federal confidentiality and privilege law and the sharing of information. The development and publication of The Guide on the Disclosure of Confidential Information, along with cross-training, will lead to the legal sharing of information so that children and families will have more positive outcomes.

Have you identified a solution/intervention that you will implement? If yes, what is it? (Phase III)

The solution we identified was convening representatives from all professionals working with children in care to create a guide based on state and federal law and policy. Now that the Guide is completed, it is available on our website. Training and distribution continue.

What has been done to implement the project? (Phase IV)

After three years of collaborative work, a guide was completed and 5,000 copies were printed. The guide was placed on the mass.gov website at: <https://www.mass.gov/handbook/guide-on-the-disclosure-of-confidential-information>. CIP and other collaborators from DCF, CAFL, schools, Probation Department, and Juvenile Court have completed several trainings throughout the year, and are developing further trainings on the law, policy and practice surrounding confidentiality and information-sharing. CIP has distributed 3,000 copies of the Guide thus far.

What is being done or how do you intend to monitor the progress of the project? (Phase V).

Be specific in terms of what type of evaluation (e.g., fidelity or outcome, comparison group, etc.) or data efforts you have in place or plan to have in place to assess your efforts. If you have already evaluated your effort, how did you use this data to modify or expand the project?

Distribution and training on the Guide is essential to fidelity. CIP is keeping track of how many copies of the Guide have been distributed and to whom, how many trainings have taken place, and has developed an assessment tool to measure the effectiveness of training. Continued work on monitoring progress is needed.

What assistance or support would be helpful from the CBCC or Children's Bureau to help move the project forward?

Additional suggestions for evaluating the effectiveness of trainings would be helpful. A conference call with Alicia Summers offered suggestions for improving evaluation.

Hearing Quality Project:

Provide a concise description of the joint project selected in your jurisdiction.

To improve the substance and timeliness of permanency hearings for children in state custody by revising, updating, and providing training on the court rule governing permanency hearings, which should lead to improved well-being outcomes for children and youth.

Approximate date that the project began: January 2015

Which stage of the CQI process best describes the current status of project work?

The project is at CQI phase IV as we are implementing Rule VI. The new rule for permanency hearings was approved by the Trial Court, the Supreme Judicial Court, and went into effect on March 1, 2018. Training of judges, attorneys, and social workers is ongoing.

How was the need for this project identified? (Phase I)

CIP staff and Steering Committee evaluated data on timeliness of permanency hearings, discussed anecdotal evidence from judges on hearing quality, and analyzed data indicating poor participation of youth in permanency hearings. As a result, CIP staff and Steering Committee recognized the need to incorporate federal and state requirements for permanency hearings into a new rule.

What is the theory of change for the project? (Phase II) *If you do not yet have a theory of change and/or would like assistance, please indicate such in the space below.*

Redrafting and implementing a new rule will improve substantive and timely permanency hearings. Engaging family and youth in permanency planning and hearings will lead to better well-being outcomes for children and youth by decreasing time to permanency.

Have you identified a solution/intervention that you will implement? If yes, what is it? (Phase III)

The Trial Court Rule VI was redrafted in compliance with state and federal law. CIP supports initiatives that assist in implementing the rule through training of professionals involved in permanency hearings.

What has been done to implement the project? (Phase IV)

The new rule became effective March 1, 2018. CIP has supported trainings targeted on implementing Trial Court Rule VI. Trainings have been local, interdisciplinary trainings.

What is being done or how do you intend to monitor the progress of the project? (Phase V)

Be specific in terms of what type of evaluation (e.g., fidelity or outcome, comparison group, etc.) or data efforts you have in place or plan to have in place to assess your efforts. If you have already evaluated your effort, how did you use this data to modify or expand the project?

CIP collaborators developed assessments of trainings. CIP is supporting hiring a new child welfare data analyst in the Trial Court who will report on timeliness of hearings, and time to permanency to determine whether the new rule improves timeliness measures.

What assistance or support would be helpful from the CBCC or Children's Bureau to help move the project forward?

CIP continues to welcome assistance from CBCC or Children's Bureau to develop our assessment instruments.

II. Trainings, Projects, and Activities For questions 1-9, provide a *concise* description of work completed or underway to date in FY 2019 (October 2018-June 2019) in the below topical subcategories.

For question 1, focus on significant training events or initiatives held or developed in FY 2019 and answer the corresponding questions.

1. Trainings

<i>Topical Area</i>	<i>Did you hold or develop a training on this topic?</i>	<i>Who was the target audience?</i>	<i>How many persons attended?</i>	<i>What type of training is it? (e.g., conference, training curriculum/program, webinar)</i>	<i>What were the intended training outcomes?</i>	<i>What type of training evaluation did you do? S=Satisfaction, L=Learning, B=Behavior, O=Outcomes</i>
Data	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Child Welfare Analyst	1 1	5 day business intelligence training	Increased knowledge of business intelligence tools (Tableau)	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input checked="" type="checkbox"/> N/A
Hearing quality	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Judges, Attorneys	200	Substantive and procedural law, trial practice	Improved knowledge and skills	<input type="checkbox"/> S <input checked="" type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A
Improving timeliness/permanency	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Judges, court personnel, DCF, attorneys	150	conference	Improve timeliness of court hearings	<input type="checkbox"/> S <input checked="" type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input checked="" type="checkbox"/> N/A
Quality legal representation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attorneys, judges and social workers	589	Conferences, workshops, certification and trial practice trainings	Improve quality legal representation for children and families	<input type="checkbox"/> S <input checked="" type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A
Engagement & participation of parties	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Youth in care and transitioning out and professionals working with them;	45	Training of facility staff	Increase information on rights and issues concerning youth in care and leaving care	<input checked="" type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A

<i>Topical Area</i>	<i>Did you hold or develop a training on this topic?</i>	<i>Who was the target audience?</i>	<i>How many persons attended?</i>	<i>What type of training is it? (e.g., conference, training curriculum/program, webinar)</i>	<i>What were the intended training outcomes?</i>	<i>What type of training evaluation did you do? S=Satisfaction, L=Learning, B=Behavior, O=Outcomes</i>
Well-being	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attorneys, judges, and social workers Professionals who work with children/youth	350 30	Conference Conference workshop	Improve substantive knowledge of child welfare/juvenile justice issues Increase understanding of permanency	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input checked="" type="checkbox"/> N/A
ICWA	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Judges, attorneys, social workers, tribes	200	Conference e	Understand and improve knowledge of new ICWA requirements	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input checked="" type="checkbox"/> N/A
Sex Trafficking	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A
Immigration:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attorneys and social workers	180	All day conference	Understand and improve knowledge of immigration laws affecting children and their parents.	<input checked="" type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input checked="" type="checkbox"/> N/A

On average, with ordinary funding levels, how many training events do you hold per year?

CIP supported 5 major training events and sent 171 to in state and national conferences.

What is your best prediction for the number of attorneys and judges that attend a training annually?

Approximately 900 attorneys and judges attended training in FY 2019.

The Family First Prevention Services Act amends the Social Security Act adding an eligibility criterion for the training of judges and attorneys on the congregate care provisions of the Act. See the highlighted portion below.

(1)¹ IN GENERAL.— In order to be eligible to receive a grant under this section, a highest State court shall have in effect a rule requiring State courts to ensure that foster parents, pre- adoptive parents, and relative caregivers of a child in foster care under the responsibility of the State are notified of any proceeding to be held with respect to the child, *shall provide for the training of judges, attorneys, and other legal personnel in child welfare cases on Federal child welfare policies and payment limitations with respect to children in foster care who are placed in settings that are not a foster family home*, and shall submit to the Secretary an application at such time, in such form, and including such information and assurances as the Secretary may require, including—

States have an option to delay implementation of the congregate care provisions by two years. The decision will have a direct impact on when judicial determinations and CIP training requirements must begin.

Do you know when your state plans to implement Family First? ☒ Yes ☐ No

If yes, when?

Massachusetts is in the exploration phase of implementing Family First. Currently a fiscal analysis is underway. While a date for implementation has not been determined there are ongoing meetings/discussions designed to prepare the state for implementation.

Have you been involved in planning with the agency on implementing Family First? ☒ Yes ☐ No

If yes, please describe how the CIP has been involved.

Discussed implementation at the national meeting in Washington, D.C.; discussed implementation at the CIP Steering Committee meetings; discussed planning for the roll out of Family First with the Commissioner of the Department of Children and Families. Massachusetts is in the planning stage.

Have you been developing your Family First judicial training plan? ☐ Yes ☒ No

If yes, please describe what you have done.

While judicial training is not required until Massachusetts implements Family First, there are ongoing discussions at CIP Steering Committee and Training Committee meetings on the development of judicial and legal trainings. CIP will support the development of training and materials. CIP is exploring holding regional forums with stakeholders to identify treatment needs and evidence-based services currently available to meet those needs.

¹ Sec. 50741(c) of P.L. 115-123 revised sec. 438(b)(1) to add language regarding training. Effective as if enacted on 1/1/18 (sec. 50746(a)(1) of P.L. 115-123).

- 2. Data Projects.** Data projects include any work with administrative data sets (e.g, AFCARS, SACWIS), data dashboards, data reports, fostering court improvement data, case management systems, and data sharing efforts.

Do you have a data project/activity? ☒ Yes ☐ No (skip to #3)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Designing Data-Driven Directions for School Success of Children in Care	Education and Health Data Sharing	Implementation
Provided data reports to Steering Committee and Juvenile Court Administrative Office	Data dashboards	Implementation
Improve case management: Provided business intelligence software training to courts; bought data visualization software, and additional Tableau training for child welfare analyst.	Data dashboards	Implementation
Assess feasibility of developing an interface between the Juvenile Court and the Registry of Vital Statistics by hiring a consultant; provided consultant laptop and business intelligence software.	Agency Data sharing efforts	Selecting Solution
CIP funded child welfare contact liaison at CAFL to collect data on attorney contact with clients.	Case Management	Implementation
Hire new child welfare data analyst.	Fostering Court Improvement Data Projects	Selecting Solution

- (a) Do you have data reports that you consistently view? ☒ Yes ☐ No The Department of Research and Planning of the Trial Court provides access to dashboards to court personnel and CIP staff for case filings, case-flow performance metrics, the CIP Timeliness Measures and ad-hoc requests for data. These dashboards are shared with CIP stakeholders on an ad-hoc basis for planning and reporting purposes. Additionally the Department of Research and Planning of the Trial Court is in the process of hiring a CIP funded Child Welfare Data Analyst who will work closely with CIP.

- (b) How are these reports used to support your work?

We rely on data reports to inform development of theories of change and to conduct CQI on CIP supported projects.

- 3. Hearing Quality.** Hearing quality projects include any efforts you have made to improve the quality of dependency hearings, including court observation/assessment projects, process improvements, specialty/pilot court projects, projects related to court orders or title IV-E determinations, mediation, or appeals.

Do you have a hearing quality project/activity? ☒ Yes ☐ No (skip to #4)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Mediation Project: Continued consultation on using mediation in Springfield and elsewhere in the state to provide alternative resolution of child welfare issues.	Mediation	Selecting Solution
Springfield Project: Initiatives to ensure that all parties have legal representation in a timely fashion: funded DOCKIT to attract attorneys practicing outside Springfield area; Collaborated with Western New England School of Law to develop child welfare legal internships.	Process Improvements	Selecting Solution
Appellate research and writing: CIP sent 2 CAFL attorneys to week long training	Appeals	Implementation
Statewide legal training on guardianship. Trained over 100 attorneys and printed training materials.	Process Improvements	Implementation
Judicial training: supported judges attending national child welfare conferences.	Process Improvements	Implementation

- 4. Improving Timeliness of Hearings or Permanency Outcomes.** Timeliness and permanency projects include any activities or projects meant to improve the timeliness of case processing or achievement of timely permanency. This could include general timeliness, focus on continuances or appeals, working on permanency goals other than APPLA, or focus on APPLA and older youth.

Do you have a Timeliness or permanency project/activity? ☒ Yes ☐ No (skip to #5)

Project Description	How would you categorize this project?	Work Stage (if applicable)
PATHWAYS, a juvenile court sponsored initiative to improve permanency outcomes by developing a case flow management system	General/ASFA	Implementation
Timely discovery: Purchased scanners for CAFL and DCF attorneys and redaction software for DCF.	Continuances	Implementation

- 5. Quality of Legal Representation.** Quality of legal representation projects may include any activities/efforts related to improvement of representation for parents, youth, or the agency. This might include assessments or analyzing current practice, implementing new practice models, working with law school clinics, or other activities in this area.

Do you have a quality legal representation project/activity? ☒ Yes ☐ No (skip to #6)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Legal training: CIP supported training of approximately 100 new attorneys; collaborative child welfare/juvenile justice conference for 300 attorneys, judges, and social workers; and other specialized legal trainings	Other	Implementation

- 6. Engagement & Participation of Parties.** Engagement and participation of parties includes any efforts centered around youth, parent, foster family, or caregiver engagement, as well as projects related to notice to relatives, limited English proficiency, or other efforts to increase presence and engagement at the hearing.

Do you have an engagement or participation of parties project/activity? ☒ Yes ☐ No

Project Description	How would you categorize this project?	Work Stage (if applicable)
Revised and continued distribution of <u>The Answer Book 2018</u> (a guide for youth in or leaving foster care) and onto the new mass.gov website	Youth Engagement	Evaluation/Assessment
CIP funded client contact position at CAFL through Dec. 31, 2018	Other	Evaluation/Assessment
Supported National Adoption Day	Caregiver Engagement	Implementation
Published Child Requiring Assistance books in English, Portuguese, and Spanish to assist/engage parents and children in the CRA process.	Youth and Caregiver Engagement	Implementation

- 7. Well-Being.** Well-being projects include any efforts related to improving the well-being of youth. Projects could focus on education, early childhood development, psychotropic medication, LGBTQ youth, trauma, racial disproportionality/disparity, immigration, or other well-being related topics.

Do you have any projects/activities focused on well-being? ☐ Yes ☐ No (skip to #8)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Two trainings on immigration issues and challenges including publication of training materials	Immigration/Unaccompanied Minors	Implementation

Project Description	How would you categorize this project?	Work Stage (if applicable)
Funded social worker position at CAFL to support private attorneys to identify services and supports for parent clients.	Trauma	Implementation
Improve social worker expertise: sent one social worker to conference on trauma and 2 social workers to a national social worker conference	Trauma	Implementation
Increase attorney knowledge of attachment, impact of trauma, working with child clients, and child and adolescent development	Trauma	Implementation

- 8. ICWA.** ICWA projects could include any efforts to enhance state and tribal collaboration, state and tribal court agreements, data collection and analysis of ICWA compliance, or ICWA notice projects.

Do you have any projects/activities focused on ICWA? ☒ Yes ☐ No (skip to #9)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Distributed updated ICWA bench cards	ICWA Notice	Implementing Changes
CIP supported sending 3 DCF staff and 1 CAFL attorney to the NICWA conference	Other	Implementing Changes
CIP supported statewide ICWA conference for tribes, judges, attorneys, and social workers.	Tribal Collaboration	Implementing Changes

- 9. Preventing Sex Trafficking and Strengthening Families Act (PSTFSA).** PSTFSA projects could include any work around domestic child sex trafficking, the reasonable and prudent parent standard, a focus on runaway youth, focus on normalcy, collaboration with other agencies around this topic, data collection and analysis, data sharing, or other efforts to fully implement the act into practice.

Do you have any projects/activities focused on PSTSFA? ☐ Yes ☒ No

III. CIP Collaboration in Child Welfare Program Planning and Improvement Efforts

1. Please describe how the CIP was involved with the state's CFSP due June 30, 2019.

There will be ongoing collaboration between CIP and DCF on these matters going forward.

a. Does the CFSP include any of the following:

☒ legal/judicial strategies ☐ the CIP/Agency Joint Project ☐ the CIP Hearing Quality Project

If yes, please describe. The CFSP includes the Juvenile Court

Pathways/differential case management project that was rolled out in April 2019 along with Permanency Mediation that is occurring in the Hampden County Juvenile Court.

2. Please describe how the CIP was or will be involved in the most recent/upcoming title IV-E Foster Care Eligibility Review in your state.

CIP has not been involved.

3. Please describe how the CIP is or was involved in preparing and completing round 3 of the CFSR and PIP, if required, in your state. *Please check all the ways that the CIP or Court Personnel were involved (or plan to be involved) in the CFSR and PIP Process. Feel free to add additional narrative to explain your involvement in the process.*

☐ were not involved at all

☐ were involved in planning the statewide assessment

☐ were CFSR reviewers

☐ were interviewed for CFSR

☐ were invited to the exit conference at the close of the CFSR review

☐ were invited to the final CFSR results session at the conclusion of the report

☐ Final CFSR report was shared with you

☐ Final CFSR report shared with courts broadly across the state

☐ were a part of a large group of stakeholders engaged to assist in design of the PIP

☐ high level of inclusion during the entire PIP process

☐ made suggestions for inclusion in the PIP

☒ suggestions made by CIP for inclusion in the PIP were put forward by the child welfare agency

☐ had an opportunity to review and provide feedback on the PIP before it was submitted

☐ meet (or plan to meet) ongoing with the child welfare agency to monitor PIP Implementation

The current version of the PIP includes (check all that apply):

☐ court strategies ☒ court/agency shared strategies

☐ the court/agency joint project described above ☐ the CIP hearing quality project

☐ specific practice changes that judges will make

☐ specific practice changes that attorneys will make

4. What strategies or processes are in place in your state that you feel are particularly effective in supporting joint child welfare program planning and improvement?

The CIP Steering Committee is comprised of executive and judicial branch representatives: legal counsel for the Department of Children and Families, Juvenile and Probate and Family Court Administrators, Juvenile Court judge, attorney from the office that represents children and parents in child welfare matters, and the Trial Court's Child Welfare Data Analyst. CIP staff facilitate regular meetings to discuss challenging statewide child welfare issues and to implement plans to address those concerns. At these meetings, we develop collaborative initiatives, trainings, and publications. Currently the Steering Committee is discussing expanding membership to include a wider range of child welfare stakeholders.

The CIP Training Subcommittee is comprised of a deputy commissioner of DCF, a training coordinator of the Children and Family Law Project (CAFL), an administrator of the Juvenile Court and a representative from the Judicial Institute (training arm of the Massachusetts Trial Court). Challenging issues are identified, training strategies are discussed and developed, and trainings are implemented. The CAFL training unit, comprised of five attorneys, plans statewide collaborative trainings with DCF staff on child welfare issues. DCF has a state of the art training facility where many collaborative trainings are held. CIP supports these programs.

The Juvenile Court Administrative Office is implementing Pathways, a new differential case management program for child welfare cases designed to improve permanency and well-being for children in state custody. This initiative is a collaboration of all child welfare stakeholders. CIP will fund a position to oversee the statewide roll out of this initiative and offer whatever support is needed.

Other joint child welfare initiatives include the Juvenile Detention Alternative Initiative, Dually Involved Youth Initiatives, and the Child Welfare/Juvenile Justice Leadership Forum.

5. What barriers exist in your state that make effective joint child welfare program planning and improvement challenging?

Effective joint child welfare program planning and improvement is challenging as each child welfare stakeholder is independent and has its own mandate and priorities. Time is at a premium and seems to be a major barrier to joint planning and implementation. Nevertheless, CIP facilitates joint planning and implementation with stakeholders through the work of the CIP Steering and Training Committees. Recently the Commissioner of the Department of Children and Families has committed to improving our joint work.

6. Does the state child welfare agency currently offer professional partner training to judges, attorneys, and court personnel as part of its Title IV-E Training Plan? No

If yes, please provide a brief description of what is provided and how.

If no, have you met with child welfare agency leadership to discuss and explore utilizing professional partner training for judges, attorneys and court personnel?

We have met with the child welfare agency to discuss professional partner trainings.

7. Have you talked with your agency about accessing Title IV-E funding for legal representation for parents or for children? Yes. Accessing IV E funding for legal representation for parents and/or children was discussed at the state planning meeting in April, 2019. CIP has engaged in discussion with the Commissioner of Children and Families. Commissioner Spears reports that there is ongoing discussions between DCF's chief financial officer and the Director of the Children and Family Law Division of the Public Defender's Office, with the hope of moving forward.

Is the agency planning to seek reimbursement? If yes, describe any plans, approaches, or models that are under consideration or underway. Agencies are in the exploration stage.

IV. CQI Current Capacity Assessment

1. Has your ability to integrate CQI into practice changed this year? Yes. If yes, what do you attribute the increase in ability to? Consultation with Alicia Summers increased our understanding of evaluation tools.

2. Which of the following CBCC Events/Services have you/your staff engaged in in the 2019 Fiscal Year?

☐ Designing & Evaluating Effective Trainings Workshop

☒ CQI Consult (*Topic: assessment and evaluation*_____)

☒ Constituency Group- Hearing Quality ☒ Constituency Group- Safety Decision Making

☒ Constituency Group- CFSR ☒ Constituency Group- Quality Legal Rep

☒ Constituency Group – ICWA ☐ Constituency Group – Anti-Trafficking

☒ Constituency Group – New Directors ☒ Constituency Group – APPLA/Older Youth

☒ CIP All Call — *What % of All Calls does your CIP participate in?* 90 %

3. Do you have any of the following resources to help you integrate CQI into practice?

☐ CIP staff with CQI (e.g., data, evaluation) expertise ☒ Consultants with CQI expertise

☐ a University partnership ☒ A statewide court case management system

☐ Contracts with external individuals or organizations to assist with CQI efforts

☐ Other resources: _____

3a. Do you record you child welfare court hearings? ☒ Yes ☐ No

If yes, are they ☒ audio ☐ video

3b. Can you remotely access your court case management system? *For example, Odyssey systems often allow remote access to case files.* ☒ Yes ☐ No

4. Consider the phases of change management and how you integrate these into practice. Are there phases of the process (e.g., Phase I-need assessment, Phase II-theory of change) that you struggle with integrating more than others? Assessment.

5. Is there a topic or practice area that you would find useful from the Capacity Building Center for Courts? Be as specific as possible (e.g., data analysis, how to evaluate trainings, more information on research about quality legal representation, how to facilitate group meetings, etc.)

Evaluating trainings, facilitating group meetings, and improving collaborative efforts with stakeholders are areas that would be most useful to us.

Self-Assessment – Capacity Continued

We would like you to assess your current capacities related to knowledge, skills, resources, and collaboration by responding to the following 2 sets of questions. In questions 6 and 7, we ask about CQI. When we say CQI we mean the entire change management process including root cause analysis, theory of change, strategy selection, implementation and evaluation.

6. Please indicate your level of agreement to the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I have a good understanding of CQI.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I understand how to integrate CQI into all our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am familiar with the available data relevant to our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I understand how to interpret and apply the available data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The CIP and the state child welfare agency have shared goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The CIP and the state child welfare agency collaborate around program planning and improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have the resources we need to fully integrate CQI into practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have staff, consultants, or partners who can answer my CQI questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How frequently do you engage in the following activities?

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
We use data to make decisions about where to focus our efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We meet with representatives of the child welfare agency to engage in collaborative systems change efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
We create theories of change around systems change projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
We use evaluation/assessment findings to make changes to programs/practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We evaluate (beyond monitoring outputs) our efforts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A: DEFINITIONS

Definitions of Evidence

Evidence-based practice – evidence-based practices are practice that have been empirically tested in a rigorous way (involving random assignment to groups), have demonstrated effectiveness related to specific outcomes, have been replicated in practice at least one, and have findings published in peer reviewed journal articles.

Empirically-supported- less rigorous than evidence-based practices are empirically-supported practices. To be empirically supported, a program must have been evaluated in some way and have demonstrated some relationship to a positive outcome. This may not meet the rigor of evidence-base, but still has some support for effectiveness.

Best-practices – best practices are often those widely accepted in the field as good practice. They may or may not have empirical support as to effectiveness, but are often derived from teams of experts in the field.

Definitions for Work Stages

Identifying and Assessing Needs – This phase is the earliest phase in the process, where you are identifying a need to be addressed. The assessing needs phase includes identifying the need, determining if there is available data demonstrating that this a problem, forming teams to address the issue.

Develop theory of change—This phase focuses on the theorizing the causes of a problem. In this phase you would identify what you think might be causing the problem and develop a “theory of change”. The theory of change is essentially how you think your activities (or intervention) will improve outcomes.

Develop/select solution—This phase includes developing or selecting a solution. In this phase, you might be exploring potential best-practices or evidence-based practices that you may want to implement as a solution to the identified need. You might also be developing a specific training, program, or practice that you want to implement.

Implementation – the implementation phase of work is when an intervention is being piloted or tested. This includes adapting programs or practices to meet your needs, and developing implementation supports.

Evaluation/assessment – the evaluation and assessment phase includes any efforts to collect data about the fidelity (process measures: was it implemented as planned?) or effectiveness (outcome measures: is the intervention making a difference?) of the project. The evaluation assessment phase also includes post-evaluation efforts to apply findings, such as making changes to the program/practice and using the data to inform next steps.