

# **Colorado Court Improvement Program Assessment Report**

## **Federal Fiscal Year 2008**

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# Colorado Court Improvement Program Assessment Report Federal Fiscal Year 2008

*As set forth by Administration of Children and Families Program Instruction ACYF-CB-PI-06-05 and ACYF-CB-PI-07-09 this report must be submitted on December 31, 2008 and should detail the outcomes of the basic grant, data collection and analysis grant, and training grant activities included in each strategic plan and demonstrate that they have measurably and tangibly helped to provide for the safety, permanence and well-being of children in foster care.*

## I. INTRODUCTION

In October 2006, the Colorado Supreme Court was awarded the Court Improvement Program basic, data collection and analysis (hereinafter “technology grant”), and training grants from the Administration of Children and Families. The funding required Colorado’s Court Improvement Program to develop strategic plans for each grant.<sup>1</sup> Each grant application included an integrated strategic plan and work plan (Appendix A, Combined Strategic Plan).

The 2008 Colorado Court Improvement Program Assessment Report (hereinafter “Assessment”) sets forth the progress and outcomes of the basic, technology, and training grant strategic planning activities during the grant reporting period of October 2007 – September 2008. The primary outcome achieved during this reporting period was the implementation of Colorado’s strategic plans for each of the grants.

The overall goal of strategic plan is to improve the safety, permanency, and well-being of children in foster care. The strategic plan is designed to create ongoing and sustainable systems change across the child welfare system by developing an infrastructure for the delivery of training and technical assistance to all child welfare stakeholders. The activities included in the strategic plan are designed to institutionalize this infrastructure and delivery system over approximately a five year period of time that began in October 2007.

The integration of the basic, technology and training grants resulted in four main programmatic components:

### A) **BEST PRACTICE COURTS PROGRAM**

The Best Practice Courts Program is designed to develop and foster permanent collaborative court structures. This program is based on the National Council of Juvenile and Family Courts Judges Model Court Program. Similar to the Model Courts Program, Best Practice Courts are designed to identify key stakeholders; include them in the strategic planning processes; begin assessing systems’ functioning; target specific, attainable goals; provide the

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<sup>1</sup> ACYF-CB-PI-06-05 and ACYF-CB-PI-07-09

information, materials, faculty, and mentors necessary to reach these goals; and support ongoing efforts to effect substantive, sustainable change. The focus of the program activities is two-fold 1) develop multi-disciplinary teams in each jurisdiction; 2) implement Chief Justice Directives 96-08 and 98-02 and other best practices.

**B) CHILD WELFARE TRAINING PROGRAM (HEREINAFTER “TRAINING PROGRAM”)**

The Training Program is designed to deliver multi-disciplinary training curriculum to Best Practice Courts teams and other child welfare stakeholders. The training curriculum will consist of categories that address the core knowledge base for those practicing in the child welfare system such as: roles and responsibilities; procedure and practice; information; child development; collaborative process; education; community and culture; law; and services. The focus of the program activities is three-fold: 1) assess training needs; 2) develop training curriculum; 3) deliver multi-disciplinary training.

**C) FAMILY JUSTICE INFORMATION SYSTEM PROGRAM (HEREINAFTER “FAMJIS PROGRAM”)**

The FAMJIS Program is designed to deliver training and technical assistance to Best Practice Court teams. The FAMJIS is an information management system that allows for the real time exchange of child welfare data between the Colorado Judicial Department and Colorado Department of Human Services. The FAMJIS allows for the sharing of information related to safety, permanency, well-being and timeliness in child welfare cases. As a result of FAMJIS, outcome based management reports and case management tools have been designed to improve the handling of child welfare cases. The focus of the program activities are two-fold: 1) assess judicial and stakeholder training needs; 2) deliver statewide technical assistance designed to ensure utilization and enhance the capabilities of case management tools and reports related to safety, permanency, timeliness and due process.

**D) RESPONDENT PARENTS’ COUNSEL PROGRAM (HEREINAFTER “RPC PROGRAM”)**

The Respondent Parents’ Counsel Program is designed to improve the representation of parents by court appointed attorneys and the information provided by court appointed attorneys to the court through the implementation of recommendations made by the RPC Task Force Needs Assessment (finalized in April 2007) and the Recommendations made by the RPC Task Force Final Report to the Chief Justice of the Colorado Supreme Court (finalized in September 2007). The RPC Task Force met from October 2005 through October 2007, and the position of Family Representation Coordinator was established within the Court Programs Unit in January 2007 to staff the Task Force and develop a plan for implementation of the Task Force recommendations. Since the issuance of the RPC Task Force Final Report, a strategic plan has been developed to implement and assess significant structural recommendations made by the Task Force regarding the oversight and compensation of parents’ counsel. Steps have already been taken in the following areas: provision of accessible and relevant training to RPC; exploration of models of compensation alternative to the widely-used flat fee payment model; provision of technical support and assistance through the creation of a quarterly newsletter, outreach and communication to attorneys serving as RPC and maintenance of the RPC listserv;

and improvements in oversight through communication with districts, revision to contracts and efforts to identify and contract with all attorneys providing state-paid RPC services. The Needs Assessment has provided some baseline data for the measurement of these program improvement efforts, and surveys of RPC and other stakeholders, as well as existing Judicial Department data tracking systems will be used to provide ongoing assessment of the performance and needs of RPC.

## **II. DESCRIPTION OF THE UTILIZATION OF COURT IMPROVEMENT PROGRAM FUNDS**

*The Colorado Court Improvement Program identified a need to develop an integrated strategic plan that blended the funding of the basic, training and technology grants into one Court Improvement Program as set forth in Administration of Families Program Instruction.<sup>2</sup> The funding in each of the three grants have and will be utilized to fund the activities of the each of the four programmatic components listed in Section I. The Colorado Court Improvement Program continues to work towards achieving the goals set forth in the strategic plan and implementing each of its four programmatic components. Progress is steady and many of the preliminary steps have been set into place. Primarily during the next twelve months Colorado hopes to further develop the infrastructure for the delivery of training and technical assistance across the state.*

### **A) NEEDS ADDRESSED WITH COURT IMPROVEMENT FUNDS**

#### **i) BASIC GRANT FUNDS**

Court Improvement Program funds were utilized to support training, a statewide contract and memberships with the National Council of Juvenile and Family Court Judges, mini-grants to Colorado CASA and local courts, assessment of Interstate Compact for the Placement of Children (ICPC) in Colorado and Child and Family Services Review (CFSR) activities.

#### **ii) TRAINING GRANT FUNDS**

Court Improvement Program funds were utilized to fund a .75 FTE part time training coordinator to provide training and technical assistance to Best Practice Court Teams, implement the training strategic plan and staff the training subcommittee established in December 2006. The Court Improvement Program Training Coordinator is an employee of the Colorado Judicial Department and works very closely with stakeholder agencies e.g. The Colorado Department of Human Services. Funding also supported regional and statewide training activities such as the Summit on Children, Youth and Families and regional *Resource Guidelines* Training.

#### **iii) TECHNOLOGY GRANT FUNDS**

Court Improvement Program funds were utilized to fund FAMJIS Analysts to provide training and technical assistance to local courts and departments of human services, implement the strategic plan and staff the technology subcommittee. Funding was also used to pay for programming and updates to the FAMJIS system. All positions are employees of the Colorado

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<sup>2</sup> ACYF-CB-PI-07-09 and ACYF-CB-PI-06-05

Judicial Department. However, a FAMJIS Liaison position was created through a memorandum of understanding with the Colorado Department of Human Services. The FAMJIS Liaison was responsible for coordinating training and technical assistance with child welfare program staff in local departments of social/human services; a need that was identified during the strategic planning process.

## **B) PROGRAMS AND ACTIVITIES DEVELOPED AND IMPLEMENTED TO ADDRESS NEEDS**

### **i) BASIC GRANT PROGRAMS AND ACTIVITIES**

#### **(1) Conducted Interstate Compact for the Placement of Children (ICPC)**

Assessment: The Court Improvement Program contracted with an independent contractor to study and assess the utilization of the ICPC in Colorado (ICPC Evaluation, Appendix B). The evaluation yielded two recommendations:

- **Implement Monitoring.** Presently the court has no way to monitor ICPC activity in a case. There is no formal mechanism to inform the court: if the ICPC process has been started, when it began, when it should be complete, what is the cause of delay, or the state and county where the potential placement resides. Often the court is not even told that the ICPC process is being used. Without such information the court cannot intervene to help.
- **Improve Training.** Judges and lawyers are aware of the ICPC but are not familiar with the process, provisions of the Act, or regulations both intrastate and interstate. The assessment reveals that the court and attorneys are not often aware of the Colorado interpretation of the statute. Additional training would help courts to avoid and address problems of delay and, also, to avoid potential jurisdictional issues such as not being the “sending agency” for purpose of the protocol and failure to hold best interest hearings prior to placement or return of a child.

(2) Held First Annual Summit on Children, Youth and Families: The Judicial Department worked collaboratively with the Department of Human Services Division of Child Welfare to replace their respective annual conferences with the first annual *Colorado Summit on Children, Youth and Families (2008 Summit* from May 27-May 30, 2008, in Keystone, Colorado. The collaborative goal was to bring all child welfare stakeholders together in one place to discuss issues facing the child welfare system and to find practical solutions for achieving the permanency, safety, and well-being of those Colorado families who find themselves involved with the child welfare system. Beginning in August 2007, Judicial, Child Welfare, and other stakeholders met frequently in joint planning sessions to choose the location, to find plenary speakers, to design cross-training sessions, to design role-specific training sessions, to plan a cross-system team session, and to clearly define all of the details that go into planning a summit. Approximately one-thousand professionals and volunteers from across Colorado and from other states attended the *2008 Summit*.



(3) Provided Best Practice Court Team Training: As planning for the *2008 Summit* evolved, focus on designing cross-systems multi-disciplinary team training for Colorado's twenty-two judicial districts was identified as a high priority. The multi-disciplinary teams attending the team training were designated *Best Practice Court Teams*; *Best Practice Court Teams* are standing teams led by lead dependency and neglect judges who are designated by the Chief Judge in each judicial district. Membership includes local child welfare representatives, Court Appointed Special Advocates, Guardian ad Litem, respondent parents' counsel, county attorneys, family court facilitators, education representatives, service providers, foster parents, faith based organizations, or other stakeholders who are involved in the child welfare system or the dependency and neglect court. When the team session commenced on Wednesday, May 27, 2008, twenty-one judicial districts were represented by Best Practice Court Teams.

The *2008 Summit* Multi-disciplinary Team Session was dedicated to setting and refining goals designed to incorporate best practices in the handling of dependency and neglect cases. The newer teams worked on setting basic goals and the more established teams worked on refining existing goals. (The Team Goals are included as Appendix III of this document). Even though the specific goals varied among teams, the overarching goal was to find practical ways to effect systemic change in dependency and neglect case processing by problem solving at the local level. While individual judicial districts were encouraged to set goals that related to their communities' unique needs, the goals also had to link directly to permanency, safety, and well being for children, youth, and families. (Appendix C, BPC and Role Specific Training Evaluation)

(4) Provided Regional Training: During the summer of 2008, the Colorado Court Improvement Program collaborated with the National Council of Juvenile and Family Court Judges and the Colorado Department of Human Services Division of Child Welfare (Child Welfare) to present three regional trainings on the *Resource Guidelines* to small, medium, and large judicial districts. The collaborative goal was to bring together all child welfare stakeholders into a common setting to discuss practical ways of effecting system change to ensure the permanency, safety and well being of Colorado's children, youth and families in the child welfare system. The trainings were structured as workshops where multi-disciplinary attendees first listened to multi-disciplinary presentations by judges/ magistrates/Child Welfare and then were divided into smaller groups who used the *Resource Guidelines* to guide them toward systemic improvement to D&N case processing. Responses to pre and post web-based needs assessments and evaluations were generally positive and yielded helpful suggestions for enhancing D&N case processing. (Appendix D, Report on Training Evaluations).

(5) Established Statewide Model Courts Contract: Negotiations with the National Council of Juvenile and Family Court Judges was finalized in November 2008 to extend a Statewide Model Courts Project. The contract will aid in the development of the Best Practice Courts Program and will provide the following services to the Colorado Court Improvement Program (Appendix E, Model Court Scope of Work):

- National Council of Juvenile and Family Court Judges Memberships to State of Colorado Judicial Officers.
- Ongoing technical assistance from a designated Information Specialist.
- Scholarships to National Council of Juvenile and Family Court Judges conferences.
- Directed technical assistance and training delivered by a designated Model Court Liaison.
- Site visits in local courts.

(6) Established RPC Strategic Plan and Provided Training: As summarized in the FFY 2006 Court Improvement Program Report the RPC Program activities were funded with FFY 2005 Basic Court Improvement Program funding. This funding was utilized to conduct a statewide needs assessment and grant matching funds were used to hire a Family Representation Coordinator responsible for overseeing RPC Task Force activities. In September 2007, the Colorado Court Improvement Program RPC Task Force submitted its Final Report to the Colorado Supreme Court. The Final Report can be downloaded from the Court Improvement Program page of the Colorado Judicial Branch website.<sup>3</sup> Training scholarships were also provided to RPC throughout the state to attend the Summit.

(7) Coordinated with the Colorado Department of Human Services on Child and Family Services Review Activities: The Court Improvement Coordinator and Colorado Department of Human Services began meeting regularly in 2007 to prepare for the Child and Family Services Review. These meetings have aided in the dissemination of information regarding the Child and Family Services Review to judicial officers and attorneys. The agenda of the Court Improvement Program meetings in 2008 have been focused on developing a CFSR Implementation Guide for the legal professionals in preparation for the March 2009 Colorado CFSR. The work of the Court Improvement Program in 2009 will focus on studying outcome measures and preparing the Program Improvement Plan.

## ii) TRAINING GRANT PROGRAMS AND ACTIVITIES

(1) CIP Training Coordinator: A .75 FTE Court Improvement Program Training Coordinator staffed and chaired the Training Subcommittee and coordinated the delivery of statewide, regional and local training.

(2) Training Subcommittee: The training subcommittee was established in December 2006 and met monthly through September 2008. The subcommittee is a standing committee staffed by the Training Coordinator and is charged with developing the goals set forth in the strategic plan for the training grant. The subcommittee has completed development of core competencies, goals, and objectives for the curricula outlined in the strategic plan. Curriculum writing for the nine subject matter areas of curricula is expected to be completed by September 2009. As curriculum writing is completed for each subject matter area, it will be piloted in a regional setting, and then

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<sup>3</sup> [http://www.courts.state.co.us/supct/committees/courtimprovementdocs/Final\\_Report\\_9\\_24\\_07.pdf](http://www.courts.state.co.us/supct/committees/courtimprovementdocs/Final_Report_9_24_07.pdf)

made available for delivery in local judicial districts in response to the request of Best Practice Court Teams.

(3) Conducted State Level Cross-Systems Training: The Training Coordinator and other judicial personnel worked collaboratively with the Department of Human Services Division of Child Welfare to replace their respective annual conferences with the first annual *Colorado Summit on Children, Youth and Families (2008 Summit)* from May 27-May 30, 2008, in Keystone, Colorado. The collaborative goal was to bring all child welfare stakeholders together in one place to discuss issues facing the child welfare system and to find practical solutions for achieving the permanency, safety, and well-being of those Colorado families who find themselves involved with the child welfare system. Beginning in August 2007, Judicial, Child Welfare, and other stakeholders met frequently in joint planning sessions to choose the location, to find plenary speakers, to design cross-training sessions, to design role-specific training sessions, to plan a cross-system team session, and to clearly define all of the details that go into planning a summit. Approximately one-thousand professionals and volunteers from across Colorado and from other states attended the *2008 Summit*.

(a) Evaluation of State Level Cross-Systems Training at the 2008 Summit on Children, Youth and Families: Thirty-six percent (36%) of attendees at the *2008 Summit on Children, Youth and Families* completed evaluations of the conference. Participants were asked to score each workshop, special session, and plenary session on a scale of 1-4 (1=poor, 4=excellent). Attendees were also asked to answer some open-ended questions about the conference as a whole. For each question, space was provided for additional comments. In addition, each breakout session was assigned a workshop monitor. The monitor tallied the number of participants at the beginning and end of each session, and provided detailed feedback not usually collected from conference evaluations. (Appendix D, Report on Training Evaluations). Following is the scaled response:

- 112 (57 %) rated the conference as 4/excellent
- 77 (39%) rated the conference as a 3
- 7 (4%) rated the conference as a 2
- 0% rated the conference as 1 (unsatisfactory)

Overall, child welfare participants rated the conference as 3.60 on a scale of 1-4 with 4 being excellent while judicial participants rated the conference as 3.51 on a scale of 1-4 with 4 being excellent. Typical comments were as follows:

- “Good sessions. Lots of involvement this year.”
- “Good range of topics.”
- “I am especially grateful that the combined effort of child protection and judicial systems has combined to be a community of care and response for our state’s children, youth and families.”

- “I was a bit disappointed that some of the sessions were not offered more.”
- “This is the best conf. I’ve been to! There were actually a couple workshops I couldn’t attend because I had to choose between some interesting one being offered at the same time.”

(b) Evaluation of Best Practice Court Team Training at the 2008 Summit on Children, Youth and Families: As collaborative planning for the 2008 Summit on Children, Youth and Families evolved, designing an independent evaluation instrument for multi-disciplinary team training for Colorado’s twenty-two judicial districts became a priority. The Colorado Court Improvement Program and the Colorado Department of Human Services Division of Child Welfare asked the Muskie School of Public Service to evaluate the Best Practice Court Team and Role-specific Training. The evaluation included both an on-site component to collect immediate impressions of participants who attended the 2008 Summit and a post-conference evaluation distributed via email in August 2008 to gather information on how the sessions informed participants’ work and practice after returning to the job. (Appendix C, Best Practice Court and Role Specific Training Evaluation).

Respondents to the evaluation surveys were well distributed among Judicial Districts and team members represented a wide variety of disciplines including judges, magistrates, county attorneys, GALs, RPCs, County Directors, family court facilitators, CASA, juvenile parole, community centered boards, school administrators, drug/alcohol treatment providers, family resource centers, family parenting programs, registered nurses, and directors of Youth Service Centers. The responses to both parts of the evaluation were generally positive and yielded helpful suggestions for enhancing the Best practice Court Team training. The value of this work is summarized in a comment from one evaluation response “...I believe that these cross team discussions have the potential to improve services to the families who find themselves involved in the court process.”

A technical assistance need identified by the evaluations follows below:

- Develop Methods that Increase Communication and Delivery of Technical Assistance Within and Among Best practice Court Teams.

Recommendations for Best Practice Team Training identified by the evaluations follow below:

- Provide training on strategic communication for Best practice Court Teams.

- Provide leadership training for Best Practice Court Teams.
- Provide strategic planning training for Best Practice Court Teams.
- Provide Best practice Teams the opportunity to meet individually during statewide training events.
- Communicate results of the Child and Family Services Review and Program Improvement Plan to Best Practice Court Teams.

Recommendations for Future Role-Specific Training identified by the evaluations follow below:

- Limit Role-Specific Training at Summit.

(4) Planning Follow Up State Level Cross-System Training: Following the success of the *2008 Summit on Children, Youth, and Families* cross-systems training, the Training Coordinator and other CIP judicial personnel began in August 2008 to again work collaboratively with the Department of Human Services Child Welfare Division in monthly meetings to plan the Second Annual *Colorado Summit on Children, Youth and Families* to be held June 2 - June 5, 2009.

A team component for the Best Practice Court Teams will comprise the first day of training and has been extended to a full day of training. In response to training recommendations that came out of the *2008 Colorado Summit on Children, Youth, and Families Best Practice Court Team and Role-Specific Training Evaluation Final Report*, training will focus on strategic communication for Best Practice Court Teams, Leadership training for Best Practice Court Teams, and focused opportunities for Best Practice Court Teams to meet individually.

In response to the role-specific recommendation that role-specific training be limited at the *2009 Summit on Children, Youth, and Families* that came out of the *2008 Colorado Summit on Children, Youth, and Families Best Practice Court Team and Role-Specific Training Evaluation Final Report*, two sessions will be offered on the morning of the second day for each of the following roles: attorneys, county directors, and judicial officers. Featured in the judicial forum will be workshops on reasonable efforts findings. The attorney forums will offer sessions on how to participate in collaborative teams while still being an advocate in court. The forums for county directors will facilitate the conduct of Department of Human Services business.

Beginning in the afternoon of the second day of the *2009 Summit on Children, Youth and Families* and continuing on through the fourth and last day of the conference, cross-systems training will be offered for multi-disciplinary attendees. The Cross-Systems training will offer sessions of interest to combined audiences of judicial, legal and human services attendees in the following areas:

- Children & Families
- Laws, Courts and Advocacy

- Programs, Projects & Agencies
- Professional Development

(5) Conducted Regional Cross-System Training: During the summer of 2008, the Colorado Court Improvement Program collaborated with the National Council of Juvenile and Family Court Judges and the Colorado Department of Human Services Division of Child Welfare (Child Welfare) to present three regional trainings on the *Resource Guidelines* to small, medium, and large judicial districts. The collaborative goal was to bring together all child welfare stakeholders into a common setting to discuss practical ways of effecting system change to ensure the permanency, safety and well being of Colorado's children, youth and families in the child welfare system. The trainings were structured as workshops where multi-disciplinary attendees first listened to multi-disciplinary presentations by judges/ magistrates/Child Welfare and then were divided into smaller groups who used the *Resource Guidelines* to guide them toward systemic improvement of D&N case processing. Responses to pre and post web-based needs assessments and evaluations were generally positive and yielded helpful suggestions for enhancing D&N case processing.

(6) Planning Follow Up Regional Cross-system Training: The Colorado Court Improvement Program is collaborating with the Colorado Department of Human Services Division of Child Welfare to conduct CFSR/Best Practice Court Training Workshops in the Spring of 2009 before completion of Colorado's CFSR. The trainings are designed to provide Best Practice Court Teams the opportunity to work in their local settings to suggest practical steps that can be taken through the court process to influence the CFSR Measures. The collective goal of the workshops is to compile a CFSR Development Guideline that the Best Practice Court Teams in Colorado's twenty-two judicial districts can use as reference when they are setting and working on team goals.

### iii) TECHNOLOGY GRANT PROGRAMS AND ACTIVITIES

(1) Coordinated Training with Colorado Department of Human Services: The Colorado Judicial Branch continues to work very closely on the FAMJIS Program with the Colorado Department of Human Services. This partnership originated in 2004 when the Judicial Branch received the Strengthening Abuse and Neglect Courts of America (SANCA) Grant from the Office of Juvenile Justice and Delinquency Prevention. The agencies worked together to develop a joint agency training curriculum, completed the training statewide, and are working together to continue to provide this training on an ongoing basis.

(2) FAMJIS Program Staff: A part-time FAMJIS Coordinator, FAMJIS Analyst and FAMJIS Liaison are employed to assist with FAMJIS implementation and on-going training for judicial and county department staff. The FAMJIS Liaison resigned the position in December, 2007. Prior to the Liaison's departure, the Liaison and the FAMJIS Analyst put together a statewide joint training curriculum and training schedule. Four site visits were conducted prior to the Liaison's departure. To ensure consistent delivery of the curriculum and to meet the training schedule, the part-time FAMJIS Analyst increased hours and assumed the additional role of the FAMJIS Liaison.

(4) Programming Updates: The Court Improvement Program continued to make programming fixes, and modify and design case management reports in the FAMJIS System.

(5) Conducted On-Going Follow-Up Training: Initial statewide FAMJIS training was completed in February 2007. Post training analysis indicated that follow-up training for staff was necessary. The follow up trainings primarily focused on 1) electronically connecting and matching court cases with agency cases and 2) proper coding. These trainings are conducted via teleconference on an as needed basis.

(6) Developed and Implemented Joint Agency Training: The FAMJIS staff developed a statewide joint training curriculum and established a statewide training schedule. (Appendix G, FAMJIS Training Curriculum) The curriculum included a half day individual agency training session and a half day joint court/agency training session. The individual agency training session served as a refresher course on critical tasks relating to the interface and management reports. The joint court/agency training session provided a live demonstration of each agency's case management system to reveal how both systems are affected by the FAMJIS interface. The Twenty-First Judicial District was the pilot site for the new training curriculum in October, 2007. The feedback from the pilot site was used to enhance and modify the curriculum. The FAMJIS Liaison that was hired in July, 2007 resigned from her position in December, 2007. The FAMJIS Analyst increased her hours to assume the responsibilities of the liaison for the duration of the training schedule. (Appendix H, FAMJIS Training Schedule). The demonstration and application portion of the curriculum was modified and the FAMJIS Analyst began working with the local departments to identify a 'TRAILS expert'<sup>4</sup> to assist with the demonstration portion of the joint training session. This training was completed statewide in October, 2008. The evaluations have been returned with positive feedback, this collaborative approach has resulted in helping the users feel more engaged in the training process.

(7) Conducted Initial Delinquency Date Exchange Meeting: Pursuant to the recommendations of the technology subcommittee, an initial planning meeting was held in early September 2008 to examine the implications of extending data transfer benefits into delinquency cases. The discussion focused on why this transfer would be beneficial to both agencies and identifying action steps that need to be taken to commence the project. The CDHS business analyst stated that Child Welfare has to report twice a year on foster care and adoptions. They are out of compliance on some measures and sanctions could be put in place. One of the measures deals with periodic reviews. Sharing data in delinquency cases where the delinquent child is removed from the home would improve their reporting and avoid potential financial sanctions.

(8) Develop Electronic Exchange for Caseworker Reports Protocol: See *Section III.A.iii* "Progress towards technology grant action strategies" for detailed explanation.

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<sup>4</sup> TRAILS is the case management system utilized by the Colorado Department of Human Services.

(9) Other Collaborative Efforts: Colorado had several opportunities to share our efforts with the Colorado Department of Human Services and CIP staff from other states throughout the year. Those activities include:

- Presented at the 2008 Colorado Summit on Children, Youth and Families. A panel provided an update on the data sharing efforts between Judicial and CDHS.
- Participated in a phone conference about our efforts with Mary Williams from South Carolina.
- Hosted the Court and Child Welfare Agency Peer Consultation with Debbie Milner and Linda Arnold from the national Resource Center for Child Welfare Data and Technology. CIP and SACWIS staff from Colorado, Oklahoma and South Carolina attended. Each state prepare a 30 minute presentation about the status of where they were at with court/agency collaboration efforts followed by Colorado's presentation that included: An overview of Colorado's SACWIS System; Colorado's Case Management System; Colorado's Best Business Practices and demonstration of data transfer; and Colorado's Dependency and Neglect case management reports.
- Hosted a site visit for Pennsylvania CIP staff which included the Colorado presentation described above.
- Presented at the 2008 Colorado Court Employees Conference in Breckenridge, Colorado.

## C) OUTCOMES

### i) BASIC GRANT OUTCOMES

(1) Awarded Basic Grant: FFY 2008 and 2009 Basic Grant application and strategic plan was submitted on June 30, 2008 and funding awarded on October 1, 2008.

(1) Executed Model Courts Contract: The Statewide Model Courts contract was executed in November 2008. Additionally, eighty-one judicial officers were provided memberships to the National Council of Juvenile and Family Court Judges (Appendix I, Benefits of NCJFCJ Membership).

(2) Development of RPC Strategic Plan: The Colorado State Court Administrator's Office has begun developing a three year strategic plan in response to the recommendations of the RPC Task Force. The following action steps are being pursued:

- Hiring an additional management analyst at the State Court Administrator's Office to address RPC issues e.g. access to resources such expert witnesses, motions and pleadings.
- Including RPC Practice Guidelines in a Chief Justice Directive.
- Developing and delivering training curriculum.
- Changing RPC pay structure from contract to hourly in a pilot jurisdiction.

(3) Training Delivery and Evaluations: The Court Improvement Program provided training to over 1,600 child welfare stakeholders statewide in the past twelve months. Through the delivery of this training in combination with evaluations the Court



Improvement Program plans to enhance and improve all future training efforts. (Appendix C, BPC and Role Specific Training; Appendix D, Report on Training Evaluations).

(4) Development of CASA Programs: Through financial support provided to Colorado CASA nineteen of twenty-two judicial districts have active CASA Programs in Colorado.

ii) TRAINING GRANT OUTCOMES

(1) Awarded Training Grant: FFY 2008 and 2009 Training Grant application and strategic plan was submitted on June 30, 2008 and funding awarded on October 1, 2008.

(2) Conducted Cross-System State Level Training: Through the efforts of the Training Coordinator and other judicial personnel, and the Colorado Department of Human Services, the 17<sup>th</sup> Annual Child Welfare Conference and the 8<sup>th</sup> Annual Judicial Family Issues Conference were combined into, *Many Voices, One Vision*” the first Annual Summit on Children, Youth and Families (May 27 – May 30, 2008). This 2008 Summit offered 3.5 days of multi-disciplinary training sessions focusing on: Child and Family; Programs, Projects and Agencies; Laws, Courts and Advocacy; Professional Growth and Development; and Child Welfare. In addition, the 2008 Summit provided half-day training for multi-disciplinary Best Practice Court Teams and separate half day forums for judicial officers, attorneys, and county directors. The integrated conference format provided an opportunity to advance the collaborative efforts between the Colorado Judicial Department and other key stakeholders in the child welfare system. Sessions were designed specifically to attract multi-disciplinary audiences and were rated individually by participants for overall content and presentation.

(3) Developed and Delivered Regional Resource Guidelines Training: During the summer of 2008, the Colorado Court Improvement Program collaborated with the National Council of Juvenile and Family Court Judges and the Colorado Department of Human Services Division of Child Welfare (Child Welfare) to present three regional trainings on the *Resource Guidelines* to small, medium, and large judicial districts. The collaborative goal was to bring together all child welfare stakeholders into a common setting to discuss practical ways of effecting system change to ensure the permanency, safety and well being of Colorado’s children, youth and families in the child welfare system. The trainings were structured as workshops where multi-disciplinary attendees first listened to multi-disciplinary presentations by judges/ magistrates/child welfare stakeholders and then were divided into smaller groups who used the *Resource Guidelines* to direct them toward systemic improvement to D&N case processing. Responses to pre and post web-based needs assessments and evaluations were generally positive and yielded helpful suggestions for enhancing D&N case processing.

(4) Completed Writing Core Competencies For Training Wheel: The writing of core competencies, goals, and objectives for the nine multi-disciplinary curriculum areas of the Training Wheel was completed in the following areas: Services, Roles &

Responsibilities, Procedure & Practice, Information, Child Development, Education, Collaborative Process, Community and Culture, Law.

(5) Began Curriculum Development: The Training Subcommittee agreed that a curriculum development requirements template must be created to give consistency to the overall *Training Wheel* curricula, but also take into consideration the differences in core competencies, goals, and objectives contained in each of the subject matter areas. The Training Coordinator developed the *Training Wheel Curriculum Development Requirements* template which was approved by the Training Subcommittee. (Appendix L, Training Wheel Curriculum Development Requirements document for the *Roles and Responsibilities*.) *Training Wheel* curriculum development requirements will differ one from the other only in core competencies, goals, and objectives. In 2009, vendors and subject matter experts will be identified and selected to write the individual subject matter areas of the curricula.

(6) Planned Second Annual Summit on Children, Youth and Families: The success of the 2008 multi-disciplinary conference led to a total immersion and collaborative effort between the Colorado Judicial Branch and the Colorado Department of Human Services Division of Child Welfare to combine their annual conferences into a multi-disciplinary conference, the Colorado Summit on Children, Youth and Families that will be held in June 2009.

### iii) TECHNOLOGY GRANT OUTCOMES

(1) Awarded Technology Grant: FFY 2008 and 2009 Technology Grant application and strategic plan was submitted on June 30, 2008 and funding awarded on October 1, 2008.

(2) Pre-Training Survey: Information is gathered prior to each FAMJIS cross-systems training through an on-line survey that is distributed to court clerks, judicial officers, case managers, facilitators, and department of human/social services staff (Appendix J, FAMJIS Pre-Training Surveys). The FAMJIS analysts review the survey results prior to each site visit so that specific needs can be addressed during the training. It also helps the analysts determine which areas need more or less attention during their presentations.

The analysis of the surveys has indicated the following themes:

- Users believe that they receive better case information as a result of the data transfers.
- Users believe that they have easier access to information as a result of the data transfers.
- Broad understanding of the SANCA and FAMJIS projects is poor.
- Judicial users still feel uncomfortable with the case connection and case history building processes.
- There is a need for further coding training for judicial staff.

- Users need a better understanding of available case management tools.

(3) Post Training Survey: At the conclusion of FAMJIS cross-systems training, evaluations are given to participants (Appendix K, FAMJIS Post Training Survey). Analysis of these surveys has indicated the following:

- “What was the strength of the training program?” Responses indicate the format, materials, handouts, trainer knowledge, organization, and live demonstration as the greatest strengths.
- “What is the weakness of the FAMJIS program?” Responses indicate all parties do not use the system to its fullest potential.
- “Did your understanding of the topic improve as a result of the training? If so, how?” Responses indicate participants have a greater understanding of how the data and data entry impacts the other agency and have a better understanding of each other’s job responsibilities.
- “What will you do differently when you return to work?” Responses indicate that attendees will pay more attention to: 1) data entry and code utilization as it impacts management reports; 2) connecting cases in a timely fashion; and 3) maintain contact with each agency’s liaison as established during the site visit.
- Most survey respondents expressed a need for on-going training and collaboration.
- Judicial attendees indicated a need for further training on the case management reports.

(4) Case Matching Report Results: The case matching reports were first distributed in February 2007. Since that time there has been an increase in the matching percentages in the jurisdictions with larger caseloads (200 +). The connection rates in jurisdictions with medium sized caseloads (100 – 200) have also improved. The jurisdictions with smaller caseloads (0 – 100) are more difficult to compare as it depends on whether or not a dependency and neglect case was filed during the reporting period and further analysis is required. However, the local courts and departments of human/social services are utilizing the reports as a management tool to enhance the matching cases.(Appendix F, FAMJIS Matching Reports).

(5) Programming Updates: There were several programming fixes and a new management report implemented throughout the year. Display and calculation fixes were made to the Centralized Information Screen, the Subsequent Petition Report, the Removals Report, the Case Planning Sheet, and the Service Report. The new Unmatched Cases Report was programmed and implemented to assist court staff in identifying court cases that have not yet been matched with the department’s cases.

### **III. OVERALL PROGRESS TOWARDS THE GOALS DELINEATED IN THE STRATEGIC PLAN.**

The goals and activities delineated in the strategic plan are primarily based on two key assumptions: 1) Implementing the Court Improvement Program court reform efforts will

improve the safety, permanency, well-being, and due process for children and families involved in the child protection court system; 2) All training activities will provide safety, permanence, and well-being for children in foster care. These assumptions and their correlating activities, intermediate outcomes and impact are integrated in the Combined Basic, Training, and Technology Strategic Plan attached in Appendix A. At this stage it is difficult to illustrate the overall progress of strategic plan implementation without describing the progress towards implementing the activities delineated in the Combined Strategic Plan. This description of activities will first be organized by the assumptions listed above in relation to the action strategies for the basic, training and technology grant. However, it must be noted that the action strategies are not mutually exclusive and must occur simultaneously in order to achieve the goals delineated in the strategic plan.

## **A) IMPLEMENTING THE COURT IMPROVEMENT PROGRAM COURT REFORM EFFORTS**

### **i) PROGRESS TOWARDS BASIC GRANT ACTION STRATEGIES**

(1) Establish a CIP Collaborative Court Program in each jurisdiction charged with implementing Colorado Chief Justice Directives 96-08 and 98-02, National Council of Juvenile and Family Court Judges (NCJFCJ) Resource Guidelines, NCJFCJ Adoption and Permanency Guidelines, and NCJFCJ Building a Better Collaborative: Progress towards this goal is being established through the development of a training activities that will address the Chief Justice Directives and NCJFCJ best practice materials. Through the statewide Model Courts Contract *Resource Guideline* cross-systems training was delivered regionally in three judicial districts during June through August 2008. This training also addressed the Chief Justice Directives.

(2) Establish local multi-disciplinary team in every jurisdiction: Progress towards this goal was established at the 2008 Summit on Children, Youth and Families. The cross-systems team training functioned as a Best Practice Courts Program Kickoff Meeting. Approximately, twenty-one of Colorado's twenty-two judicial districts sent teams to the training. Each team established goals and many teams scheduled future meeting with plans to meet on an ongoing basis. An in-depth evaluation and recommendations for the Best Practice Court Team Program are contained in Appendix B.

(3) Contract with National Council of Juvenile Family Court Judges Permanency Planning for Children Department Model Courts Program: A second statewide contract was executed in November 2008; the scope of work is contained in Appendix C.

(4) Establish technical assistance teams within Family Issues Unit (SCAO) and in conjunction with local multi-disciplinary teams: The first step in achieving this goal has been accomplished as CIP staff continues to identify best practices throughout the state and establishing local multi-disciplinary teams. In 2009, retired Judge J. Robert Lowenbach will serve as "Judge in Residence" as part of the Colorado Judicial Department Senior Judge Program. Judge Lowenbach will provide ongoing technical assistance and support to Best Practice Court Teams. Additionally, the Department of

Human Services Division of Child Welfare and Court Improvement Program will be rolling out a Best Practice Court social networking website to aid communication and the delivery of training and technical assistance to Best Practice Court Teams.

(5) Establish and implement best practices: The progress towards this goal was accomplished through the delivery of training described in Number 1, 2, 3 and 4 of this section.

ii) **PROGRESS TOWARDS TRAINING GRANT ACTION STRATEGIES**

(1) Develop judicial training program and curriculum: Role specific judicial training was conducted in conjunction with the *2008 Summit on Children, Youth, and Families*. On May 27, 2008, a day of training was offered with multiple session selections as follows: Judges, The Separation of Powers, and the Legal and Ethical Requirement to Ensure Permanency for Children; Concurrent Planning in Dependency and Neglect Cases; Reasonable Efforts Findings; Funding, Resources and Judicial Leadership; Resource Guidelines: How to Practically Implement the Resource Guidelines in Your Court; and Interstate Compact Placement of Children.

(2) Develop Multi-Disciplinary Training Program and Curriculum: The Training Subcommittee met monthly through August 2008 to complete development of core competencies, goals, and objectives for curriculum in nine specific subject-matter areas; *Law; Services; Roles and Responsibilities; Procedure & Practice; Information, Child Development; Education; Collaborative Process; Community and Culture*. Each curriculum area is a separate spoke in multi-disciplinary curricula called *The Training Wheel*. The curricula is designed as a method of sustainable training that will present basic knowledge in each area to multi-disciplinary audiences of judges, magistrates, court staff, county attorneys, guardians *ad litem*, respondent parents counsel, county departments of human services staff, CASA, service providers, foster parents, educators, law enforcement, children and families, and legislators.

In September 2008, the Training Subcommittee Coordinator designed a curriculum development guide to send out to subject matter experts in the various curriculum areas to solicit curriculum writers.

(3) Develop Cross-Systems Training Program and Curriculum: Through the efforts of the Training Subcommittee Coordinator and other judicial personnel, and the Colorado Department of Human Services, the 17<sup>th</sup> Annual Child Welfare Conference and the 8<sup>th</sup> Annual Judicial Family Issues Conference were combined into , *Many Voices, One Vision*” the first Annual Summit on Children, Youth and Families (May 27 – May 30, 2008). This 2008 Summit offered 3 ½ days of multi-disciplinary training sessions focusing on Child and Family; Programs, Projects and Agencies; Laws, Courts and Advocacy; Professional Growth and Development; and Child Welfare. In addition, the 2008 Summit provided a half-day training for multi-disciplinary Best Practice Court Teams and separate half day forums for judicial officers, attorneys, and county directors. The integrated conference format provided an opportunity to advance the collaborative

efforts between the Colorado Judicial Department and other key stakeholders in the child welfare system. Sessions were designed specifically to attract multi-disciplinary audiences and were rated individually by participants for overall content and presentation.

(4) Develop training curriculum for court appointed attorneys:

Role specific Attorney training was conducted in conjunction with the *2008 Summit on Children, Youth, and Families*. On May 27, 2008, a day of training was offered with multiple attorney session selections as follows: Building Communities Where All People Are Given the Opportunity to Succeed; Frontloading Case Management Part I: Practical and Innovative Strategies and Tools; Frontloading Case management part 2: Case Scenarios; Meaningful Youth Involvement and Strategies for Reducing the Movement of Children and Youth in Out-of-Home Placement; Preparation of Winning Appeals: Tips and Trends from the Court of Appeals; Making a Record in the Trial Court: Effective Advocacy that Also Sets the Stage for Successful Appeals; and, Hot Topics in Ethics in juvenile Law; Accessing Services (They Do Exist!) for Parents and Children with Disabilities; Practical Tips, Tools, and Connections.

iii) **PROGRESS TOWARDS TECHNOLOGY GRANT ACTION STRATEGIES**

(1) Develop judicial officer, judicial staff, and social services training Curriculum focused on performance measures and utilization of outcome based management reports to ensure utilization of FAMJIS statewide: Progress towards this goal has been established through the development of the FAMJIS cross-systems training curriculum included in Appendix G. The cross-systems joint training was completed statewide in October, 2008.

(2) Develop data exchanges between Colorado Judicial Department and Colorado Department of Human Services and other stakeholder agencies to create case management tools designed to improve information related to safety, permanency, timeliness and due process: A subcommittee consisting of judicial officers, ongoing caseworkers, supervisors, State Judicial business and technical analysts, and State Department business and technical analysts was formed and had an initial meeting in January, 2008 to begin planning for the electronic exchange of caseworker reports. The purpose of the meeting was to: understand the processing and filing of reports, identification of tools and systems that will assist caseworkers in the process, and to discuss how the data can be provided to judicial officers in a standardized, agreeable and user friendly fashion. The electronic exchange of case worker reports also promotes the long-term vision of the Judicial Department in developing a Paper on Demand system. The process and format for the filing of case worker reports varied between court locations which underscored the need and difficulty for developing a standardized process. It was evident that further business analysis, was necessary to determine the data elements that would be included in an electronic transfer. Judicial officers identified concerns with the current paper format and enhancements they would like to see with the data exchange.

In July 2008, CIP redirected the focus of this project. It was agreed that the success of the project would be dependent on the ability to gain buy-in from local county departments of human/social services and courts. The electronic exchange of standardized caseworker reports is likely to be received by some counties favorably while other counties will have reservations. Mr. Lloyd Malone, Child Welfare Director, suggested that CIP begin by contacting the Child Welfare Administrators' Group (CWAG) consisting of representatives from across the state to:

- a) Request participation of CWAG or other child welfare committees in the planning process;
- b) Request recommendations and strategies on how to work closely with local county department of human/social services;
- c) Request CWAG to identify representatives to serve on the Court Improvement Technology sub-committee;
- d) Gain the support of the director's association.

Coordination with CWAG has been delayed as the Colorado Department of Human Services is restructuring all workgroups and committees. Upon the completion of the restructuring the CIP will seek to restart the planning and the needs assessment process. In Lieu of the electronic exchange of caseworker reports, the Colorado Department of Human Services has requested the exchange of data in Juvenile Delinquency cases where the delinquent child has been removed from the home, as previously described *Section B.iii.(7)*.

(3) Develop statewide technical assistance plan: The FAMJIS cross-systems joint training was completed statewide in October, 2008. The utilization of existing case management reports is area in which training will be focused in 2009. The FAMJIS Analysts will continue to provide FAMJIS training for data entry, case management tools, and case matching on an as-needed basis and at regional and statewide conferences.

**B) ALL TRAINING ACTIVITIES WILL PROVIDE SAFETY, PERMANENCE, AND WELL-BEING FOR CHILDREN IN FOSTER CARE**

**i) PROGRESS TOWARDS BASIC GRANT ACTION STRATEGIES**

(1) Provide ongoing local multi-disciplinary training programs: Curriculum writing for the nine subject matter areas of curricula is expected to be completed by September 2009. As curriculum writing is completed for each subject matter area, it will be piloted in a regional setting, then made available for delivery in local judicial districts in response to the request of the Best Practice Court Teams.

(2) Provide ongoing local technical assistance and assessment (qualitative and quantitative): In 2008, the Court Improvement Program worked collaboratively with the Colorado Department of Human Services Division of Child Welfare to include team training at the *2008 Summit on Children, Youth, and Families*. As part of that planning process, it became obvious that team training at the *2008 Summit* would provide the perfect opportunity, for those judicial districts that did not already have dependency and

neglect multi-disciplinary court teams, to help organize Best Practice Court Teams. In conjunction with the planning process for the collaborative *2008 Summit*, the CIP Training Coordinator facilitated design of an electronic *Judges Sign-Up Website* so that Lead D&N judges in individual Colorado judicial districts could designate teams for the *2008 Summit*. The CIP Training Coordinator worked one on one with individual judicial districts to give instruction and advice about how to use the website. Twenty-one of Colorado's twenty-two judicial districts used the new website to sign up teams for the *2008 Summit*. During the team training at the *2008 Summit*, teams wrote or refined team goals to work on in the coming year.

At the conclusion of the *2008 Summit on Children, Youth, and Families* and, as a follow-up to the *Judges Sign-up Website*, the Court Improvement Program began working on an expansion of the website to make it an interactive communication tool for the Best Practice Court Teams to use year round. Part of the functionality involved in the expansion is the ability to post local training opportunities and for local Best Practice Court Teams to request training. It is expected that the expanded website, renamed the *Colorado BPC Team Website*, will be operational by the end of December 2008.

## ii) PROGRESS TOWARDS TRAINING GRANT ACTION STRATEGIES

(1) Provide annual regional cross-systems training: In the summer of 2008, Regional *Resource Guidelines* Training was developed and delivered: The Colorado Court Improvement Program collaborated with the National Council of Juvenile and Family Court Judges and the Colorado Department of Human Services Division of Child Welfare (Child Welfare) to present three regional trainings on the *Resource Guidelines* to small, medium, and large judicial districts. The collaborative goal was to bring together all child welfare stakeholders into a common setting to discuss practical ways of effecting system change to ensure the permanency, safety and well being of Colorado's children, youth and families in the child welfare system. The trainings were structured as workshops where multi-disciplinary attendees first listened to multi-disciplinary presentations by judges/ magistrates/child welfare stakeholders and then were divided into smaller groups who used the Resource Guidelines to direct them toward systemic improvement to D&N case processing. Responses to pre and post web-based needs assessments and evaluations were generally positive and yielded helpful suggestions for enhancing D&N case processing.

(2) Provide annual statewide judicial training: The *2008 Summit on Children, Youth, and Families* commenced with a full day of role-specific training for judges. Sessions offered were: Resources and Judicial Leadership: The Ethics of Engaging the Community, Resource Guidelines; How to Practically Implement the Resource Guidelines in Your Court, Meaningful Judicial Oversight of Child Welfare Cases, and Concurrent Planning.

The Colorado State Court Administrator's Office and Colorado Department of Human Services Division of Child Welfare asked the Muskie School of Public Service to evaluate the Best Practice Court and Role-Specific Training of the *2008 Summit on*



*Children, Youth, and Families*. The evaluation included both an on-site component to collect immediate impressions of participants who attended the *2008 Summit* and a post-conference evaluation distributed via email in August 2008 to gather information on how the sessions informed participants' work after returning to their offices. The recommendations that came out of these evaluations for role-specific training were:

- **Limit Role-Specific Training at the *Summit*:** Individual role-specific training was rated as effective but survey respondents felt the sessions offered were relevant to both attorneys and judges and should not have been offered exclusively to each group. If role-specific training is offered it should be offered on a limited basis or repeated so that all legal professionals can attend the sessions.
- **Utilize Survey Responses to identify Training Topics:** The survey respondents provided several training topics that they would like offered in future training events. These suggestions should be considered in all future planning efforts by *Summit* organizers.
- **Do Not Schedule Role-Specific Training and Best Practice Court Team Training Simultaneously:** Survey responses indicated that holding the Judges training at the same time as the Best practice Court Team training prevented some from attending Best practice Court Team Training. Role-specific training should not conflict with Best practice Court Team Training.

(3) Provide annual statewide cross-systems training: The CIP Training Coordinator and other judicial personnel worked collaboratively with the Department of Human Services Division of Child Welfare to replace their respective annual conferences with the first annual *Colorado Summit on Children, Youth and Families (2008 Summit)* from May 27-May 30, 2008, in Keystone, Colorado. The first day of the *2008 Summit* was reserved for role-specific training and the morning of the second day of the Summit was reserved for team training. The following 2.5 days of the *Summit* were reserved for cross-system training. The collaborative goal was to bring all child welfare stakeholders together in one place to discuss issues facing the child welfare system and to find practical solutions for achieving the permanency, safety, and well-being of those Colorado families who find themselves involved with the child welfare system. Beginning in August 2007, Judicial, Child Welfare, and other stakeholders met frequently in joint planning sessions to choose the location, to find plenary speakers, to design cross-training sessions, to design role-specific training sessions, to plan a cross-system team session, and to clearly define all of the details that go into planning a summit. Approximately one-thousand professionals and volunteers from across Colorado and from other states attended the *2008 Summit*.

(4) Provide ongoing local multi-disciplinary trainings: Same as the answer listed in Number 1.

(5) Provide training to court appointed attorneys: The *2008 Summit on Children, Youth, and Families* commenced with a full day of role-specific training for attorneys. Sessions offered were: Building Communities Where All People Are Given the

Opportunity to Succeed, Frontloading Case Management Part I: Practical and Innovative Strategies and Tools, Frontloading Case management part II: Case Scenarios, Understanding Adolescent Development, Meaningful Youth Involvement and Strategies for Reducing the Movement of Children and youth in Out-of-Home Placement, Preparation of Winning Appeals: Tips and Trends from the Court of Appeals, Making a Record in the Trial Court: Effective Advocacy that Also Sets the Stage for Successful Appeals, and Hop Topics in Ethics in Juvenile Law.

iii) **PROGRESS TOWARDS TECHNOLOGY GRANT ACTION STRATEGIES**

(1) Provide ongoing local training in combination with annual regional and statewide training focused on utilization of outcome based management reports and case management tools designed to improve information related to safety, permanency, timeliness and due process: Formal joint agency training was completed statewide in October, 2008. This training will continue to be offered upon request, on a regional basis with CDHS staff, and when other conference opportunities. The plan for the next 12 - 15 months is to focus on utilization of case management reports and data analysis to ensure the FAMJIS system is working as intended.

(2) Implement statewide technical assistance plan: This goal has been achieved through the delivery of the FAMJIS training curriculum and technical assistance outlined in Appendix G and H.

## **IV. FINDINGS, RECOMMENDATIONS, OR REPORTS OF THE STATEWIDE TASK FORCE.**

### **A) ASSESSMENT, ANALYSIS AND RECCOMENDATIONS REGARDING THE EFFECTIVENESS OF THE INTERSTATE COMPACT FOR THE PLACEMENT OF CHILDREN (ICPC) IN COLORADO COURTS**

**(See Appendix B for full report)**

## **V. RESULTS OF ANY ASSESSMENT OF ACTIVITIES FUNDED UNDER GRANT.**

### **A) 2008 SUMMIT ON CHILDREN YOUTH AND FAMILIES: BEST PRACTICE COURT TEAM AND ROLE SPECIFIC TRAINING EVALUATION**

**(See Appendix C for full report)**

### **B) REPORT ON TRAINING EVALUATION IN CHILD WELFARE AND IMPLICATIONS FOR THE COURT IMPROVEMENT PROGRAM TRAINING EVALUATION SYSTEM IN COLORADO**

**(See Appendix D for full report)**

## **VI. CONCLUSION**

The Colorado Court Improvement Program continues to work toward implementation of the strategic plan. The Colorado Judicial Department, Court Improvement Program and Colorado Department of Human Services continue to work closely in preparation for the Child and Family Services Review scheduled for March 2009. Issues and needs identified in the 2009 Child and Family Services Review will be incorporated into the strategic plan. All activities are designed to provide for the safety, permanence, and well-being of children in foster care.

# **APPENDIX A**

## **COMBINED STRATEGIC PLAN AND WORK PLAN**

Colorado Supreme Court Court Improvement Program Combined Basic, Training, and Technology Grant Strategic Plan 2007

Assumption	Activities	Intermediate Outcomes	Impact
<p>Implementing the Court Improvement Program (CIP) court reform efforts will improve the safety, permanency, well-being, and due process for children and families involved in the child protection court system.</p>	<p><b>Basic CIP Grant Action Strategy</b></p> <ol style="list-style-type: none"> <li>1. Establish a CIP Collaborative Court Program in each jurisdiction charged with implementing Colorado Chief Justice Directives 96-08 and 98-02, NCJFCJ Resource Guidelines, NCJFCJ Adoption and Permanency Guidelines, and NCJFCJ Building a Better Collaborative.</li> <li>2. Establish local multi-disciplinary team in every jurisdiction.</li> <li>3. Contract with National Council of Juvenile Family Court Judges Permanency Planning for Children Department Model Courts Program.</li> <li>4. Establish technical assistance teams within Family Issues Unit (SCAO) and in conjunction with local multi-disciplinary teams.</li> <li>5. Establish and implement best practices.</li> </ol> <p><b>Technology Grant Action Strategy</b></p> <ol style="list-style-type: none"> <li>1. Develop Judicial Officer, Judicial Staff, and Social Services Training Curriculum focused on SANCA Performance Measures and utilization of outcome based management reports to ensure utilization of SANCA/FAMJIS System statewide.</li> <li>2. Develop data exchanges between Colorado Judicial Department and Colorado Department of Human Services and other stakeholder agencies to create case management tools designed to improve information related to safety, permanency, timeliness and due process.</li> <li>3. Develop statewide technical assistance plan.</li> </ol> <p><b>Training Grant Action</b></p> <ol style="list-style-type: none"> <li>1. Develop judicial training program and curriculum.</li> <li>2. Develop Multi-Disciplinary Training Program and Curriculum.</li> <li>3. Develop Cross-Systems Training Program and Curriculum.</li> <li>4. Develop training curriculum for court appointed attorneys.</li> </ol>	<p>A. Increase knowledge and understanding of stakeholder’s roles and responsibilities in child welfare system.</p> <p>B. Develop collaborative court structures in each judicial district with clearly defined goals.</p> <p>C. Expand resources and identify strategies for effective utilization of existing resources.</p> <p>D. Utilize technology to improve outcomes related to safety, permanency, timeliness and due process.</p>	<p>The system that protects children strengthens families and does not do greater harm to abused and neglected children involved in the child welfare system.</p>
<p>All training activities will provide safety, well-being, and permanence for children in foster care.</p>	<p><b>Basic CIP Grant Action Strategy</b></p> <ol style="list-style-type: none"> <li>1. Provide ongoing local multi-disciplinary training programs.</li> <li>2. Provide ongoing local technical assistance and assessment (qualitative and quantitative).</li> </ol> <p><b>Technology Grant Action Strategy</b></p> <ol style="list-style-type: none"> <li>1. Provide ongoing local training in combination with annual regional and statewide training focused on utilization of outcome based management reports and case management tools designed to improve information related to safety, permanency, timeliness and due process.</li> <li>2. Implement statewide technical assistance plan.</li> </ol> <p><b>Training Grant Action Strategy</b></p> <ol style="list-style-type: none"> <li>1. Provide annual regional cross-systems training.</li> <li>2. Provide annual statewide judicial training.</li> <li>3. Provide annual statewide cross-systems training.</li> <li>4. Provide ongoing local multi-disciplinary trainings.</li> <li>5. Provide training to court appointed attorneys.</li> </ol>	<p>A. Increase training for all stakeholders in the child welfare system that leads to changes in practice designed to improve outcomes for children and families.</p> <p>B. Improve legal representation in dependency and neglect cases.</p> <p>C. Utilize technology to improve outcomes related to safety, permanency, timeliness and due process.</p> <p>D. Expand resources and identify strategies for effective utilization of existing resources through the implementation of best practices.</p>	<p>Judicial officers, social services representatives, and other professionals in child welfare system are more effective decision makers.</p>

## **APPENDIX B**

### **ASSESSMENT, ANALYSIS AND RECCOMENDATIONS REGARDING THE EFFECTIVENESS OF THE INTERSTATE COMPACT FOR THE PLACEMENT OF CHILDREN (ICPC) IN COLORADO COURTS**

# Colorado Judicial Branch

## Colorado Court Improvement Program

### **Assessment, analysis and recommendations regarding the effectiveness of the Interstate Compact for the Placement of Children (ICPC) in Colorado courts**

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June 18, 2008

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## **I. Executive Summary**

The Colorado Court Improvement Program undertook a mandated assessment of the role, responsibilities and effectiveness of state courts in the interstate placement of children under the Interstate Compact for the Placement of Children (ICPC). The assessment and analysis process included six key steps including interviews, focus groups, review of training materials, legal review, case file review and surveys.

State wide, approximately 13% of all cases involved the ICPC protocol with some courts seeing up to 25% of their dockets involving interstate placement. The ICPC process typically caused delay in these cases. Where out-of-state placement was a high priority, the ICPC process caused delay 79% of the time. The study found that the ICPC process is not working in a timely manner across multiple districts and county systems. By far the most pressing issue is completing the home-study in a timely manner in the other state. In addition, there are bureaucratic slow downs, communication lapses, improper preparation of the necessary paperwork, and the non-disclosure of out-of-state relatives by the family involved in the case, that also cause delay. Further, more than half the judicial officers and attorneys agree that failure to bring the ICPC process in a timely manner is one of the main causes of delay. Finally, delays result from the

failure of the federal government to timely complete required background checks.

The ICPC itself is under review and a new ICPC has been proposed. The focus of this study is on how to improve the ICPC process under the present protocol. Two recommendations are offered and, even if the process is modified, these issues would not be affected by the change.

**1. Implement Monitoring.** Presently the court has no way to monitor ICPC activity in a case. There is no formal mechanism to inform the court if the ICPC process has been started, when it began, when it should be complete, what is the cause of delay, or the state and county where the potential placement resides. Often the court is not even told that the ICPC process is being used. Without such information the court cannot intervene to help.

**2. Improve Training.** Judges and lawyers are aware of the ICPC but are not familiar with the process, provisions of the Act, or regulations both intrastate and interstate. The assessment reveals that the court and attorneys are not often aware of the Colorado interpretation of the statute. Additional training would help courts to avoid and address problems of delay and, also, to avoid potential jurisdictional issues such as not being the “sending agency” for purpose of the

protocol and failure to hold best interest hearings prior to placement or return of a child.

## **II. Introduction**

The Colorado Court Improvement Program has been mandated under provisions of the Social Security Act to assess the role, responsibilities and effectiveness of state courts in the interstate placement of children. The focus of this assessment is on the courts. The court must interact with and react to the actions of the Department of Human Services and, to that extent, it is important to understand how the department handles these cases. However, the department's procedures are not the focus, but rather the procedures and practices of the courts. This assessment attempts to look at how the ICPC affects judicial decisions and processes. Likewise, this assessment does not attempt an in depth analysis on the process used by the department. In addition, a new interstate compact has been proposed; however, the focus of this assessment is not on the proposed protocol, but on the protocol currently in place.

## **III. Methodology**

In order to complete the assessment the following steps were taken. The initial step was to meet with the Colorado Department of Human Services state administrator of the ICPC in Colorado. The ICPC protocol was reviewed as well

as the training materials used within the state. However, Colorado does not require the County department to use the state office. The counties send their requests directly to the state ICPC administrator in the receiving state. Therefore, the state has little direct information with regard to the number of requests that are made and how quickly counties receive responses. Next, it was necessary to review the legal framework Colorado uses to make interstate placements. The focus of this review was on three major areas of legislation: the Interstate Compact for the Placement of Children, the regulation promulgated within the state, and the Uniform Child Custody Jurisdiction and Enforcement Act. That legal framework is set out below. The next step was to undertake a case file review on only three counties due to cost restraints. In order to get as near to a representative sample as possible, a small, medium, and large sized county was selected. Morgan, Boulder and Denver were the participant counties. Within each county, all cases in the Department of Human Services database (TRAILS) which indicated that the ICPC protocol had been initiated in that particular case for the first six months of 2006 were selected. The year 2006 was used to provide a longer history and the stronger likelihood of a disposition that could be traced. Court case files were then matched to the corresponding cases in the court database (ICON/ECLIPSE). Not all departmental files necessarily resulted in a court case; only 15 out of the 18 could be matched. Out of the selected files, seven cases in Denver County, six cases in Boulder County, and two cases in Morgan County were reviewed.

The next step was to meet with and interview stakeholders in the medium sized county. We attempted to create a focus group of social workers and other agency staff in Boulder. Although cooperative in the sense of agreeing to meet, there was little genuine interaction with agency staff. Most of the group failed to appear and those who did so could only stay for a short period of time. Some phone interviews followed, but were very short in length. Following the meetings with agency staff, individual interviews with judicial officers in Boulder were pursued. The meeting with one of the magistrates was very helpful and adequate time was allowed; however, the District Court Judge in Boulder declined to meet for an interview. A focus group was formed for attorneys and was well attended; there was participation from lawyers who represented the county, children and respondent parents. Information from these interviews was used to define survey questions and is incorporated into the final report.

The interviews along with other materials were used in order to form survey questions. Three separate surveys were developed: one for agency staff; one for judicial officers; and a third for attorneys. Similar to the interviews, the survey for agency staff had the lowest level of response (13) and therefore is not generalizable to all agency staff, but is still helpful in creating construct validity for responses in other surveys. Construct validity is established when a measure relates to other variables as expected. The judicial officers had the next highest

response rate at thirty-three. Of these, nineteen were District Court Judges and fourteen were magistrates. This group represented judicial officers in 16 out of the 22 judicial districts with multiple respondents from districts in major urban areas. Due to the specialization of the judiciary in large districts and the broad representation across districts, this response is likely representative of judicial views within the state. Sixty four attorneys responded to the survey. They came from 17 of the 22 districts. Fifty-eight percent primarily practiced as Guardians *ad litem*, 30 % as respondent parents' counsel, and 8% as county attorneys. There is a fairly strong over representation by GALs and an under representation of county attorneys, but because of the distribution across districts it is likely representative of attorneys as a whole within the state.

## **IV. Legal Review**

Colorado is a signatory to the Interstate Compact for the Placement of Children C.R.S. 24-60-1801. (ICPC). This Compact allows a state to retain jurisdiction over a child even if that child is placed outside the borders of that state. ICPC is utilized when a sending agency such as the Department of Human Services or a court wants to place a child in another state on a temporary or permanent basis. Typically, this is in order to place a child who has been removed from the home with relatives who live in another state. In order to retain extraterritorial jurisdiction, states must comply with the ICPC. Under provisions of the ICPC a

sending state must inform the receiving state in writing and may not place a child in the other state until “the receiving state shall notify the sending agency, in writing, to the effect that the proposed placement does not appear to be contrary to the best interests of the child.” (C.R.S. 24-60-1801) Human Service agencies in states that are signatories to the compact use ICPC Form 100A to accomplish the written notice requirement of the act. These forms are sent from the ICPC coordinator in the sending state to the ICPC coordinator for the appropriate human service agency in the receiving state. The sending of this form invokes the provision of the compact. This form gives identifying information about the child and potential placement and indicates the services that are being requested. It also contains a section where the receiving state can note whether it approves or disapproves of the placement. A copy of the form, signed by the receiving state, must be received by the sending agency before the child can properly be placed in another state.

In order for the receiving state to make its determination and also to allow the sending agency or court to determine if the placement is in the best interest of the child, a home study request is almost always made. Some states complete these studies in a timely manner. Others can be very slow to honor the requests.

Delays can therefore impact the progress of the case that is before the court in the sending state. In the Act which established the need for this assessment,

Congress also attempted to create financial incentives to encourage states to

complete these home studies within 60 days of the date they were requested. *See*, Public law 109-239, July 3, 2006. 120 Stat. 513. Hopefully, such incentives will cut down delays caused by untimely responses and home studies.

Colorado regulations are included at 12 CCR 2509-4. These regulations set out the requirements and procedures for the Department of Human Services when it is requesting placement or responding to a request from another state. The regulations describe the use of form 100A and the associated attachments. The form is used by all signatories to the compact. The regulations do not require that the court be involved or even informed of the process. Under the regulations, court orders are not required for out of state placement.

Lack of orders or court involvement could prove problematic based on the Colorado interpretation of the ICPC. In *In the Interests of A.J.C.* 88 P.2d 599 (Colo. 2004) the Colorado Supreme Court addressed the ICPC among other provisions involving the interstate placement of children. In that case, a child was born in Missouri and adoption proceedings were filed in that state. The child was placed with a Missouri adoption agency that placed the child with a Colorado couple soon after the child was born. The couple immediately returned with the child to Colorado. The Missouri court ultimately entered an order withdrawing the mother's consent and ordering the physical custody of the child to be returned to the mother. Art. V of the ICPC states that "the sending agency shall retain



jurisdiction of the child sufficient to determine all matters in relation to the custody, supervision, care, treatment and disposition of the child...” The Colorado Supreme Court determined that, for the purposes of the Act, the adoption agency and not the Missouri court was the sending agency. Since the adoption agency was not requesting return of the child, the court failed to give full faith and credit to the Missouri court ruling and allowed a Colorado District Court to hear the matter to determine the proper allocation of parental rights and responsibilities. A Colorado court would be bound by this ruling if it does not designate itself as the sending agency. This would be problematic in a case where a child was placed outside the state and the court wanted the child returned, but the foster parents went to the courts in their own state to prevent the child’s return to Colorado. If the court and the local agency disagreed whether a child should be returned to Colorado, the agency’s, and not the Court’s decision would prevail.

The additional focus of the assessment was on whether courts are authorized to obtain information and testimony from out of state and to allow the participation of other parties and attorneys without the necessity of interstate travel. The ICPC is silent with regard to these particular issues. Information or testimony in the form of a deposition may be used in court under current rules so long as the transcript is certified under Rule 80(c) of the Colorado Rules of Civil Procedure and will be allowed under exceptions to the exclusion of hearsay. Rule 804 of the

Colorado Rules of Evidence allows evidence that would otherwise constitute hearsay to be considered credible. In addition, the case file review found that in a number of informal hearings, judges have allowed individuals to appear by phone especially in cases where one of the parents was incarcerated. But it is unclear if the court allowed sworn testimony to be admitted over the phone in any of these matters. In any case, the court cited no formal rules in order to permit the practice.

Out-of-state attorneys may appear in Colorado *pro hac vice* under rules 220 and 221 of the Colorado Rules of Civil Procedure, but must file a verified notice to appear, associate with local counsel, and pay a \$250 fee. This is expensive and it would seem fairly inconvenient for this type of case where legal fees are relatively low. There are no other provisions under Colorado rules that allow for out-of-state attorneys to file motions or otherwise appear in a Colorado proceeding.

The Uniform Child Custody Jurisdiction and Enforcement Act, C.R.S. 14-13-101 et. seq., provides a framework to meet the objectives of gaining information and testimony from out-of-state and allowing the participation of other parties and attorneys without the necessity of interstate travel. The UCCJEA, according to its own language, applies to all child custody determinations including abuse, dependency and neglect proceedings. While the language would imply that a

court could use these provisions in a dependency and neglect matter, no Colorado court has construed these provisions in a published case. The act provides:

CRS 14-13-110 Communication between courts.

- (1) A court of this state may communicate with a court in another state concerning a proceeding arising under this article.
- (2) The court may allow the parties to participate in the communication. If the parties are not able to participate in the communication, they must be given the opportunity to present facts and legal arguments before a decision on jurisdiction is made.
- (3) Communication between courts on schedules, calendars, court records, and similar matters may occur without informing the parties. A record need not be made of the communication.
- (4) Except as otherwise provided in subsection (3) of this section, a record must be made of a communication under this section. The parties must be informed promptly of the communication and granted access to the record.
- (5) For the purposes of this section, "record" means information that is inscribed on a tangible medium or that is stored in an electronic or other medium and is retrievable in perceivable form.

CRS 14-13-111 Taking testimony in another state.

- (1) In addition to other procedures available to a party, a party to a child-custody proceeding or other legal representative of the child may offer testimony of witnesses who are located in another state, including testimony of the parties and the child, by deposition or other means allowable in this state for testimony taken in another state. The court on its own motion may order that the testimony of a person be taken in another state and may prescribe the manner in which and the terms upon which the testimony is taken.
- (2) A court of this state may permit an individual residing in another state to be deposed or to testify by telephone, audiovisual means, or other electronic means before a designated court or at another location in that state. A court of this state shall cooperate with courts of other states in designating an appropriate location for the deposition or testimony.
- (3) Documentary evidence transmitted from another state to a court of this state by technological means that do not produce an original writing may

not be excluded from evidence on an objection based on the means of transmission.

CRS 14-13-112. Cooperation between courts - preservation of records.

(1) A court of this state may request the appropriate court of another state to:

- (a) Hold an evidentiary hearing;
- (b) Order a person to produce or give evidence pursuant to procedures of that state;
- (c) Order that an evaluation be made with respect to the custody or allocation of parental responsibilities with respect to a child involved in a pending proceeding;
- (d) Forward to the court of this state a certified copy of the transcript of the record of the hearing, the evidence otherwise presented, and any evaluation prepared in compliance with the request; and
- (e) Order a party to a child-custody proceeding or any person having physical custody of the child to appear in the proceeding with or without the child.

(2) Upon request of a court of another state, a court of this state may hold a hearing or enter an order described in subsection (1) of this section.

(3) Travel and other necessary and reasonable expenses incurred under subsections (1) and (2) of this section may be assessed against the parties according to the law of this state.

(4) A court of this state shall preserve the pleadings, orders, decrees, records of hearings, evaluations, and other pertinent records with respect to a child-custody proceeding until the child attains eighteen years of age. Upon appropriate request by a court or law enforcement official of another state, the court shall forward a certified copy of those records.

The focus of this statute has been to resolve jurisdictional disputes. The official comment to the uniform act stated that the act should be interpreted to “Avoid jurisdictional competition and conflict with courts of other States.” The plain language of the statute does not limit it to such purposes. It could be argued that these provisions should be applied to interstate placement. The strongest

argument to be made in favor of such use is that, while the provisions are not being applied in a case where there is a jurisdictional dispute, application of these provisions may help to “avoid” jurisdictional disputes. Courts may be less willing to interfere with the jurisdiction of a sending state where they see that their own citizens will have meaningful access to the sending state court and that the sending court has not created barriers to participation. The UCCJEA provisions for communication and cooperation between courts and the taking of testimony certainly address the key elements that Congress asked state courts to assess. It does not address the ability to appear as a party from out-of-state. However, it should be made clear that no Colorado court has applied these provisions to the interstate placement of children.

In addition to looking to Colorado law, it was considered helpful to look at the law of neighboring states to see if their statutory schemes allow for a different approach to interstate placement. A brief review of Wyoming and Nebraska law finds a similar situation to that of Colorado. Both states are ICPC signatories and have passed UCCJEA as well. The language of both is not substantially different from the statutory language in Colorado. Their courts have not, in any written opinion of a court, interpreted the ICPC nor allowed the application of the provisions of the UCCJEA to the interstate placement of children. There are no other provisions that would allow for out-of-state provision of testimony or appearance. Wyoming, likewise, allows for the use of depositions in hearing and

has provisions for out-of-state attorney to appear *pro hac vice*. Nebraska does not have any statewide *pro hac vice* provisions. Colorado therefore does not seem to be in a unique position.

## **V. Case File Review**

Case files were reviewed in order to gain an understanding of how the interstate placement of children operates in the context of an actual court case and to determine the issues that the court needs to address with these cases. A summary of the findings in these cases is set out below.

### **Denver County:**

#### Cause #99JV178 –

This case involved three children and was initiated in 1999. One child aged out of the system; a second child was transferred to youth corrections, and a third child is still the subject of this ongoing case. The case file documents have no reference to ICPC; however, one of the children was placed in foster care with relatives in the state of New York and was later returned to Colorado. Parental rights were terminated in August 2003. This was appealed and affirmed. The reason for the initiation of ICPC was not designated within the court file. There is no out of state social study or out-of-state party reference in the file.

Cause 04 JV 2240

This matter involves seven children. Parental rights were terminated in June of 2007. This is an ongoing matter and the department still has custody of the children. There appears to be no reference in the file to ICPC or out of state placement. There are no out of state social studies and no request for out-of-state testimony or evidence in the file.

Cause 05 JV 2148

This matter involves three children. The children were placed in foster care in November 2005. In March of 2007, permanency plan was modified to attempt reunification with the father. By December of 2007, the court did not believe reunification was possible. A cousin of the mother is a resident in South Dakota. Although reference is made in the court documents that a social study was complete, it is not in the file. No other reference was made to ICPC. At last hearing, the court stated "Children to be transitioned to [cousin] by the next hearing." This is an ongoing matter.

Cause 05 JV 2258

This case involves three children. Parental rights were terminated and termination was appealed and affirmed in November of 2007. An October 2007 order states that ICPC home study was approved with regard to grandparents in Chicago. There is no out of state social study in the file. At the same time, the

court stated that permanency goal was adoption by non-relative. There is no reference to ICPC or indication by the court that it is asserting its continuing jurisdiction. The children are presently in Chicago. Local foster parents objected to placement with grandparents. This is an ongoing matter.

Cause 05 JV 2447

This case involves one child. Both parents were incarcerated for some period of time during the course of the case. Motions to terminate were filed with regard to each of the parents in March and November of 2006. Reference to ICPC was made in the family service plan with regard to relative placement. There is also a motion before the court to allow out-of-state testimony by the paternal grandmother. The child has not been placed out-of-state. The matter is ongoing.

Cause 06 JV 0144

This case involves two children. Who were placed with grandparents while the mother was in jail. The permanency goal was reunification with parents but changed to placement with relative on October 2006. Nothing in the file makes reference to out-of-state placement or makes an ICPC reference. Jurisdiction was terminated in August of 2007.



## **Boulder County**

### Cause 2003 JV 461 – consolidated with 2005 JV 538

This case involves two children. The eldest child in the first case was placed in Georgia with grandparents for a period of time and then returned to Colorado. Nothing in the file involves ICPC or a claim of retention of jurisdiction. At the beginning of the second case the father resided in Florida and was unable to leave due to probation restrictions. There is an out-of-state social study in the file for the original out-of-state placement in Georgia. In the second case, father appeared by phone for the adjudication hearing. In September of 2007, the permanency plan was foster care but changed later that month to reunite with father who relocated to Colorado after probation. A permanency review hearing is scheduled for December 2008.

### Cause 2005 JV 433

This case involves two children who lived with their mother in Colorado. Father resides in California. The court requested ICPC home study on paternal grandparents in October 2005. The father was allowed by the court to appear by phone. No out-of-state social studies are filed. Children are in foster care in Colorado. The case is on-going.

Cause 2005 JV 515

This case involves two children. Parental rights were terminated in October of 2006. Father was in jail in Texas at the time of the proceeding. The family service plan makes passing reference to ICPC home study on an aunt. No social studies are in the file. No other reference to ICPC is made. Children have been adopted.

Cause No. 2005 JD 778, 576, 474

This case involves three consolidated juvenile delinquency matters. There is reference in the file to ICPC for a home study on the grandparents who live in Oregon. Nothing else is in the file with reference to interstate placement. The child has failed to appear and is at large. A warrant has been issued and is outstanding.

Cause 2006 JV 110

Two children with separate biological fathers were removed from the home of the mother and placed with the maternal grandparents in Colorado. One of the fathers was from out-of-state. There is no reference in the file with regard to ICPC. There is no home study in the file. Children are placed back with mother as of the summer of 2007. The case is on-going.

### Cause 2006 JV 131

This case involves one child who resided with the mother in Colorado. Father resided in South Dakota. An ICPC home study was requested on the father. Father, however, relocated to Colorado. In May of 2007, the permanency plan was for adoption by a relative. Within months, the child was placed with the father the case is on-going.

### **Morgan County**

#### Case 05 JV-100

This case involves three children, each of whom has a separate biological father. The eldest (16) was placed with the biological father in Colorado. Two younger children were placed with an aunt. Mom was in jail on drug charges. The biological father of the middle child resides in Utah and wanted custody of the two youngest children, ages 7 and 5. Counsel for father objected to ICPC home study claiming it did not apply to placement with a biological father. The court ruled ICPC did apply. Utah would allow the biological child to be placed in Utah, but not the youngest child because the father of second child had a domestic violence record. Father would have to qualify as a foster parent in order to take the third child and could not. No social studies are in the file. No reference is made to its completion. Jurisdiction has been terminated as to the two oldest children. The case continues for the youngest who is placed with an aunt.

Case 05 JV- 59

This case involves five children, ages 1 to 8. The mother was arrested and the father resides in Utah. An ICPC home study was requested on the father and was filed in July of 2006. The order placing children with the father pre-dates the social study the children are in Utah. There is no reference or order that indicates that the court is invoking the ICPC or attempting to retain jurisdiction. The case is on-going.

The implementation of ICPC tends to happen at the bureaucratic level rather than the judicial. The ICPC form 100A's is not required under any regulations or court rules to be included within the court files and they are not included, nor is any other type of filing required. The sharing of information at the bureaucratic level seems to happen consistently, if not always in a timely manner, but sharing with the court seems to be inconsistent. Occasionally out of state home studies will reach the court file. There is no rule or pattern of practice that requires that these studies be made a part of the file. References to ICPC requests appear in the court files most often as part of the service plan or may be referenced in the court minutes. Colorado has no formal rules or procedures in place to allow the court to clearly invoke the provisions of the ICPC in a particular case. It is not clear from the file review if judges are being made aware of an ICPC request or its status.

## VI. Survey and Interview Results

Interviews with stakeholders were conducted in Boulder, the medium sized county, as part of the case file review. Brief interviews both in person and via the phone and a small focus group of social workers and other agency staff were conducted. Following meetings with agency staff, one of the Magistrates handling juvenile matters in Boulder engaged in an extensive interview. After meeting with the magistrate, a focus group was formed for attorneys and was well attended and had participation from lawyers who represented the county, children, and respondent parents'. The information from the interviews was used to inform the design of the surveys. The results of the interviews conform to the results of the surveys.

Three separate web-based surveys were distributed electronically to agency staff, judicial officers and attorneys. The surveys revealed that, among judicial officers, approximately 13% of all cases involved the ICPC protocol. The median answer was 10 and the most common answer was tied at both 10 and 15%. This is likely a fair estimate of the number of cases seen statewide. The standard deviation in this data set is almost 11, meaning that at least two thirds of all Colorado Judicial Districts should lie between one standard deviation below and one standard deviation above the mean of 13. In other words about 15 of the 22 Judicial Districts should see ICPC cases somewhere between 2% and 25%. Of the

responses from 33 judicial officers representing 16 judicial districts, 17 were below the average and 16 were above it. Only three judicial officers indicated a percentage higher than 25%. This is very consistent with the finding of 13% as the average. The average is also between the modal points of 10 and 15 and near to the median of 10 indicating a strong level of reliability.

Both the judicial officers and attorneys were asked in what percentage of the cases the ICPC process causes delay. This question was broken into two parts looking at cases where the out-of-state placement was a high priority in the case and where such a placement was a low priority. Even where the placement priority was low, the ICPC process still caused delay in 45% of all cases. Where an out of state placement was a high priority, it caused delay in the case 79% of the time. This strongly indicates that the ICPC process is not working in a timely manner. This is the experience across multiple districts and county systems, showing that ICPC is a consistent cause of delay. Since ICPC cases represent a significant portion of the docket, they should explain a large amount of delay in the system as a whole.

There are multiple causes of delay in the ICPC process. Both judicial officers and attorneys were asked what they saw as the cause of such delay. In these questions the respondent could choose multiple answers so the source of delay is

cumulative. Multiple causation is likely in most cases due to the large percentage identified for each potential cause.

#### What is the Cause of Delay?

	<u>Judicial Officers</u>	<u>Attorneys</u>
Receiving state response	88%	95%
Completion of home studies	81%	75%
Completion of paperwork	53%	60%
Federal background check	28%	48%
Delayed disclosure of out of state relatives by family	34%	35%

This shows that there are three sources of delay. The primary source involves the receiving state. It is both slow in responding and in completing the home-study in a timely manner. Delay in responding is likely due to the delay in completion of home studies, but since there is a divergence between 8 and 20%, the slow response may also be attributed to other factors as well. The second source is the sending state. Both the sending and receiving state may be delayed by the preparation of the correct paperwork, but the primary cause is typically an incomplete file coming from Colorado. A third of judges and more than half of the attorneys said that getting our agencies to file the paperwork is a major cause of delay in the system. Another delay that originates in the sending state is the non-disclosure of out of state relatives by the family involved in the case. All respondents to all three surveys state that it is important to attempt to get information about potential out-of-state placement as soon as possible at the beginning of the case and such is the practice. However, family members are

often reticent to disclose the problems they are having to the rest of the family. Not until they see the real possibility that the children will be taken from them for an extended period or even permanently, do some of the parties consider that placement with a relative would be preferable and let case workers know of potential placement in other states. More than half the judicial officers and attorneys agree that beginning the process in timely manner is one of the biggest problems with these cases. The third source of delay is the federal government who does not complete required background checks in a timely manner. Federal background checks are mandated by federal law.

Judicial Officers are not always informed of the fact that the ICPC protocol has been engaged and that there has been a request for a home study for a relative out-of-state. Attorneys disclose that, on average, the court is informed that the ICPC is being used about 78% of the time. This is also confirmed by the limited number of agency staff respondents who agreed that the court is informed only about three fourths of the time. In the focus group, lawyers also agreed that the court was not always aware that the department had made an ICPC request. In addition case file reviews indicate a consistent finding. Where TRIALS had indicated that a case was an ICPC case, reference to such could not be found in the court file about 25% of the time. Even when the court is informed, there is no mechanism in place to inform the court of progress of the application.



There is no formal mechanism to inform the court that the ICPC protocol has been engaged. It is most common that the court is informed in open court.

According to attorneys, this is the method by which the court is always informed. Typically this is reflected in the court minutes but not consistently.

The most common filing that includes reference to a possible out-of-state placement is the family treatment plan. Attorneys represented that an ICPC reference appears in the treatment plan 58% of the time. There is no required filing that would inform the court with regard to the ICPC.

Another finding of interest was with regard to whether the court conducted a “best interest” hearing prior to out-of-state placement. While 77% of all judicial officers state that they “usually” or “always” had such a hearing, only 36% of attorneys agreed that the court “always” or “usually” held such a hearing. This is too wide a discrepancy to be attributed to mere sampling error. If the court is doing so, the purpose of such a hearing is not being communicated.

Judges state and attorneys agree that most courts will allow parties to appear by phone. Court officials state that they are more willing to allow sworn testimony. With regard to sworn testimony, 79% of judicial officers said they “usually” or “always” allow it and 21% said it is “sometimes” allowed. None of the judicial officers said that they “rarely” or “never” allow sworn testimony over the phone. Attorneys, however, stated a different view. They said that judges hear slightly

more un-sworn testimony than sworn. In addition, despite the fact that no judges said they never allow it, attorneys stated that 5% of the courts never allow sworn testimony over the phone. This discrepancy could be explained by the fact that the samples do not perfectly align district to district and judge to judge. However the difference between courts that say they allow sworn testimony, 79%, and attorneys who say that courts do, 59%, is quite large and may not simply be due to disparate samples. Interestingly, both attorneys and judges themselves say that un-sworn testimony is never allowed via the phone in 12% of the courts. Clearly, courts feel empowered to allow testimony over the phone by whatever statutory authority.

## VII. Additional Issues

### ASFA

The federal Adoption and Safe Families Act allows states to require that when a child is IV E eligible or eligible for any other federal funding source the potential foster parents must become licensed as foster parents in the receiving state. Even if the ICPC process is completed quickly, it is not reasonable that the licensing requirements could be completed in the 60 day window, if the potential foster family is not presently licensed. Four to five months would seem to be a more reasonable time frame.

## **Relocation**

Attorneys, in both interviews and the survey, reflected one area of concern involves foster parents who need to relocate to another state. Often this is due to employment. Regulations have been adopted under article VII of the compact by the Association of Administrators to address this situation. (See <http://icpc.aphsa.org/Home/regulations.asp>) Regulation No 1, 3, d, provides that, where the foster family holds a license or approval in the sending state, the receiving state can use this as sufficient support of qualification unless there is “substantial evidence to the contrary.” It seems that this provision of the regulations is being universally ignored by receiving states and not pressed by the sending states.

## **Initiating ICPC Broadly**

Agency staff has indicated that, because the process takes so long, they will initiate an ICPC home study even in cases where the permanency plan or the plan being developed by the Department does not include out-of-state placement. This is considered a form of concurrent planning by the Agency that will create options if other more likely places or dispositions do not work out. It is recognized that this shotgun approach is also used by other states. Many of the home studies completed are neither reviewed nor used by the sending states. This fact removes a sense of urgency from the requests that are received by Colorado. It also adds an undue burden to the system.

## **Biological Parents**

Another area of strong concern was the placement of children with their biological parent located in another state. Under the protocol, if the court wishes to place the child with their parent, they must go through the ICPC process and the receiving state may exercise its authority to deny the placement. Since there is no corresponding case in the receiving state, there is nowhere the parent can intervene. The sending state does not have the authority to place the child over the receiving state's objection. Parents can be effectively denied the right to their child through a bureaucratic process in which they have no right to be heard and no due process of law.

## **VIII. Summary**

The ICPC process is fraught with delay. Some from the sending state, some from the federal government, but most from the receiving state. This delay is difficult for the court to monitor and to control. Part of the reason is that the ICPC process is initiated by the agency and not the court. There is no formal, informal or consistent procedure or practice for involving or informing the court of the process of invoking the ICPC. The court often does not know that out-of-state placement is being contemplated or that a home study has been requested from

another state. Although often informed in open court, it is not clear if court is told when the form 100A was completed and filed and the record rarely contains this information. Therefore, the court is not in a strong position to monitor completion. Nor is the court in a position to assist the department in dealing with the receiving state agency.

When children are placed out-of-state, courts allow the Department of Human Services to be the sending agency for the purposes of ICPC even where the court reviews and orders the placement. Courts do not formally invoke the ICPC and none designated themselves as the sending agency pursuant to the compact. It is unclear if courts consistently hold best interest hearings prior to placement out-of-court. This could create difficulties if the court wishes to have a child returned to Colorado but the parent or foster parents object and try to bring court proceedings in another state.

Because of our mobile society, families move far more often than they did in the 1960s when the ICPC was created. In Colorado, the ICPC is being used in more than one out of eight cases on average. Both the sending process and the receiving process workloads are very high. It would not be surprising if both continue to increase. The procedures created have not kept up with the times.

## IX. Recommendations

### **Improved Practice and Procedures**

Local Departments of Human/Social Services in collaboration with the Court should create a mechanism for formally informing the court that the ICPC is being invoked in all cases and, also to inform the court when and to whom that request was made. In addition, this notice should indicate the county in the receiving state where the potential placement resides and the name of the judicial officer who presides over such cases in that county. The court should take proactive steps to stop those requests that are not likely to be pursued and lower some of the burden, at least from Colorado, on receiving states. At the 90th day after the ICPC request has been sent to the receiving state, the system should generate a letter to be signed by the judicial officer directed to the receiving state's Compact Administrator to inquire as to the status of the pending request. When this has been undertaken by judges the process seems to get back on track. At 120<sup>th</sup> day a letter should be generated to the judicial officer in the receiving state in the county of the potential placement to ask for cooperation and assistance from that court in getting the matter completed. Thereafter the judicial officer may contact the counter part in the receiving state by phone. This contact could be instrumental in making sure the case does not have excessive delay.

## **Training**

It is clear that additional training is needed for both lawyers and judges so that they can more effectively use the provisions of the compact and the corresponding regulations, both those promulgated by the State of Colorado and the AAICPC to move the process forward. The Association of Administrators of the Interstate Compact on the Placement of Children (AAICPC) was established in 1974 and consists of members from all 50 states, the District of Columbia and the U.S. Virgin Islands. The AAICPC has authority under ICPC to “promulgate rules and regulations to carry out more effectively the terms and provisions of this compact.” While all stakeholders tend to be aware of the compact, they are not familiar with its provisions and few are aware of the corresponding regulations promulgated by the AAICPC. While there is only a single published case that directly deals with ICPC, judges and lawyers should be aware of its impact. Under that ruling Courts in Colorado should designate themselves as the sending agency in order to make certain that the court retains the jurisdiction to determine if a child should be returned to Colorado. Likewise courts should hold best interest hearings when both placing and ordering children to be returned other wise under the Colorado Supreme Court rulings the court could lose jurisdiction.

# X. Appendix

ICPC 100A  
REV. 8/2001

One form per child  
Please type

## INTERSTATE COMPACT ON THE PLACEMENT OF CHILDREN REQUEST

TO:

FROM:

SECTION I - IDENTIFYING DATA			
Notice is given of intent to place - Name of Child:		Ethnicity: Hispanic Origin: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine/unknown	
Social Security Number:		Race: <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian/ Other Pacific Islander <input type="checkbox"/> Black or African American <input type="checkbox"/> White	
Sex:	Date of Birth	ICWA Eligible <input type="checkbox"/> Yes <input type="checkbox"/> No Title IV-E determination <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending	
Name of Mother:		Name of Father:	
Name of Agency or Person Responsible for Planning for Child:			Phone:
Address:			
Name of Agency or Person Financially Responsible for Child:			Phone:
Address:			
SECTION II - PLACEMENT INFORMATION			
Name of Person(s) or Facility Child is to be placed with:			Soc Sec # (optional): Soc Sec # (optional):
Address:			Phone:
Type of Care Requested:		<input type="checkbox"/> Parent <input type="checkbox"/> Relative (Not Parent) Relationship: _____ <input type="checkbox"/> Other: _____	
<input type="checkbox"/> Foster Family Home <input type="checkbox"/> Group Home Care <input type="checkbox"/> Child Caring Institution	<input type="checkbox"/> Residential Treatment Center <input type="checkbox"/> Institutional Care-Article VI, Adjudicated Delinquent	<input type="checkbox"/> ADOPTION <input type="checkbox"/> IV-E Subsidy <input type="checkbox"/> Non IV-E Subsidy To Be Finalized In: <input type="checkbox"/> Sending State <input type="checkbox"/> Receiving State	
Current Legal Status of Child:		<input type="checkbox"/> Protective Supervision <input type="checkbox"/> Parental Rights Terminated-Right to Place for Adoption <input type="checkbox"/> Unaccompanied Refugee Minor <input type="checkbox"/> Other: _____	
<input type="checkbox"/> Sending Agency Custody/Guardianship <input type="checkbox"/> Parent Relative Custody/Guardianship <input type="checkbox"/> Court Jurisdiction Only			
SECTION III - SERVICES REQUESTED			
Initial Report Requested (if applicable): <input type="checkbox"/> Parent Home Study <input type="checkbox"/> Relative Home Study <input type="checkbox"/> Adoptive Home Study <input type="checkbox"/> Foster Home Study	Supervisory Services Requested: <input type="checkbox"/> Request Receiving State to Arrange Supervision <input type="checkbox"/> Another Agency Agreed to Supervise <input type="checkbox"/> Sending Agency to Supervise	Supervisory Reports Requested: <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annually <input type="checkbox"/> Upon Request <input type="checkbox"/> Other:	
Name and Address of Supervising Agency in Receiving State:			
Enclosed: <input type="checkbox"/> Child's Social History <input type="checkbox"/> Court Order <input type="checkbox"/> Financial/Medical Plan <input type="checkbox"/> Other Enclosures <input type="checkbox"/> Home Study of Placement Resource <input type="checkbox"/> ICWA Enclosure <input type="checkbox"/> IV-E Eligibility Documentation			
Signature of Sending Agency or Person:			Date:
Signature of Sending State Compact Administrator, Deputy or Alternate:			Date:
SECTION IV - ACTION BY RECEIVING STATE PURSUANT TO ARTICLE III(d) of ICPC			
<input type="checkbox"/> Placement may be made <input type="checkbox"/> Placement shall not be made <b>REMARKS:</b>			
Signature of Receiving State Compact Administrator, Deputy or Alternate:			Date:

**DISTRIBUTION (Complete six (6) copies):**

- Sending Agency retains a (1) copy and forwards completed original plus four (4) copies to:
- Sending Compact Administrator, DCA, or alternate retains a (1) copy and forwards completed original and three (3) copies to:
- Receiving Agency Compact Administrator, DCA, or alternate who initiates action (Article 8) and forwards a (4) copies to:



## **APPENDIX C**

### **BPC TEAM AND ROLE SPECIFIC TRAINING EVALUATION**

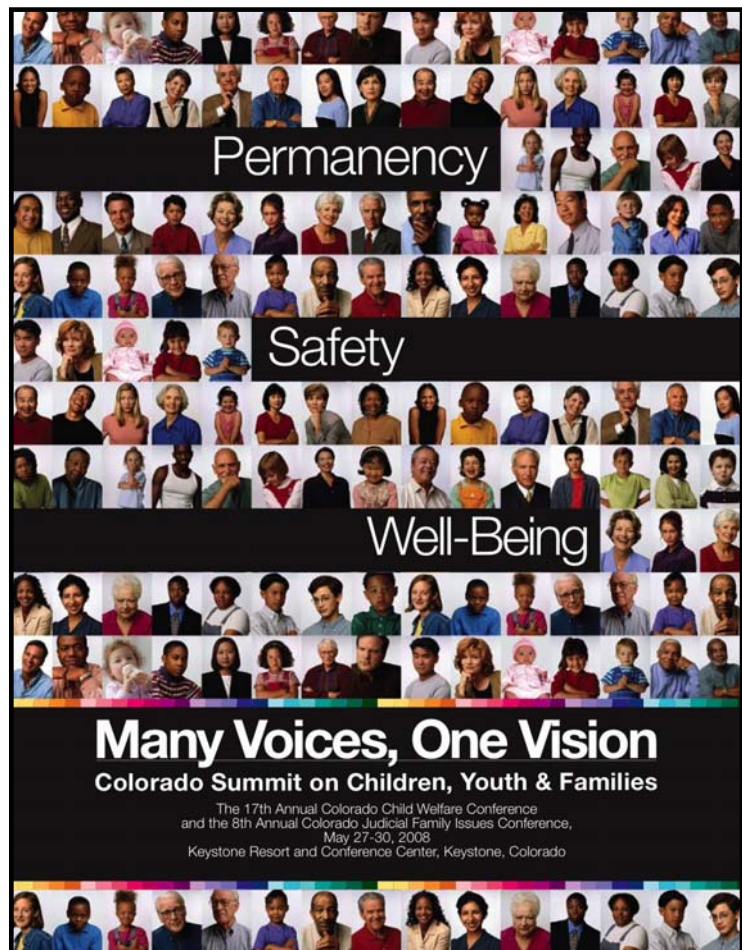
# 2008 Colorado Summit on Children, Youth, and Families

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Best Practice  
Court Team  
and  
Role-Specific  
Training  
Evaluation

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Final Report



**University of Southern Maine  
Muskie School of Public Service**

Susan Kanak, Policy Associate  
Julie Atkins, Research Associate  
November 2008

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*The authors wish to thank Bill DeLisio and Kay Yorty from the Court Improvement Program at the Colorado State Court Administrator's Office for their assistance with editing and providing materials for this report.*

## **Executive Summary**

In 2008, the Colorado Judicial Branch Court Improvement Program and the Colorado Department of Human Services Division of Child Welfare worked collaboratively to replace their respective annual conferences with the first annual *Colorado Summit on Children, Youth and Families (2008 Summit)*. The collaborative goal was to bring all child welfare stakeholders together in one place to discuss issues facing the child welfare system and to find practical solutions for achieving the permanency, safety, and well-being of those Colorado families who find themselves embroiled in the dependency and neglect court. Beginning in August 2007, Judicial and Child Welfare met in frequent joint planning sessions to choose the location, to find plenary speakers, to design cross-training sessions, to design role-specific training sessions, to plan a cross-system team session, and to clearly define all of the details that go into planning a summit. The success of this meaningful collaboration and joint planning was realized when approximately one-thousand professionals and volunteers from across the state attended the *2008 Summit* in Keystone, Colorado, from May 27-May 30, 2008.

### **Role-Specific Training (Attorney, Judicial and County Director Forums)**

During the initial planning phases for the Summit individualized role-specific training was identified as a need, primarily because role-specific training was traditionally provided at past judicial and human services conferences. Therefore, on Tuesday May 27, 2008, the Summit commenced with a full day of role-specific training for judicial officers, judicial personnel, county attorneys, Guardians ad Litem, respondent parents' attorneys and local directors of county departments of human services. The opening plenary focusing on collaboration was the only session scheduled in which professionals attended jointly. However, opportunities to network were scheduled during breaks and during an evening reception. Approximately one-hundred judicial representatives, seventy attorneys and sixty-four directors of local departments of human services attended Role-Specific Training.

### **Cross-System Team Training (Best Practice Court Teams)**

As planning for the *2008 Summit* evolved, designing cross-systems multi-disciplinary team training for Colorado's twenty-two judicial districts was identified as a high priority. The multi-disciplinary teams attending the team training were designated *Best Practice Court Teams*; *Best Practice Court Teams* are standing teams led by lead dependency and neglect judges who are designated by the Chief Judge in each judicial district. Membership includes local child welfare representatives, Court Appointed Special Advocates, Guardians ad Litem, respondent parents' counsel, county attorneys, family court facilitators, education representatives, service providers, foster parents, faith-based organizations, or other stakeholders who are involved in the child welfare system or the dependency and neglect court. When the team session commenced on

Wednesday, May 27, 2008, twenty-one judicial districts were represented by Best Practice Court Teams.

The *2008 Summit* Multi-disciplinary Team Session (hereinafter “Best Practice Court Team Training”) was dedicated to setting and refining goals designed to incorporate best practices in the handling of dependency and neglect cases. The newer teams worked on setting basic goals and the more established teams worked on refining existing goals (the Team Goals are included as Appendix A of this document). Even though the specific goals varied among teams, the overarching goal was to find practical ways to effect systemic change in dependency and neglect case processing by problem solving at the local level. While individual judicial districts were encouraged to set goals that related to their communities' unique needs, the goals also had to link directly to permanency, safety, and well being for children, youth, and families.

### **Assessing the Effectiveness of Best Practice Court Team and Role-Specific Training**

This assessment was designed to evaluate 1.) the Role-Specific and Best Practice Court Team Training delivered at the 2008 Summit, 2.) to serve as a needs assessment to aid in structuring the Best Practice Team Training, Role-Specific Training, and 3.) inform the evaluation plan and tools for the *2009 Summit on Children, Youth and Families*. The recommendations are summarized below:

## **Recommendations for Future Role-Specific Training**

**Recommendation #1: Limit Role-Specific Training at Summit.** Individual role-specific training for attorneys and judges was rated as effective but survey respondents felt the sessions offered were relevant to both attorneys and judges and should not have been offered exclusively to each group. If role-specific training is offered it should be offered on a limited basis or repeated so that all legal professionals can attend the sessions.

**Recommendation #2: Utilize Survey Responses to Identify Training Topics.** The survey respondents provided several training topics that they would like offered in future training events. These suggestions should be considered in all future planning efforts by Summit organizers.

**Recommendation #3: Do Not Schedule Role-Specific Training and Best Practice Court Team Training Simultaneously.** Survey responses indicated that holding the Director’s Forum at the same time as the Best Practice Court Team training prevented some from attending Best Practice Court Team training. Role-specific training should not conflict with Best Practice Court Team training.

# Recommendations for Future Best Practice Court Team Training

**Recommendation #1: Develop Methods that Increase Communication and Delivery of Technical Assistance Within and Among Best Practice Court Teams.** Survey responses indicated an interest in sharing information across disciplines and jurisdictions. To aid the ongoing development and growth of Best Practice Court Teams, technology should be used to aid the sharing of best practices, projects, goals and resources. Tools such as email, websites, blogs, listservs and electronic clearinghouses should be utilized for improved communication.

**Recommendation #2: Provide Training on Strategic Communication for Best Practice Court Teams.** Survey responses identified communication as a topic for future trainings. Communication training should address such topics as: 1) Developing and disseminating memorandums of understanding, collaborative goals policies, projects and protocols within and among Best Practice Court Teams; 2) establishing relationships with local media, governmental decision makers and other relevant organizations to further and publicize Best Practice Court Team goals; 3) ensuring that all stakeholders have a voice and understand systems functioning.

**Recommendation #3: Provide Leadership Training for Best Practice Court Teams.** Survey responses indicated a need to develop leadership within the teams to ensure follow-through. Future trainings should address such topics as: 1) transition planning for judicial rotations and changes in key staff system-wide; 2) clearly defining roles, responsibilities and expectations of Best Practice Court Teams; 3) identifying key stakeholders and community members that should participate on Best Practice Court Teams; 4) including Chief Judges on Best Practice Court Teams.

**Recommendation #4: Provide Strategic Planning Training for Best Practice Court Teams.** The survey responses indicated a need for additional training on establishing SMART goals and effective implementation of goals in a collaborative multi-disciplinary setting. To aid this process, district-specific and statewide performance and outcomes-based data should be provided to Best Practice Court Teams to inform the planning process and to measure outcomes, e.g. Family Justice Information System (FASMJIS) Data, National Child Abuse Data System (NCANDS) Data, Adoption and Foster Care Analysis and Reporting System (AFCARS) Data, Program Improvement Plans (PIP).

**Recommendation #5: Provide Best Practice Teams the Opportunity to Meet Individually During Statewide Training Events.** Survey responses revealed that in order to support and improve the training, Best Practice Court Teams should be provided time to meet individually in a structured setting with an agenda developed by the team in advance of

the meeting. These individual meetings should be held in small rooms and facilitators should be provided to teams upon request.

**Recommendation #6: Communicate Results of the Child and Family Services Review and Program Improvement Plan to Best Practice Court Teams.** Based on the diverse group of professionals and child welfare stakeholders that make up Best Practice Court Teams at the local level, the Colorado Judicial Department and Colorado Department of Human Services Division of Child Welfare should regularly communicate with these teams when planning, administering and implementing the Child and Family Services Review as well as other statewide initiatives.

## Recommendations for Future Evaluations

**Recommendation #1: Increase the Return Rate of Evaluation.** If the Colorado State Court Administrator's Office decides to conduct an on-site evaluation of the Best Practice Court Team training at the next Summit, additional efforts should be made to increase the return rate. For example, the purpose and importance of completing the evaluation form should be highlighted during introductory remarks and a reminder given at the close. Also, staff could stand by the exit and collect the forms.

**Recommendation #2: Improve Evaluation Tools.** Reconsider the relationship of the Best Practice Team training evaluation and the overall Summit evaluation and decide which tool will gather the most helpful information for the State Court Administrator's Office. This year the response rate to questions asked about the Tuesday Role-Specific sessions on the multi-disciplinary evaluation was low and thus had limited usefulness. The low rate may be increased in the future if the multi-disciplinary evaluation focused on just the Best Practice Team training, relying on the conference evaluation for the other sessions.

**Recommendation #3: Develop A Mechanism to Receive Ongoing Requests.** Request, receive and review interim reports on the post summit evaluation results. This will allow the State Court Administrator's Office to immediately respond to requests for additional technical assistance.

**Recommendation #4: Utilize Evaluation Data Across Systems.** Results of Best Practice Team training should be utilized by the State Court Administrator's Office as well as the Division of Child Welfare and other stakeholder groups.

## **I. Introduction**

The Colorado State Court Administrator's Office and Colorado Department of Human Services asked the Muskie School of Public Service to evaluate the Best Practice Court and Role-Specific Training of the First Annual 2008 Colorado Summit on Children, Youth, and Families (*2008 Summit*). The evaluation included both an on-site component to collect immediate impressions of participants who attended the *2008 Summit* and a post-conference evaluation distributed via email in August 2008 to gather information on how the sessions informed participants' work after returning to their offices. The on-site component included feedback on the Role-Specific forums held on Tuesday as well as the Best Practice Court Team training held on Wednesday morning.

The responses to both parts of the evaluation were generally positive and yielded helpful suggestions for enhancing the Best Practice Court Team training. The value of this work is summarized in a comment from one evaluation response '...I believe that these cross team discussions have the potential to improve services to the families who find themselves involved in the court process.'

The process of forming Best Practice Court Teams and setting team goals represents the first step in developing an infrastructure that will allow for the ongoing and meaningful collaboration among all child welfare stakeholders at all levels of government across Colorado. This effort has the potential to lead to positive systems change. Ongoing training and technical assistance is needed to meet and implement Best Practice Team Goals (Appendix A).

## **II. Methodology**

Based on sign-in sheets, the Best Practice Court Team training was attended by 213 people from 21 of the 22 judicial districts. The on-site evaluation was administered at the Best Practice Court Team Training and was completed by 48 of the 213 participants for a response rate of 23%. The evaluators attended the team training, sat in on team discussions, and offered technical assistance. Participants who attended the Best Practice Court Team training were asked to evaluate both the team training and any role-specific forum sessions that they attended. The follow-up evaluation was distributed in August via email as an online survey to everyone listed on the sign-in sheets for the Best Practice Team training. Two reminder emails were sent in September. Recipients were offered the option of completing the survey by phone in each email message. The follow-up survey was completed by 80 participants for a response rate of 39%. Eight of those listed on the sign-in sheet had inactive email addresses leaving the total sample of 205 for the follow-up evaluation.



Questions in the follow-up survey focused on participants' experience with Best Practice Court Team training, their feedback on the session, and additional technical assistance needs they may have. Copies of the on-site and follow-up evaluation instruments are included in Appendices C and D.

### **III. Key Findings**

Key survey responses and analysis are summarized here; specific response frequencies for both surveys are located in Appendices C and D.

#### **Respondent Profile**

Respondents, especially to the follow-up evaluations, were well distributed among Judicial Districts. Only the Ninth District is unrepresented as there were no attendees at the conference. The Twelfth District had the highest follow-up representation, with 11% of the respondents (9). The Seventh District had the highest number of respondents to the on-site evaluation, with 15% (7).

Team members represented a wide variety of disciplines. County Attorneys responded most frequently to both surveys (11% and 15% respectively), with Parent's Attorneys, GALs, and County Directors among the top five groups responding to both. County Administrators and Family Court Facilitators rounded out the top five on the on-site and follow-up surveys respectively.

Among those attendees who indicated "other" described their positions as: CASA Program Director, Client Manager/Parole Officer, Juvenile Parole, Child Welfare Supervisor, Executive Director of Community Centered Board, HHS Supervisor, Probation Officer, Public Health Director, School Administrator, Drug/Alcohol Treatment, Executive Director of Family Resource Center, Family Parenting Program, Registered Nurse working with Child Welfare Caseworkers, County Dept Deputy Director, Director of Community Health Services, and Director Youth Services Center.

Respondents' years of experience working with child welfare varied. Almost one quarter (23%) of respondents have worked in/with the child welfare system for 5 years or less and another quarter (24%) for 6-10 years. Twenty percent have worked with child welfare for 11-15 years, 18% for 16-20 years, and 16% for over 20 years.

There was a distinct increase in those who identified themselves as a member of a Best Practice Court Teams between the on-site and follow-up surveys. While 72% (33) indicated they were a member of a team on the on-site survey, 90% (72) indicated they were a member on the follow-up survey. This is supported by the fact that 73% (53) of

those who indicated on the follow-up survey that they were a member of a team have been so for six months or less.

### **Role-Specific Training Feedback - Tuesday May 27, 2008**

While 70% of respondents reported attending Role-Specific Training on Tuesday, feedback provided was unfortunately limited; that provided, however, was overwhelmingly positive. The largest number of respondents offered feedback on the opening plenary session, with 93% (26) rating the content as "outstanding" or "good" and 100% (21) finding it "relevant". With an average of only 4 respondents (ranging from 2 to 7) offering feedback on the remaining 14 sessions, specific quantitative findings are less meaningful. The trend, however, is decidedly positive - ten of the sessions were rated as "outstanding" or "good" by 100% of respondents. All sessions were rated as "relevant" by 100% of respondents. Topics suggested for additional training include child development, probate matters affecting children in addition to guardianship, and interviewing children for judicial officers.

### **Best Practice Court Team Session Feedback – Wednesday May 28, 2008**

When asked "What other members of your team were in attendance at the sessions?", the top five most frequently reported team members were GALs (64%), Chief Judges (60%), County attorneys (60%), Family Court Facilitators (60%), and Parent's attorneys (55%).

When asked to rate the Best Practice Court Team training on content and relevance, results were generally positive. A quarter or more rated the Individual Team Work Session (27%) and the Goals Methodology Presentation (25%) as "outstanding". The Services and Resources Presentation was rated as "good" by 68% of respondents and half (50%) rated the Best Practice Courts Presentation as "good". All four sessions were overwhelmingly rated as relevant, ranging from 100% to 83%. The most frequent request for additional training needed was Services and Resources with 11%.

The on-site evaluation captured initial impressions of any changes that should be made to the sessions in the future. One recurring theme was that the room was too noisy during the breakout sessions and people could not hear - this was a frequent complaint across both surveys. Several felt that the time with the team was "beneficial/productive" and thought it could be longer.

The follow-up survey asked this question in more depth. Participants were asked whether they would suggest changes to content (21%), length of session (21%), additional training on SMART goal setting (13%), or other. Several content comments focused on being able to meet with or have a presentation from an experienced team,

plans for follow-up once the teams return home, and more interaction with both their own and other teams.

Those commenting on the length of the session almost universally wished for more time to work together as teams and to set goals.

One request on the additional training for SMART goal setting was that there be "more goal directed activity with clearer direction/outcome."

Other suggestions focused on having a quieter room and the importance of having all of the team members, especially the Chief Judge, at the session.

When asked if they were more aware of available resources as a result of attending the Role-Specific Training, 46% responded "yes" while 64% reported being more aware of available resources as a result of attending the Best Practice Team Training.

Over half (53%) of teams have met since the conference and 48% have a future meeting scheduled. Almost one quarter (24%) were unsure of whether a future meeting was scheduled. When asked why, a few responded that a change in judicial leadership was pending, no one was taking the lead or they simply hadn't heard anything as of yet. Several (38%) reported that they were now on a monthly or quarterly meeting schedule.

### **Technical Assistance Needs**

The follow-up survey asked several questions on the teams' technical assistance needs. More than one quarter (26%) reported that additional technical assistance would be helpful to continue working on team goals. Identifying resources (20%) and information exchange with other judicial districts (19%) were most frequently selected. Setting or refining goals (13%) and regularly scheduled TA calls (6%) were selected less often. Ten percent indicated "other", described as "quarterly meeting notes or updates, newsletter", "working with the judicial district to re-engage the team", and "a better sense of a state-wide system for furthering child welfare goals". Several teams provided specific contact information which has been compiled into a separate document to be provided to the State Court Administrator's Office. Their specific requests for technical assistance, when available, are indicated.

When analyses were conducted on those who requested additional technical assistance, not surprisingly, 76% (16) of those requesting assistance were from teams formed within the last year. About one third (30%) of groups requesting assistance are those who report having established regular meeting schedules.

## **Additional Thoughts**

Both surveys asked for overall recommendations or additional thoughts. Specific suggestions from the on-site evaluation include not separating judges and attorneys, having separate rooms for breakout sessions, and addressing more on the purpose and background of the Best Practice Court Teams as well as what each team member brings to the table.

The follow-up evaluation included several specific suggestions for moving forward: provide each team with the email address of their contact person and a phone or email list of resources, include presentations from non-traditional team members, bring in a specific judge and child welfare director from Hampton, VA as speakers, and include more emphasis on collaboration between Child Protection/Child Welfare and Delinquency.

Requests included the need for a secretary for the team to take minutes and do follow-up and assistance on getting a master list of resources from a district including five DSS offices.

Other comments indicated how helpful the process is and that they are excited to move forward.

## **IV. Recommendations for Future Evaluations**

The Colorado State Court Administrator's Office and Colorado Department of Human Services Division of Child Welfare asked the Muskie School of Public Service to conduct a separate review of the evaluation tools and process used by the State Court Administrator's Office to evaluate its training. Therefore this section will present recommendations focusing exclusively on the Best Practice Court Team evaluations discussed in this report.

Recommendations:

1. If the Colorado State Court Administrator's Office decides to conduct an on-site evaluation of the Best Practice Court Team training at the next Summit, additional efforts should be made to increase the return rate. For example, the purpose and importance of completing the evaluation form should be highlighted during introductory remarks and a reminder given at the close. Also, staff could stand by the exit and collect the forms.
2. Reconsider the relationship of the Best Practice Team training evaluation and the overall Summit evaluation and decide which tool will gather the most helpful information for the State Court Administrator's Office. This year the response rate

to questions asked about the Tuesday Role-Specific sessions on the multi-disciplinary evaluation was low and thus had limited usefulness. The low rate may be increased in the future if the multi-disciplinary evaluation focused on just the Best Practice Team training, relying on the conference evaluation for the other sessions.

3. Request, receive and review interim reports on the post summit evaluation results. This will allow the State Court Administrator's Office to immediately respond to requests for additional technical assistance.
4. Results of Best Practice Team training should be utilized by the State Court Administrator's Office as well as the Division of Child Welfare and other stakeholder groups.

## **V. Recommendations for Future Trainings**

The Colorado State Court Administrator's Office and Colorado Department of Human Services Division of Child Welfare asked the Muskie School of Public Service to conduct a separate review of the training offered at the Summit. Therefore this section will present recommendations focusing exclusively on the Role Specific Best Practice Court Team Training.

### **Recommendations on Role-Specific Training:**

1. If role-specific training is offered it should be offered on a limited basis or repeated so that all legal professionals can attend the sessions.
2. The survey respondents provided several suggestions for future training which should be considered in all future planning efforts by Summit organizers.
3. Role-specific training should not conflict with Best Practice Court Team training.

### **Recommendations on Best Practice Team Training:**

1. To aid the ongoing development and growth and of Best Practice Court Teams, technology should be used to aid the sharing of best practices, projects, goals and resources.
2. Strategic communication training should address such topics as: 1) Developing and disseminating memorandums of understanding, collaborative goals policies, projects and protocols within and among Best Practice Court Teams; 2) establishing relationships with local media, governmental decision makers and other relevant organizations to further and publicize Best Practice Team goals; 3) ensuring that all stakeholders have a voice and understand systems functioning.

3. Future trainings focusing on leadership should address such topics as: 1) Transition planning for judicial rotations and changes in key staff system-wide; 2) clearly defining roles, responsibilities and expectations of Best Practice Court Teams; 3) identifying key stakeholders and community members that should participate on Best Practice Court Teams; 4) including Chief Judges on Best Practice Court Teams.
4. Training on establishing SMART goals and effective implementation of goals in a collaborative multi-disciplinary setting should be offered at future trainings. To aid this process, district-specific and statewide performance and outcomes-based data should also be provided to Best Practice Court Teams to inform the planning process and to measure outcomes.
5. Best Practice Court Teams should be provided time to meet individually in a structured setting with an agenda developed by the team in advance of the meeting. These individual meetings should be held in small rooms and facilitators should be provided to teams upon request.
6. Based on the diverse group of professionals and child welfare stakeholders that make up Best Practice Court Teams at the local level, the Colorado Judicial Department and Colorado Department of Human Services Division of Child Welfare should regularly communicate with these teams when planning, administering and implementing the Child and Family Services Review as well as other statewide initiatives.

**Appendix A**  
**Best Practice Court Team Goals**

## 2008 Summit on Children, Youth & Families Dependency & Neglect Teams

The *2008 Summit on Children, Youth & Families* was a historic event for Colorado's Dependency and Neglect multi-disciplinary teams because twenty-one of Colorado's twenty-two judicial districts met to set and refine team goals for the upcoming year!

The collaborative teams are led by judges who are appointed by the Chief Judge in each judicial district and are multi-disciplinary in nature. Team membership must include local child welfare participants and may include children's attorneys, respondent parent council attorneys, Department attorneys, education representatives, service providers, foster parents, faith based organizations, or any other participant who is involved in the child welfare system or the world of dependency and neglect. Even though the specific goals vary among teams, the overarching goal of all the teams is to achieve safety, permanency, and well-being for foster care children and youth.

Some of the teams convened for the first time at the *2008 Summit on Children, Youth, & Families* while others have been meeting consistently for years. All of the teams will work at the local level during 2008/2009 to accomplish the below goals.

### Dependency & Neglect Team Goals

First Judicial District – Judge Boatright  
Next Meeting June 19<sup>th</sup> at 12:00

1. Establish Family Integrated Treatment Court ("FIT") - Family Drug Court) by September 1, 2008
  - A. District will use a provider for FIT Court.
  - B. Need to determine day & time for Court
2. Measurable Goals:
  - A. 5 Families within first week of September
  - B. Provider in home within 48 hours.
  - C. Immediate safety assessment
  - D. Legal aspect explained by attorneys at TPC/EPO Hearings
  - E. Work on Details
3. Long Term Goals:
  - A. Reduction in # of terminations
  - B. Reduction in # of re-abuse & re-entry to the system
  - C. Increase # of families who stay together w/out Our of Home Placement.

Second Judicial District – Judge Ashby  
Next Meeting Date June 13, 2008



1. At the first D&N hearing, the respondent parents will leave with a written statement of the evaluations and services to be provided, with specific schedules, to give them a clear road map for the next 30 days (as a result of collaboration between the attorneys, the Department, GALs, attorneys, and parents).
2. Work to be fully implemented by January 1, 2009 – 15 cases

Third Judicial District – Judge Appel
---------------------------------------

1. To strengthen local placement of children by establishing a Foster Care Coordinator, one position shared between Las Animas and Huerfano Counties, so that, in one year from June 2008, such local placement in Las Animas County increases from one to four – in Huerfano County, seven to nine.
  - A. 80% of children placed out-of-district could be placed locally.
2. To monitor and enforce 3<sup>rd</sup> JD MOP 98-02 so that Respondent Parent Counsel receives Presumptive Treatment Plan from DHS/DSS within 35 days of shelter hearing & schedule Pre-trial conferences & adjudicatory Hearing on other than D&N review dates so counsel & parents have time to consider PTP.

Fourth Judicial District - El Paso – Judge Shakes Next Meeting July 9, 2008 Fourth Judicial District – Teller – Judge Colt Next Meeting August 21, 2008
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1. (El Paso) To better incorporate stakeholders' experiences, needs, & recommendations into the collaborative system process through the development of an institutionalized Quarterly System Day meeting of the multiple stakeholders with the 1<sup>st</sup> event to take place within the next 12 months.
2. (El Paso) Create a system process to develop a Treatment Plan with specific goals and quality services including all stakeholders & parties to the case by 30 days from the adjudicatory hearing for 75% of all cases.
3. Create a system process to develop a treatment plan with specific goals and quality services including all stakeholders & parties to the case by 30 days from the adjudicatory hearing for 80% of all cases.

Fifth Judicial District – Judge Ruckriegle  
Next meeting in June 2008  
Future meetings every 2 months, then progress to quarterly

1. Create a consistent team decision making process throughout the 5<sup>th</sup> Judicial District by:
  - A. Identifying stakeholders & potential members
  - B. Define the process for TDMs (How often, facilitator, who's there)
  - C. Incorporate the process into a 5<sup>th</sup> Judicial District Plan pursuant to CJD98-02.
  - D. Have regular district-wide meetings to discuss resources, best practices, strengths & weaknesses and to create consistently throughout the district.

Sixth Judicial District – Judge Lyman  
Meet on June 18<sup>th</sup> for Lunch  
Next Meeting on July 15, 2008

1. Archuleta County/Pagosa Springs: License five new foster families within next twelve months.
2. La Plata: D&N Drug Court
  - A. 50% ongoing caseload of 30
  - B. 2 District Court Judges – 1 Family Law Judge
  - C. 7 cases once a week to staff
  - D. One year to establish
3. Additional Respondent Parent Counsel, at least 2, one year to establish.

Seventh Judicial District – Judge Patrick

1. Update and consolidate lists of resources available in District and identify an agency willing to create and maintain a website listing such resources.
2. Update, improve, and clarify District Plan and discuss strategies to implement Plan in meaningful ways.

Eighth Judicial District – Magistrate Berenato

1. Reduce TRCCF placements 50% within first year and 0 (zero) placements after 3<sup>rd</sup> year.

- A. Monitor placements quarterly @1451 Coalition
  - B. Visit/ "Audit" Best Practice Service Model
2. Increase Family Reunification
    - A. Treatment Coordinator through Curt
    - B. Adopt a "One Plan, prioritization approach.

Tenth Judicial District
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1. Family Voice – Family Choice
  - A. Provide meaningful family input into early case planning.

Eleventh Judicial District – Judge Barton
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1. District Goal: Develop written District Plan for D&N cases to be completed within 6 months.
2. County Goals:
  - B. Custer: Regular Team Meetings
  - C. Chaffee: Regular Team Meetings to address: (1) foster care recruitment, (2) family drug court, (3) implementation of team decision making, and (4) SB226 protocols.
  - D. Fremont: Regular Team Meetings to address: earlier attorney involvement & assessments.
  - E. Park: Regular Team Meetings to improve communication between stakeholders.

Twelfth Judicial District – Judge Swift Next Meeting August 1, 2008
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1. The 12<sup>th</sup> Judicial District Cross-Systems Team will meet on 8/1/08 from 2-4 PM at the Alamosa County Administrative Building to review the Resource Lists and begin work toward identifying other needed services.
2. In order to provide better services to families in each of the 6 counties of the San Luis Valley, we will compile a list of resources each Department has available in each county – that the Department uses and that the Department has developed. In addition, each Department will compile a list of needs. Lists to be provided to contact person Jim Berg by July 1, 2008, and he will compile a valley wide list.

3. All members of cross-systems team will review the District Plan prior to 8/1/08 meeting and will be prepared to suggest revisions to the plan to create a process that will clarify for parents what they need to do to successfully complete a D&N Treatment Plan.

Thirteenth Judicial District – Judge Penny  
Next Meeting July 16, at 1:30 P.M. Logan County Justice Center

1. As early as possible, but in no event later than 14 days following removal or the filing of a Petition in D&N, DHS shall conduct an "EIG" (Early Intervention Conference) that involves all stakeholders (i.e. Respondents, GAL, extended family, significant others, foster home/placement, schools, probation, community resources CMHC, et cetera) with the goal of identifying family needs, strengths, existing resources, reducing animosity amongst participants, and initiating services on an expedited basis.

Fourteenth Judicial District – Judge Hoak

1. Provide a monthly (on the record, but informal) Court/DSS/Respondent review in D&N cases to exchange feedback with regard to treatment plans compliance.

Fifteenth Judicial District – Judge Brinkley

1. Improve D&N Process
  - A. Make every hearing important.
  - B. Understand why there are timeframes; communicate these timeframes; implement them.
  - C. Have common language in court.
  - D. Cross Training w/CW - Judicial process.

Sixteenth Judicial District – Judge Kolomitz

1. Become 1451 Community by June 2009
2. FAMJIS – Information will be accessible, understandable and fully utilized by December 2008.

Seventeenth Judicial District – Judge Delgado

1. COURT IMPROVEMENT:

PURPOSE: To evaluate and improve the D & N process for the purpose of maximizing the potential for families to successfully achieve reunification and maximizing the effectiveness of resources available by:

- A. Developing and implementing an “Mental Health D & N Court” in Division D1
- B. Conduct a best practice pilot project on Racial Overrepresentation Representation and Cultural Competency/Responsiveness in our D & N system.

2. RACIAL OVER REPRESENTATION:

PURPOSE: To take steps to reduce over representation of minority families in the child welfare system by:

- A. Developing a long term comprehensive model
- B. Accessing resources for funding and/or technical assistance to implement comprehensive model
- C. Collaboration with the Adams County Youth Initiative

3. YOUTH INVOLVEMENT:

PURPOSE: To improve outcomes for adolescents in out of home placement by providing opportunities for higher education and long term connections with supportive adults.

- A. College Day
- B. Family Find for Youth in Transition Population

Eighteenth Judicial District – Magistrate Lung  
Next Meeting: June 24<sup>th</sup> at Noon

- 1. Day of Collaboration Seminar in October 2008

Nineteenth Judicial District – Judge Lowenbach  
Next Meeting July 9, 2008  
Team Members are the Weld County Collaborative & Model Court Subcommittees

- 1. At the Dispositional Hearing, set a “Case Management Facilitation” within 90 days of the hearing. Set this in every case. Case management facilitation will be set every quarter to manage the case. All providers &

parties, school, foster parents, therapists, visitation supervisors, etc. will be invited & expected to Attend. Goal date is September 1<sup>st</sup> 2008.

2. Parent/child: Visitation Evaluation within first 30 days of case. Evaluate time, frequency, type (supervised, therapeutic, etc.), and criteria for modifications.

Twentieth Judicial District – Judge Mallard

1. Inform bio parents of specific risk to safety and methods to mitigate the risk to their children. This will be done in clear language.

Twenty-First Judicial District – Judge Robison

1. Improve communication between agencies about available services, process for accessing services, addressing needs and gaps.
2. Create a steering committee that meets monthly to address the needs of children involved in the court system.
3. Improve access and capacity to mental health services for kids.
4. Improve the quality and quantity of visitation for children.

Twenty-Second Judicial District – Judge Walker

1. Establish a steering committee of family service providers and devise mechanisms for the prudent expenditure of TANF and TANF reserves by August 30, 2008.
2. Continue committee meeting to facilitate our 1<sup>st</sup> goal and to continue to Find and implement goals by meeting on a monthly basis.

Summary of Goals

- ✓ Front-loading Services
- ✓ Foster Parent Recruitment
- ✓ Representation
- ✓ Family Drug Court
- ✓ Placement Issues
- ✓ Team Decision Meetings/Treatment Planning
- ✓ Collaboration
- ✓ Strategic Planning
- ✓ Foster parent Licensing

- ✓ Family engagement
- ✓ Pre-hearing Conferences
- ✓ Improving Outcomes for Older Youth
- ✓ Minority Over Representation
- ✓ Mental health Dependency and Neglect Court
- ✓ Visitation

# **Appendix B**

## **Bibliography Related to Team Goals**



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**Appendix C**  
**On Site Evaluation Instrument and**  
**Frequencies**

## 2008 SUMMIT ON CHILDREN, YOUTH, AND FAMILIES JUDICIAL COMPONENT EVALUATION

The State Court Administrator's Office and Colorado DHS are working with the Muskie School of Public Service to evaluate the Judicial Component of the 2008 Colorado Summit on Children, Youth, and Families. The evaluation will have two components. First, we are interested in your immediate impressions of the Tuesday sessions and your experience with the Cross System Team sessions on Wednesday. This form will collect data to inform that piece of the evaluation.

In July and August, we will follow-up with you via e-mail and phone to determine how your attendance at the conference and involvement in the Cross System Team sessions may have informed your work when you returned to your office.

Your participation in this evaluation process will help us improve next year's conference and provide information to the State Court Administrator's Office to better address your training and technical assistance needs. All information will be kept confidential. For additional information about this evaluation, please contact Kay Yorty, Colorado State Court Administrator's Office at [margaret.yorty@judicial.state.co.us](mailto:margaret.yorty@judicial.state.co.us) or 303-837-2345. Thank you!

### BACKGROUND INFORMATION

1. Please identify your judicial district # \_\_\_\_\_
2. Are you (please check): Chief Judge \_\_\_\_\_ District Judge \_\_\_\_\_ County Judge \_\_\_\_\_  
Magistrate \_\_\_\_\_ County Attorney \_\_\_\_\_ Parent's Attorney \_\_\_\_\_  
Mixed Representation \_\_\_\_\_ GAL \_\_\_\_\_ County Administrator \_\_\_\_\_  
County Director \_\_\_\_\_ Family Court Facilitator \_\_\_\_\_ Other (please describe) \_\_\_\_\_
3. Years in current position? \_\_\_\_\_

### TUESDAY CONFERENCE SESSIONS (Attended? Yes \_\_\_\_\_ No \_\_\_\_\_)

4. We are interested in the Attorney and Judicial Track sessions you may have attended. In Column A, please rate the overall content. In Column B, please indicate whether the topic was relevant to your work, and in Column C, please indicate whether additional training in this area is needed. If yes, please briefly describe what the additional training may include in the space provided following the chart. Below each session is a space to indicate what will be most helpful to you in your work.

Tuesday Sessions	Column A					Column B		Column C
	Content was....					Topic was....		Additional Training Needed?*
	Poor		Outstanding			Relevant	Not Relevant	
<b>a. Opening Plenary</b>	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***What part of this session will be most helpful to you when you return to work?***

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<b>Attorney Track</b>								
<b>b. Colorado Uniform Guardianship and</b>	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tuesday Sessions	Column A Content was....					Column B Topic was....		Column C Additional Training Needed?*
	Poor			Outstanding	Attend	Relevant	Not Relevant	

**Protective Proceedings Act: Caring for Colorado's Children and Their Assets**

Attend

*What part of this session will be most helpful to you when you return to work?*

**c. Meaningful Youth Involvement in Permanency Planning Discussions and Strategies for Reducing Movement of Children in Placement**

1 2 3 4 Did Not Attend

*What part of this session will be most helpful to you when you return to work?*

**d. Preparation of Winning Appeals, Trends in Appeals, Practice Tips from Court of Appeals Staff Attorney**

1 2 3 4 Did Not Attend

*What part of this session will be most helpful to you when you return to work?*

**e. Making a Record in the Trial Court: Effective Advocacy that Also Sets the Stage for Successful Appeals**

1 2 3 4 Did Not Attend

*What part of this session will be most helpful to you when you return to work?*

**f. Volume 7 and Administrative Advocacy**

1 2 3 4 Did Not Attend

*What part of this session will be most helpful to you when you return to work?*

**g. Accessing Services for Parents and Children with Disabilities: Practical Tips, Tools, and Connections**

1 2 3 4 Did Not Attend

*What part of this session will be most helpful to you when you return to work?*

**h. Hot Topics on Ethics Juvenile Law**

1 2 3 4 Did Not Attend

*What part of this session will be most helpful to you when you return to work?*

**i. Building Communities Where All People**

1 2 3 4 Did Not Attend



Tuesday Sessions	Column A Content was....				Column B Topic was....		Column C Additional Training Needed?*
	Poor		Outstanding		Relevant	Not Relevant	

Are Given the Opportunity to Succeed Attend

*What part of this session will be most helpful to you when you return to work?*

**Judicial Track**

<b>j. Reasonable Efforts Findings &amp; Concurrent Planning in Dependency and Neglect Cases</b>	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*What part of this session will be most helpful to you when you return to work?*

<b>k. How to Practically Implement the Resource Guidelines in Your Court</b>	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*What part of this session will be most helpful to you when you return to work?*

<b>l. Youth Voices in Court</b>	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*What part of this session will be most helpful to you when you return to work?*

<b>m. Interstate Placement of Children</b>	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*What part of this session will be most helpful to you when you return to work?*

<b>n. Hot Topics from the Court of Appeals</b>	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*What part of this session will be most helpful to you when you return to work?*

<b>o. The Virtual Family Court</b>	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*What part of this session will be most helpful to you when you return to work?*

\*If yes, please briefly describe additional training needs:

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**WEDNESDAY CROSS SYSTEM TEAM SESSIONS (Attended? Yes \_\_\_\_\_ No \_\_\_\_\_)**

5. Are you currently a member of a Cross System Judicial District Team? Yes\_\_\_ No\_\_\_ If yes, for how many years? \_\_\_\_\_

6. Have you ever participated in training on Cross System Teams before? Yes\_\_\_ No\_\_\_ If yes, briefly describe:

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7. What other members of your team were in attendance at the Cross System Team sessions ? (please check)

Chief Judge\_\_\_ District Judge\_\_\_ County Judge \_\_\_\_\_

Magistrate \_\_\_ County Attorney\_\_\_ Parent's Attorney\_\_\_\_\_

Mixed Representation\_\_\_ GAL\_\_\_ County Administrator\_\_\_\_\_

County Director\_\_\_ Family Court Facilitator\_\_\_ Other (please describe)\_\_\_\_\_

8. On the following table, please rate the overall content in Column A. In Column B, please indicate whether the topic was relevant to your work, and in Column C, please indicate whether additional training in this area is needed. If yes, please briefly describe what the additional training may include on the line below the chart.

	Column A				Column B		Column C
	Content was....				Topic was....		Additional Training Needed?*
	Poor		Outstanding		Relevant	Not Relevant	
<b>Wednesday Cross System Team Training</b>							
Services/Resources Presentation	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>
Best Practice Courts Presentation	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>
Goals Methodology Presentation	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>
Individual Team Work Session	1	2	3	4	Did Not Attend	<input type="checkbox"/>	<input type="checkbox"/>

\*If yes, please briefly describe additional training needs:

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9. Were the Cross System Team Training sessions designed in an engaging way (i.e., lecture, interactive, time for Q & A, etc)? If not, what should be changed?

10. What, if anything, would you recommend to improve the overall effectiveness of the Cross System Team Training?

## ON-SITE EVALUATION FREQUENCIES

### 2008 SUMMIT ON CHILDREN, YOUTH, AND FAMILIES Cross-Systems Team and Role Specific Training On-Site Evaluation July 2008

N = 48

**1. Please identify your judicial district: (of those who completed an evaluation and indicated a district):**

District 1 - 1	District 7 - 7	District 13 - 2	District 19 - 1
District 2 - 3	District 8 - 3	District 14 - 3	District 20 - 0
District 3 - 1	District 9 - 0	District 15 - 1	District 21 - 1
District 4 - 2	District 10 - 1	District 16 - 2	District 22 - 2
District 5 - 2	District 11 - 3	District 17 - 0	Statewide Office - 0
District 6 - 2	District 12 - 1	District 18 - 4	

**2. Are you (please check):**

County Attorney 11% (5)

Parent's Attorney 11% (5)

GAL 11% (5)

County Administrator 11% (5)

County Director 11% (5)

Chief Judge 7% (3)

District Judge 4% (2)

Magistrate 4% (2)

Family Court Facilitator 4% (2)

Mixed Representation 4% (2)

County Judge 0%

Other (please describe) 20% - *CASA Program Director, Client Mgr/Parole Officer, CW Supervisor, ED of Community Centered Board, HHS Supervisor, Probation Officer, Public Health Director, RN/Public Health Manager, School Administrator, GAL/Parent's Attorney/and/or Family Court Facilitator in addition to position checked*

**3. Years in current position? Range from 0 - 40 years with a mean of 7 years**

**4. There was limited response to questions about Tuesday sessions. Those provided to the question "What part of this session will be most helpful when you return to work?" are included here:**

**Opening Plenary**

*Judge Melonakis' insight as RPC (earlier in his career) was helpful; timeframe statements to advise clients*

*Little - already doing well*

*Motivation of CW and Judicial*

*Understanding roles*

*Very inspiring speaker*

**Meaningful Youth Involvement in Permanency Planning Discussions and Strategies for Reducing Movement of Children in Placement**

*Know I need to learn more about child development and different needs of kids at different ages*

*Making sure all kids (depending on age and ability) are part of the plan; need for adults involved to have more training in child psych & child development*

**Preparation of Winning Appeals, Trends in Appeals, Practice Tips from Court of Appeals Staff Attorney**

*Items to put in appeal - be persuasive*

*Writing better appeals*

**Accessing Services for Parents and Children with Disabilities: Practical Tips, Tools, and Connections**

*Specific tests*

**Hot Topics on Ethics Juvenile Law**

*Staying current on ethics*

**Building Communities Where All People Are Given the Opportunity to Succeed**

*Great speaker but more of a keynote type seminar*

*Remembering not to label people*

**Reasonable Efforts Findings & Concurrent Planning in Dependency and Neglect Cases**

*Accidentally, but fortunately, attended*

*Encourage caseworker do proper concurrent planning; ensure orders for concurrent planning are appropriate*

**How to Practically Implement the Resource Guidelines in Your Court**

*Good exchange of ideas*

*Understanding permanency hearings better*

**Youth Voices in Court**

*Don't need rah-rah programs - not relevant for our representation of kids and clients*

*Know how much of a difference it makes when children are involved in the proceedings and setting goals*

**Hot Topics from the Court of Appeals**

*Good update of case law*

*Trends in the law and importance of good findings for the record*

**The Virtual Family Court**

*Too repetitive. Have heard about paperless warrants at least 5 times - I support this, don't need to be sold on it.*

**Additional Training Needs from Tuesday Sessions:**

*Additional FAMJIS? training*

*Know I need to learn more about child development and different needs of kids*

*OnAssistant County Attorney presenter?*

*Probate matters affecting children in addition to guardianship*

Train judicial officers to interview/talk to children

**WEDNESDAY CROSS SYSTEM TEAM SESSIONS (Attended? Yes 100%)**

**5. Are you currently a member of a Cross System Judicial District Team?**

Yes 72% (33)

If yes, for how many years? 1-8 years

**6. Have you ever participated in training on Cross System Teams before?**

Yes 12% (5)

If yes, briefly describe:

*only response - "last year's child welfare conference"*

**7. What other members of your team were in attendance at the Cross System Team sessions? (please check all)**

GAL 64% (30)

Chief Judge 60% (28)

County Attorney 60% (28)

Family Court Facilitator 60% (28)

Parent's Attorney 55% (26)

County Director 49% (23)

Magistrate 43% (20)

Mixed Representation 38% (18)

District Judge 34% (16)

County Administrator 26% (12)

County Judge 6% (3)

Other (please describe) 51% *CASA, CW caseworkers, community centered board, probation, DHS, DSS, DYC, NHS, foster parents, juv admin, health care manager, public health, treatment providers, truancy.*

**8. On the following table, please rate the overall content in Column A. In Column B, please indicate whether the topic was relevant to your work, and in Column C, please indicate whether additional training in this area is needed. If yes, please briefly describe what the additional training may include on the line below the chart.**

	Column A Content was....				Did Not Attend	Column B Topic was.... Not Relevant Relevant		Column C Additional Training Needed?*
	Poor	Outstanding				Relevant	Relevant	
<b>Wednesday Cross System Team Training</b>								
Services/Resources Presentation	1 5%	2 18%	3 68%	4 10%	Did Not Attend	<input type="checkbox"/> 85%	<input type="checkbox"/>	<input type="checkbox"/> 11%
Best Practice Courts Presentation	1 6%	2 17%	3 50%	4 4%	Did Not Attend	<input type="checkbox"/> 83%	<input type="checkbox"/>	<input type="checkbox"/> 8%
Goals Methodology Presentation	1 6%	2 8%	3 42%	4 25%	Did Not Attend	<input type="checkbox"/> 92%	<input type="checkbox"/>	<input type="checkbox"/> 3%
Individual Team Work Session	1 4%	2 35%	3 33%	4 27%	Did Not Attend	<input type="checkbox"/> 100%	<input type="checkbox"/>	<input type="checkbox"/> 9%

**\*If yes, please briefly describe additional training needs:**

*Could have been more detailed and less generic.*

*Hard to explain all funding aspects in 60min, but those not directly involved don't need more detail.*

*Topics specific to each team.*

**9. Were the Cross System Team Training sessions designed in an engaging way (i.e., lecture, interactive, time for Q & A, etc)? If not, what should be changed?**

*Couldn't hear in big room.*

*Difficult to hear each other. Had 2 tables together, had to speak really loudly for all to hear.*

*Discussion of funding for TANF/Core was not relevant to the goals of the teams*

*First 3 presentations not very helpful. The idea of the talking piece was helpful. Interactive team was good. Repeating the "S Mart" wasted time (the way it was done) and felt like a pep rally.*

*Good framework.*

*Hard to hear.*

*More directed discussion with the group.*

*Rushed.*

*Smart speaker was excellent.*

*Sound system.*

*Team interaction was very beneficial/productive.*

*Would be more helpful to spend more time with team rather than listening to bureaucratic side.*

**Overall recommendations:**

*All good!!*

*Don't understand why judicial and attorneys separated - judicial topics appropriate to what attorneys need to know for proper representation of kids and clients.*

*Focus more on working with teams to find what would work better for our areas.*

*Have separate rooms for the hour to discuss goals; even if your team is in the hall, would be quieter than big room.*

*Make 1st portion more relevant to what we're trying to do. Be sure you can hear each other - moving to another room was helpful.*

*More background - purpose/basis of the Xsystem team. When asked to join the team, I got no info about expectations.*

*More discussion about how our different systems can collaborate and what each team member brings to the table. Not sure how NYC fits into discussion.*

*More input from teams.*

*Need more audience engaging in discussion.*

*The rock thing was the dumbest thing ever. I've never seen Indians use this.*

*We accomplished today in team meeting what I've been trying to accomplish for years!!!*

**Appendix D**

**Follow Up Evaluation Instrument and**

**Frequencies**

## Follow-Up Evaluation Instrument

The State Court Administrator's Office and the Colorado Department of Human Services are working with the Muskie School of Public Service to evaluate the Judicial Component of the 2008 Colorado Summit on Children, Youth, and Families. The evaluation has two parts. The first part happened at the 2008 Summit, where we collected your immediate impressions of the Tuesday sessions and the Wednesday morning Cross System Team Session. Now, we are following up to determine how your involvement in the Tuesday sessions and the Wednesday morning Cross System Team Session may have informed your work when you returned to your jobs. Your answers will help us improve next year's 2009 Summit and also will provide information to the State Court Administrator's Office to better address your training and technical assistance needs. For additional information about this evaluation, please contact Kay Yorty, Colorado State Court Administrator's Office at [margaret.yorty@judicial.state.co.us](mailto:margaret.yorty@judicial.state.co.us) or 303-837-2345. Thank you!

Names are requested only to track respondents and to avoid duplicating follow up phone calls to those who have already completed the survey online. If you include your name, it will only be known to researchers from the University of Southern Maine Muskie School of Public Service; only aggregate data will be provided to Colorado DHS and the Colorado Judicial Department.

**1. Please enter your name.**

**2. Please identify your judicial district number.**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21



Statewide Office

**3. Are you (please check):**

- Chief Judge
- District Judge
- County Judge
- Magistrate
- County Attorney
- Parent's Attorney
- GAL
- County Administrator
- County Director
- Family Court Facilitator
- CASA
- Education
- Foster Parent
- Caseworker
- Therapist
- Probation
- Other
- Other (please specify)

**4. Number of years of experience working in the child welfare system?**

0-50

**5. Are you currently a member of a Cross System Judicial District Team?**

- Yes
- No

**6. If yes, how long have you been a member of a Cross System Judicial Team?**

- 1-3 months
- 4-6 months
- 7-12 months
- 13-24 months
- 25-36 months
- 37+ months

**7. What, if anything, would you recommend to improve the overall effectiveness of the NEXT Cross System Team Session at the 2009 Summit? (Please choose all that apply and briefly describe your recommendation/s in the comment box provided.)**

Length of session?

Content?

Additional training on SMART goal setting?

Other? (Please describe).

No recommendation

(Brief explanation)

**8. As a result of attending the Tuesday Sessions, are you more aware of available resources and how to utilize them effectively?**

Yes

No

Didn't Attend

**9. As a result of attending the Wednesday morning Cross System Team Session at the 2008 Summit, are you more aware of available resources (e.g. TANF, Chief Justice Directives, Core Services) and how to utilize them effectively?**

Yes

No

Did not attend

**10. Has your team met since the Summit to continue working on the goals discussed during the Wednesday morning Cross System Team Session?**

Yes

No

Not a member of a team/don't know

**11. Is a future meeting is scheduled?**

Yes

No

Don't know

**12. Has your team established a regular meeting schedule? (e.g. monthly, bimonthly, quarterly, other)**

Please indicate when the next meeting is scheduled or why one hasn't yet been scheduled.

Yes

No

Don't know

**13. To continue working on your team goals do you need additional technical assistance from the State Court Administrator's Office and the Colorado Department of Human Services?**

Yes

No

If yes, please enter name and contact information.

**14. Please select the TA you need: (please check all that apply)**

Setting or refining goals

Identifying resources

Information exchange with other judicial districts

Regularly scheduled TA calls

No TA needed

Other

Other (please specify)

**15. Do you have any additional comments or suggestions on the Cross System Team Process?**

## FOLLOW-UP EVALUATION FREQUENCIES

### 2008 SUMMIT ON CHILDREN, YOUTH, AND FAMILIES Cross-Systems Team and Role Specific Training Follow-up Evaluation October 2008

n = 80

**1. Please include your name.**

**2. Please identify your judicial district number.**

District 1 - 3	District 7 - 5	District 13 - 6	District 19 - 2
District 2 - 4	District 8 - 5	District 14 - 4	District 20 - 1
District 3 - 3	District 9 - 0 (no attendees)	District 15 - 3	District 21 - 6
District 4 - 6	District 10 - 3	District 16 - 2	District 22 - 2
District 5 - 4	District 11 - 6	District 17 - 1	Statewide Office- 0
District 6 - 4	District 12 - 9	District 18 - 6	

**3. Are you (please check):**

County Attorney - 15% (12)

Family Court Facilitator - 11% (9)

Parent's Attorney - 10% (8)

GAL - 9% (7)

County Director - 8% (6)

Magistrate - 6% (5)

District Judge - 6% (5)

County Administrator - 6% (5)

Caseworker - 6% (5)

Therapist - 4% (3)

Chief Judge - 2.5% (2)

CASA - 3% (2)

Foster Parent - 2% (1)

Probation - 1% (1)

County Judge - 1% (1)

Education - 0

Other (explain): 18% (14)

*Caseworker Supervisor (3), Juvenile Parole (2), Chief Deputy District Attorney, County DSS Child Welfare Supervisor, Drug/Alcohol Treatment, Executive Director of Family Resource Center, Family Parenting Program, Registered Nurse working with Child Welfare Caseworkers, County Dept Deputy Director, Director of Community Health Services, Director Youth Services Center, liaison*

**4. Number of years of experience working in the child welfare system:**

1-5 years - 23% (18)

6-10 years - 24% (19)

11-15 years - 20% (16)

16-20 years - 18% (14)

21-30 years - 11% (9)

31 + years - 5% (4)

**5. Are you currently a member of a Cross System Judicial District Team?**

Yes - 90% (72)

**6. If yes, how long have you been a member of a Cross System Judicial District Team?**

1-3 months - 19% (15)

4-6 months - 48% (38)

7-12 months - 1% (1)

13-24 months - 5% (4)

25-36 months - 3% (2)

37+ months - 14% (11)

**7. What, if anything, would you recommend to improve the overall effectiveness of the NEXT Cross System Team Session at the 2009 Summit?**

No recommendation - 35% (28)

Content - 21% (17)

- ◆ "I think you need to have **separate tracks and specialized sessions** for DR Court facilitators, Respondent Counsel, and Judicial Officers."
- ◆ "Detailed information concerning **procedures and techniques that are successful in other districts** are always helpful. Ideas and theories are not worth much unless they are shown to produce concrete results."
- ◆ "I would appreciate being given **information on what resources, financial and support persons, are available** to the individual districts from the State."
- ◆ "[More on the] means by which to move forward with **steps to implement upon the team's return home**. One of the biggest challenges to the collaborative team is keeping the momentum from the conference going."
- ◆ "Helpful to **hear from other jurisdictions (in CO and elsewhere) about what they're trying** or have tried, whether it was successful, why or why not, what they would do differently, etc."
- ◆ "**Too much time spent on introductions and staff presentations** about the "different perceptions" of Judicial v. DHS."
- ◆ "A **plan for follow up discussion** to ensure goals are still being worked on and to determine progress on goals and issues that were defined at the joint session."
- ◆ "**More interaction at the conference-wide meeting**. The breakout session with the team itself was definitely useful and productive but more interaction with the conference/state-wide teams meeting at the conference would have been nice."
- ◆ "**Guidance** would be helpful. Especially prior to the session, I was unclear what our task would be and so had a hard time explaining the goal to others."
- ◆ "Less lecture and **more time to work in teams** - or, if it is longer, same information about resources but more team work time."
- ◆ "**Very confusing agenda**."
- ◆ "More time to **meet with an experienced team with similar population and area**."
- ◆ "More interaction at the conference-wide meeting. The breakout session with the team itself was definitely useful and productive but **more interaction with the conference/statewide teams meeting at the conference would have been nice**."
- ◆ **Too much focus on how we should communicate** - the "rock/circle" session seemed a bit unnecessary as we are all professionals.
- ◆ More emphasis on **services available to children**.

- ◆ **Training related to EPP cases**, with emphasis on time frames and compliance with state statutes.
- ◆ "Best part was having the groups **be able to break out and work on the district's specific issues.**"
- ◆ **"Some material was superficial and not really helpful."**
- ◆ **"More time to meet with an experienced team with similar population and area."**
- ◆ "Difficult to do this training because of differing degrees of advancement but we **need to bring in real leaders in the field.** Those that can challenge our ways of thought!!"
- ◆ **"Have more systems included.** Only judicial and child welfare had scholarships and they were for the full conference."

Length of session - 21% (17)

- ◆ "For rural districts, **more time** might have helped us flesh out a few more resources to satisfy the needs identified."
- ◆ "We had many representatives, so we **needed more time to have everyone present share their ideas** and for discussion."
- ◆ "The most helpful time was when we were able to sit as a group and make decisions and form goals. **Need more time for that.**"
- ◆ "Session should be **1-2 hours longer.**"
- ◆ **"More time to process and develop plan** without a 3 hour time limit."
- ◆ **"More time to discuss how to achieve the goals we developed.** Its hard to not have more time to actually discuss the particular goals!"
- ◆ **"Providing time to connect and work together was essential.** Now we are making the time available within our district and agency."
- ◆ **"Short sessions with intensive, interactive content (1/2 day) help maintain focus** and lead to the creation of realistic, dynamic goals."
- ◆ "It would be good to have **additional time in room where there was not so much noise.**"

Additional training on SMART goal setting - 13% (10)

- ◆ "I would suggest **more work regarding setting goals.**"
- ◆ **"More goal directed activity with clearer direction/outcome."**
- ◆ "Should include **more training on SMART goal setting.**"

Other -

- ◆ "Having such a **large group of people together in one room**, with each of the cross-system groups having different focuses, made for a chaotic session."
- ◆ **"Room was fairly crowded;** needed a bigger table."
- ◆ **"Need to get all the team players to come to the training.** In our group, we didn't have either of our D&N judges attend, so we could only discuss so much."
- ◆ "Process was **less helpful because we did not have the Chief Judge...**"
- ◆ **"Most issues that I was aware of had to do with Trails.** Need improvement in the assessment to speed up information sharing from DHS to Judicial."
- ◆ **"This was on of the most productive conferences I have attended.** We were busy from 8-5 every day learning and networking. I liked the fact that some of the sessions were offered more than once."
- ◆ **"Great opportunity to get folks together for planning purposes and discussion.** Facilitation might be more useful as plans develop or need to be initiated."

**8. As a result of attending the Tuesday Sessions, are you more aware of available resources and how to utilize them effectively?**

Yes 46% (37)

No 21% (17)

Didn't Attend 28% (22)

**9. As a result of attending the Wednesday morning Cross System Team Session at the 2008 Summit, are you more aware of available resources (e.g. TANF, Chief Justice Directives, Core Services) and how to utilize them effectively?**

Yes 64% (51)

No 26% (21)

Didn't Attend 5% (4)

**10. Has your team met since the Summit to continue working on the goals discussed during the Wednesday morning Cross System Team Session?**

Yes 53% (42)

No 28% (22)

Not a member of a team/Don't know 4% (3)

**11. Is a future meeting scheduled?**

Yes 48% (38)

No 13% (10)

Don't know 24% (19)

**Please indicate when the next team meeting is scheduled or why one hasn't yet been scheduled.**

**Selected comments include:**

- ◆ "I have asked multiple times, no one is taking the lead."
- ◆ "A three day notice was given. No information given to all the Cross team meeting members to date."
- ◆ "We are meeting on a monthly basis."
- ◆ "Missed the most recent meeting and waiting for word on the next. Some excellent discussion has come out of these meetings."
- ◆ "Plan to meet quarterly - next meeting in October."
- ◆ "The plan developed at the Summit has been distributed to the various stakeholders and a future meeting will be set if the need arises. At present, the group believes we are at a point where the plan can be adopted as a directive."
- ◆ "We meet monthly in Denver as a large group and have 3 monthly subcommittee meetings as well."
- ◆ "Those in charge never got back to us."
- ◆ "We do have the ability for daily input and openly discuss the needs of our cases across the disciplines."
- ◆ "This particular goal has been assigned to a group but other projects are currently being worked on and this is on the list."
- ◆ "Change in judicial leadership pending."
- ◆ "Not sure why one hasn't been scheduled. Perhaps it has to do with the distance between the rural counties."
- ◆ "We had a change in the judges in the 10<sup>th</sup> Judicial District."
- ◆ "We have started our model court and are meeting on Fridays at this point."

**12. Has your team established a regular meeting schedule? (e.g. monthly, bi-monthly, quarterly, other)**

Yes 38% (30)

No 29% (23)

Don't know 18% (14)

**13. To continue working on your team goals do you need additional technical assistance from the State Court Administrator's Office and the Colorado Department of Human Services?**

Yes 26% (21)

No 58% (46)

**If yes, please enter name and contact information (*specific TA needs indicated in parentheses*):**

(Contact information and requests included in a separate memo.)

**14. Please select the TA you need:**

No TA needed 44% (35)

Identifying resources 20% (16)

Information exchange with other judicial districts 19% (15)

Setting or refining goals 13% (10)

Regularly scheduled TA calls 6% (5)

Other 10% (8)

- "I don't believe we need technical assistance but I believe at some point, comparing our process/goals/etc. with similar judicial districts would be insightful/helpful."
- "Quarterly meeting notes or updates would be great. Newsletter?"
- "Resources are always an issue in the mountains."
- "Transferring information."
- "As a result of the session at the Summit, more aware of Chief Justice Directives, but could use more on identifying resources surrounding TANF and Core Services."
- "Need a better sense of a state-wide system for furthering child welfare goals, instead of a fragmented system of jurisdictions who each do things their own unique way. As families move from one jurisdiction from another, we do them a disservice."
- "Working with the judicial district to re-engage the team."

**15. Do you have any additional comments or suggestions on the Cross System Team Process?**

- ◆ Kudos to whoever initiated this Cross System Team concept in Colorado. It's going to be a lot of work, face many struggles/challenges and some changes may seem like steps backwards but starting the process - searching for better way
- ◆ Each team have Email address of their contact person as well as a quarterly report, a phone or email list of resources.
- ◆ Ensure there is follow up. We tentatively scheduled this, but an attorney took the lead and I have not heard of any follow up.
- ◆ I believe that these cross team discussions have the potential to improve services to the families who find themselves involved in the court process. I am especially interested in expediting services to families and expediting the court process.



- ◆ I don't believe we need any technical assistance at this time, but it is clear that I need to follow-up with the Fremont County Court Facilitator and/or the County Attorney to determine the status of the Cross System Team Process. It could be that the Te
- ◆ I think that there should be more emphasis on collaboration between Child Protection/ Child Welfare and Delinquency. These systems often include the same kids, and too often, the child protection system raises the child to adolescence and then they enter.
- ◆ It was good to have time to get the majority of the administrators together to discuss potential issues and discuss the feasibility of actually achieving a particular goal.
- ◆ Keep it in place. It is a useful tool toward cooperation.
- ◆ Our county does very well, compared to other counties, and I, as GAL, am always trying to improve the services provided and raise the level of professionalism and efficiency/effectiveness of our system.
- ◆ Our team needs a SECRETARY. Someone who can keep minutes, make phone calls, do follow up, and generally push us all to accomplish something. Judges and other team members don't have time to do this and shouldn't have to do this.
- ◆ The concept is great and the feedback I have received from others has been positive. I hope we continue to make positive strides.
- ◆ Bring in Hampton, VA Judge Dugger and their Child Welfare Director who can teach us all the meaning of significant change!!
- ◆ Cross-system team process is a critical need to build a better child welfare system, to provide quality services to families in distress, and to prevent serious injuries or death to children.
- ◆ Helpful to have cross-pollination of ideas. Presentations from non-traditional team members would be helpful.
- ◆ I'm just glad we are doing this now to include all CO jurisdictions. I know we can all learn from exchanging programs that work in other jurisdictions.
- ◆ The greatest value is the awareness of (1) we all are dealing with virtually the same issues; (2) there is greater awareness of the challenge at both the court and the Department level; and, (3) we will be stronger and more effective through a mutual..."
- ◆ The session was very well attended with most players there, including judges. Encouraging that kind of attendance again would be key- it was important to have everyone there.
- ◆ The Team that assembled at the Summit was not representative of the local team due to the scholarship/logistical features of the Summit.
- ◆ This is a great idea and we need to make it work. There are several counties in this district and one hurdle appears to be getting a master list of resources available from the 5 DHS offices involved. If there is any assistance that can be offered on how to make that happen.

# **APPENDIX D**

## **REPORT ON TRAINING EVALUATIONS**

**Report on Training Evaluation in Child Welfare and  
Implications for the Court Improvement Program  
Training Evaluation System in Colorado**

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## **Introduction**

This report provides the court in Colorado with essential information about training evaluation with which to create an effective system for evaluating the training component of the Court Improvement Program (CIP). The report is divided into two parts. Part One discusses the efficacy of the training evaluation approach and the tools utilized in the two sets of court trainings in Colorado conducted over the past year: the multi-disciplinary training conducted at the 2008 Summit and the CIT training conducted over the summer.

Part Two explains in detail other methods and measures that should be considered in improving evaluation approaches and tools and how to execute those alternatives. We explain, in detail, findings from the training evaluation literature with an emphasis on child welfare training evaluation. Included in this section is the Kirkpatrick model as well as the training evaluation model developed and tested by the research team at the University of Louisville, Kent School of Social Work. In the Appendices are actual sample tools for the various levels of a comprehensive training evaluation which have been used in other evaluation programs as well as tools for developing multiple choice questions to test knowledge developed by the Louisville research lab. Lastly, the Appendices include a discussion of the research supporting the training evaluation models described in this report. All of this information can be used as guidance in developing a more effective evaluation system for the CIP trainings.

The next essential step in this process is for Colorado to develop a well articulated written curriculum at the basic, intermediate and advanced levels for court personnel and partners. Once this is developed, then tools measuring readiness to learn, pre-post training perceptions, knowledge tests and transfer of learning tools can be constructed using the principles and sample tools included in this report.

It is important to acknowledge here the differences in cultures between the child welfare and judicial sectors. The approaches to evaluation described here are the ideal for measuring effectiveness of training in the child welfare arena in which training is sometimes mandatory and caseworkers and supervisors in some states receive certification based on satisfactory completion of training courses. In the Judicial sector this is generally not the case, and it is likely more difficult to get an adequate response to the three levels of evaluation (pre-training, post training and follow-up) that are recommended here. In the process of developing written curricula and developing an evaluation system in conjunction with that, it may be necessary to think about adapting this approach to reflect the reality of the different cultures and what is feasible for the key players in the Judicial sector. As the approach is developed, the key players involved could consider whether to alter the methods of surveying participants or modify the tools themselves in order to generate an adequate response.

# Part One:

## Assessment of the Colorado Court Trainings and Evaluations

In this section, we analyze the training evaluation tools and approaches currently being used by the CIP in Colorado and make recommendations for improvement. Sample tools in the Appendices are included to provide guidance on implementing these recommendations.

There were several training evaluation tools and results evaluated for this report. The trainings included:

- The one day “Multi-Disciplinary Resource Training” that occurred three different times in the summer of 2008 in Pueblo, Montrose, and Brighton.
  - *The evaluation included a pre-training measurement via Survey Monkey with a 50% return rate which was given to the trainers and a post training measurement one week after the training via Survey Monkey with a 50% return rate.*
- The two and a half day “Multi-Disciplinary Training” that occurred at the Summit in the spring of 2008.
  - *The evaluation included an on-site post training measurement, and a follow-up measurement three to six months after they returned to their offices via Survey Monkey.*

### What the Evaluation Approach and Instruments Reveal

Examination of the 2008 Summer Training Instrument revealed several strengths and areas for improvement detailed below:

#### Strengths

- It is appropriate and best practice to measure information before training, at the end of training and three to six months after the training as a follow-up. The approach here included two of these three steps.

- In the evaluation tool developed for the Summer trainings, the useful items on the instrument included demographic items of a) judicial district # b) job/role c) process questions like ease of online registration, d) number of years in field
- The item “Why did you attend the training?” is a short way to ascertain learning readiness, but doesn’t give enough variability across participants.
- The post-training questions about utility (“Did the training give you the skills, knowledge and understanding necessary to participate in the team efforts?”) is a good one. I would use a rating scale of extent to which training gave skills on a 1 (not at all) to 5(very much) scale (See Appendix B1 for an example of such a scale.)
- The post-training question about intent to change individual practice is a good one but needs to be a separate question from the knowledge of resource guidelines.
- Including a question about recommendation of the training to other colleagues is a good one.
- I like the use of grades to anchor the scales, but I would add “D” to make it a 5 point scale. The literature points to the importance of having a mid-point in this type of evaluation measure.
- The open-ended questions about what was most and least helpful are good questions.

### **Areas for Improvement**

- It would be important to include a follow-up evaluation tool three to six months after the training to gauge how well participants are applying what they learned to their practice. (See Appendices D1 and D2 for examples.)
- It would be helpful to also include other demographics such as gender, race, and other trainings of this type attended.
- Always use a rating scale that includes a mid-point. So instead of using a 4 point scale, use a 5-point scale. (See Appendix B1 for an example of such a scale.)
- It would be helpful to include a rating scale to ascertain the attitudes court personnel have towards child welfare as a field and the child welfare agency. For example, on a scale of 1(not at all) to 5(very much) rate your views of the child welfare field (followed by agency) on the following dimensions
  - Intrusive
  - Appropriate given the need to protect children
  - Policies and practices are appropriate
  - Workforce is competent
  - Adequacy of assessment tools
  - Adequacy of case planning tools
  - Adequacy of case management
  - Accuracy of decision making
  - Outcomes are achieved
- It would be helpful to know the level of team and organizational support for training.

- At some point the training cycle needs to be examined in terms of the content and how well the training is delivered. (See Appendix A2 for an example of a curriculum and trainer rating tool).
- The participant reactions need to include measures of affect and utility (See Appendix B1 for examples.)
- It would be ideal to create knowledge and skill questions and deliver those both pre and post to show gains in learning. (See Appendices C1 and C2 for guidance on developing questions to measure learning.)
- It would be helpful to create a set of “behavioral anchors” based on the content of the training and have the participants rate their use of the behaviors and level of competence in executing these behaviors three to six months after the conclusion of the training. Behavioral anchors are skill sets needed to do a job. For example, in child welfare that might be the ability to assist someone reporting child abuse/neglect to provide clear and concrete information. (See sample questionnaires in Appendices D1 and D2 for examples of measures of behavioral anchors.)

The 2008 Summit Approach and Instrument also revealed several strengths and areas for improvement detailed below:

### **Strengths**

- It is appropriate and best practice to measure information before training, at the end of training and to follow up after training. This training evaluation included two of the three steps but did not include a pre-training evaluation tool.
- In the evaluation tool developed for the Summit, the useful items on the instrument included demographic items of a) judicial district # b) job/role c) years in position, d) whether or not a member in a Cross System Judicial District Team, e) number of years on the team, f) other members of the team present and g) indication of previous participation.

### **Areas for Improvement**

- It would be helpful to measure level of knowledge before training.
- It would be helpful to also include other demographics such as gender, race, other trainings of this type attended.
- Always use a rating scale that includes a mid-point. So instead of using a 4 point scale, use a 5-point scale (see Appendix B1 for an example of such a scale.)
- There are too many open-ended questions. Simply have one or two open-ended questions at the end to the instrument to generate strengths and weaknesses of the training.
- It would be helpful to include a rating scale to ascertain the attitudes court personnel have towards child welfare as a field and the child welfare agency. For example, on a scale of 1(not at all) to 5(very much) rate your views of the child welfare field (followed by agency) on the following dimensions



- Intrusive
  - Appropriate given the need to protect children
  - Policies and practices are appropriate
  - Workforce is competent
  - Adequacy of assessment tools
  - Adequacy of case planning tools
  - Adequacy of case management
  - Accuracy of decision making
  - Outcomes are achieved
- 
- It would be helpful to know the level of readiness to learn. (See Appendix A1 for sample questions that measure this.)
  - It would be helpful to know the level of team and organizational support for training.
  - At some point the training cycle needs to be examined in terms of the content and how well the training is delivered. (See Appendix A2 for an example).
  - The participant reactions need to include measures of affect and utility. (See Appendix B1 for examples.)
  - It would be ideal to create knowledge and skill questions and deliver those both pre and post to show gains in learning. (See Appendices C1 and C2 for guidance in developing questions measuring learning.)
  - It would be helpful to ask participants what actions they plan to take back at the office based on what they learned at the training.
  - It would be helpful to create a set of “behavioral anchors” based on the content of the training and have the participants rate their use of the behaviors and level of competence in executing these behaviors three to six months after the conclusion of the training. Behavioral anchors are skill sets needed to do a job. For example, in child welfare that might be the ability to assist someone reporting child abuse/neglect to provide clear and concrete information. (See Appendices D1 and D2 for examples on measures of behavioral anchors.)

## **Examination of Preliminary Results from Summer 2008 Tools**

Next we examined the data from the surveys used in this training evaluation. What the preliminary results indicate is that court personnel are open to learning, want to be notified via e-mail from the CAO about training sixty days before it occurs for planning purposes. Participants also saw the Save the Date notice as helpful. This particular training was basic. Since most of the participants had been in the field over 5 years (74%), future training should include an advanced level of curriculum content.

While participants indicated the training increased skills and knowledge, the yes/no format doesn't give the trainers much to work with in improving the training or creating curricula for the future. The open-ended responses were helpful in allowing evaluators to know more about the content of the training. This methodology is useful for helping to

refine or create curricula, but in the long term is too burdensome for ongoing evaluation efforts. The responses can be broken down into themes and possibly used for knowledge and skill multiple choice questions for the learning portion of the training evaluation. (See Part Two for an explanation of the various levels of measures in a comprehensive evaluation system.)

The ratings of the training are within the normal range for trainings of this type.

## **Implications for Future Curriculum Development**

Examination of the curriculum outline and goals provided indicates:

- There may be great variability in how training content is explained and delivered across sites. Development of a trainer manual with learning objectives, lesson plans, exercises and content fully written out would be ideal (See Appendix F for an example of a curriculum layout called the ITIP Model).
- The curriculum is at a basic level. Thus, the courses developed could use this material for a basic course in child welfare for the court. The term “basic” should be in the title. Future development should include trainings at the intermediate and advanced levels.
- More comprehensive evaluation tools will give more information about the efficacy of the content, the training delivery methods and the correspondence across trainings. This information will be essential for making improvements in the curriculum and the delivery of the training.

## **Recommendations**

Next we developed recommendations, based on the evaluation models described in Part Two and our examination of the training evaluation instruments, preliminary results and curriculum outline and goals provided. These can provide guidance in the development of an effective evaluation approach that is integrated with future curriculum development. Our recommendations are as follows:

- Use the information that will follow in the second part of this report to create measures for pre-training, post-training and to follow up three to six months after training.
- For a process evaluation, the following are observations and suggestions
  - Attendance: A database needs to be developed in the court that can keep a file on each employee and partner that participates in a court sponsored training including their names, dates they attended particular trainings and participant reaction data.

- Marketing approaches: The evaluation you already conducted shows that training alerts need to come from CAO two months before a training date and that the training needs to occur at basic, intermediate and advanced levels.
  - Satisfaction with what's covered and measures of learning need to be included. (See Appendices B1, B2, C1 and C2 for examples)
  - Asking participants to identify areas of need that were not covered: Can mine the open-ended questions for this information.
  - Application of what they learned: A transfer measure needs to be developed once the curriculum is fleshed out and standardized. (See Appendices D1 and D2 for examples.)
  - Outcomes – safety, permanency, well being: It is premature to think about this level of evaluation but can be assessed once the satisfaction, learning and transfer measures are in place. One way to look at this is to compare court districts which have been saturated with training (meaning all people affiliated with the courts participate in the training) to court districts which have not had participants in the training and to examine differences between the two districts (preferably both pre-training and post-training) on case outcomes for 6-12 months before training saturation versus no training and for 6-12 months post- training saturation versus no training.
- 
- In terms of measuring participant information, the pre-training survey should include the demographic questions already asked in the Spring and Summer 2008 cohorts with the addition of gender, race and attitudes toward child welfare.
  - Readiness to learn and reactions to training can be captured using the special surveys. (Examples of items in those surveys are provided in Appendices A1, A2, B1 and B2.)
  - In terms of ascertaining knowledge, pre-post multiple choice tests need to be developed based on the content of the training, once a standardized curriculum is developed. (See Appendices C1 and C2 for guidance in developing questions measuring learning.)
  - In terms of understanding no-show rates, the fact that the training is not mandatory is only part of the issue. Most participants also had work or personal issues interfere with their ability to break away. This is common, even for mandatory training. One way to mitigate this problem is to offer different levels of the training to meet the participants where they are and to offer the training frequently, on different days of the week, to accommodate everyone's schedule.

# Part Two: Training Evaluation Principles and Best Practices

## **Introduction**

This section of the report will provide a framework for developing a comprehensive training evaluation approach. While some of the information here can also be used to make short-term improvements in the evaluation approaches and tools currently being used, the primary purpose of including this body of evaluation research (and the research on measures and variables included in Appendix E) is to guide the court in developing a longer-term and more uniform evaluation system that is integrated with the development of formal, standardized written curricula at the basic, intermediate and advanced levels.

In beginning to conceptualize, develop and implement an effective training evaluation system it is important to acknowledge the very real challenges inherent in the task such as:

- Overcoming the fear of trainers and establishing collaborative relationships.
- Costs to pay for the evaluation itself and for trainers' time, costs to the participants and their colleagues in completing measures, costs of utilizing experts in developing, delivering, analyzing and reporting.
- Coordination of this complicated process.
- Getting reliable data.
- Creating effective feedback mechanisms

In order to provide a framework for developing an evaluation system that addresses these challenges and is responsive to need, we first outline two evaluation models. The steps to designing an evaluation approach within the context of these models are then outlined.

## **Two Child Welfare Training Evaluation Models**

### ***Kirkpatrick Model***

Child welfare training evaluation has historically been guided by the Kirkpatrick model of training evaluation. Kirkpatrick (1959, 1964, 1976, 1994, 2008) identified four levels at which training should be evaluated:

Level I (*Reaction*) evaluation involves assessing participant reactions to the training. It is based on the assumption that satisfaction with the content, delivery, and environment of training enhances effectiveness of the learning process.

Level II (*Learning*) evaluates knowledge and skill increases immediately after the training. This evaluation of learning measures the direct outputs of training in terms of new knowledge and skills.

Level III (*Behavior*) evaluates transfer of knowledge and skills to performance on the job.

Level IV (*Results*) evaluates organizational change as a result of training. This impact evaluation is the most difficult training outcome to assess. Ideally, impact evaluation would determine the extent to which training makes a difference in specific outcomes for clients. In practice, however, a number of factors may affect client outcomes and any inferences about the effects of training could be more speculative than empirical.

In the Kirkpatrick model, higher levels of evaluation build upon lower levels, thus evaluation begins with conducting periodic evaluations of the various training courses, participant satisfaction and opinion and then moves to knowledge acquisition and comprehension. After these Level I and II areas are assessed, then Level III issues such as skill demonstration and skill transfer can be assessed.

The last areas to be assessed are Level IV areas such as agency impact, client outcomes and community impact; evaluations at this level are less common because they are more difficult to measure and to relate directly to the training. If research finds that training is not having the desired agency or client impact, then if the first levels of evaluation are in place, the agency will know that it is not because training was not relevant, comprehended or skill based. Other organizational variables might be serving as barriers to the impact of training on these higher order outcomes and would then need to be addressed.

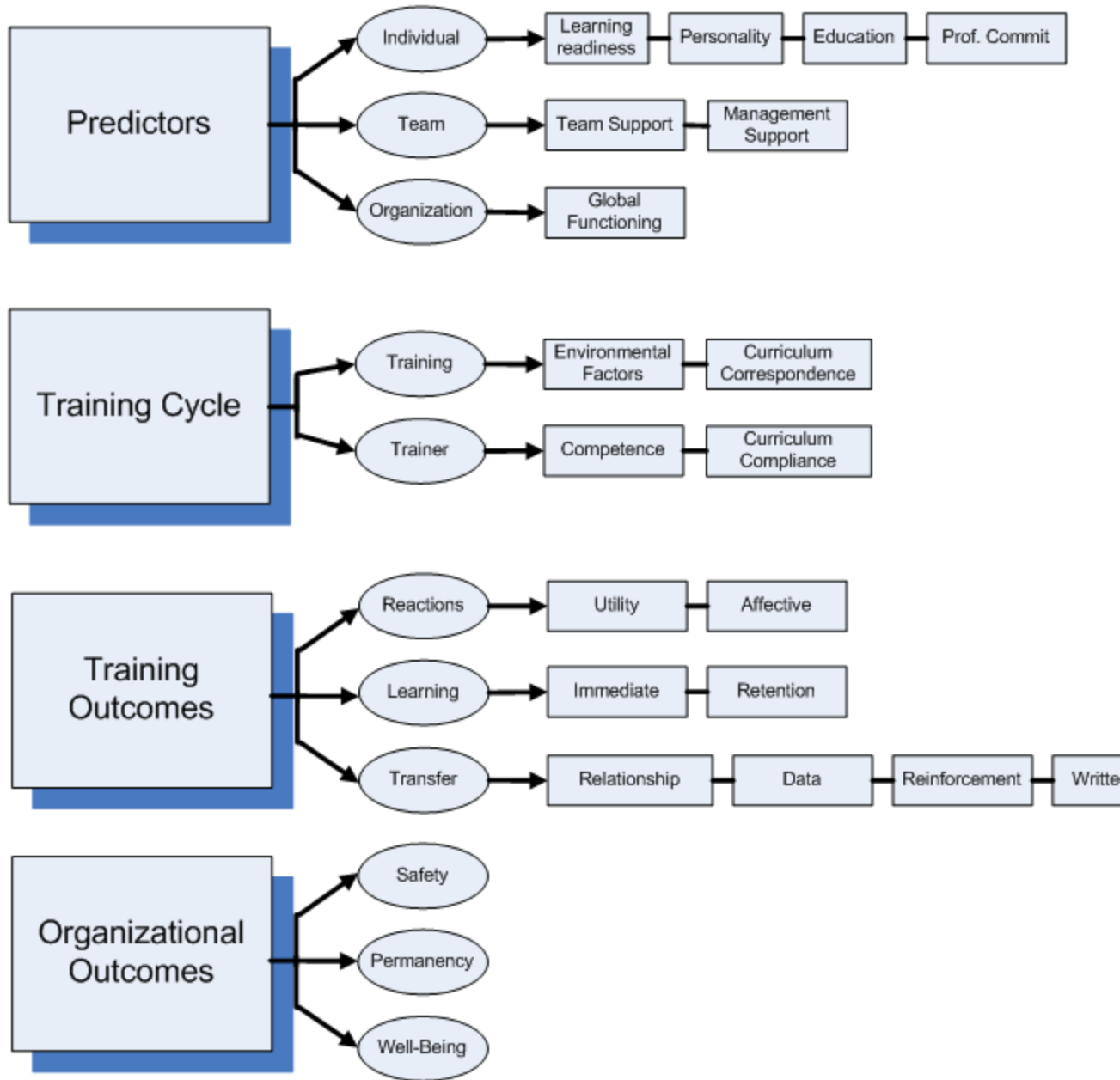
### ***Louisville Child Welfare Training Evaluation Model***

The Louisville model expands on the Kirkpatrick model (and other evaluation models not included in this discussion) by considering the unique organizational and practice constraints of child welfare while also including key predictor variables for training success. The key assumption of this model for child welfare training evaluation is that there are *predictor variables*, such as individual and organizational characteristics, that predict *training outcomes*, such as *trainee reactions* (attitude change, sense of competence, comfort with issue, affective reactions, and utility of training), *learning* (behavioral, immediate and retained gains in knowledge and skills and planned action), and *transfer of learning* (both cognitive and behavioral application on the job). This predictive relationship is mediated by the *training cycle* (content, structure, methods, content and delivery). These training outcomes predict larger *organizational outcomes* such as employee competence, employee retention, return on investment, child safety, child permanency and child well-being, as the use of key skills from training promotes best practice.

This training evaluation model, developed for child welfare in Kentucky and now adopted in Georgia, Hawaii, Indiana, Maine, Oklahoma and Tennessee, incorporates the latest knowledge in the field of training evaluation. Three studies have thoroughly tested the model. For example, Yankeelov & Barbee (1996) found that more conscientious workers learned more in the training (greater gains from pre to post-testing) and conducted higher quality assessments and case plans. In addition, higher supervisory support, co-worker support and lower caseload size also significantly predicted greater transfer of training in the form of assessments and case plans documented in the field. (See Appendix E for more information on all of these research studies.)

This model can be modified for training court personnel about the child welfare practices and system issues. (See Figure 1 below).

Figure 1



## **Designing an Evaluation Approach**

The goal in developing an effective evaluation system is to measure all of the key variables that impact training as shown in our model above and to coordinate the development of the evaluation approach and tools with development of the curriculum. Given the differences in cultures between child welfare and the Judicial sector, it is also important throughout this process to consider adaptations of what is recommended here to reflect the realities of likely responses from the key players in the Judicial sector.

As described earlier, the first area of inquiry in an effective evaluation system, before addressing the measures outlined in the Kirkpatrick model, is to address the “predictors” which include variables that affect a participant’s willingness and ability to learn and practice in human services settings (Learning Readiness, Conscientiousness, Perceived Caring). (See Appendix A1 for examples.) In addition, if possible, assess the actual support of supervisors, teams and organizational culture around training and then focus on the training event itself. Examine the lesson plans, consistency of trainers in delivering the material across time and place, ability of trainers to train effectively. (See Appendix A2)

Kirkpatrick’s training evaluation measures can come next.

- Level One: Participant reactions to the training at the end of the training (need to measure both affective ratings about the trainer and training experience as well as utility or usefulness of the training material to the job).
- Level Two: Learning (pre-post tests, observations of practice in class).
- Level Three: Transfer of Learning (survey training participants and their supervisors 3-6 months to a year out for perceptions of learning and use of the material in practice, review of pieces of casework such as assessments and case plans, full review of cases, observation of casework practice).
- Level Four: Impact on outcomes (agency outcomes such as retention, promotion and child and family outcomes such as safety, permanency, well-being and self sufficiency).

It is important to measure these stages sequentially and not skip measures. Otherwise, it will be difficult to determine why you have obtained the results you have from your evaluation instruments. It is also important to give feedback from your evaluation to trainers, administrators and participants for overall continuous quality improvement purposes and to ensure that the training, in particular, improves based on this feedback.



## **Instruments to be Included in a Comprehensive Training Evaluation**

In the Appendices we provide examples of the tools listed below that will help guide the development of the instruments needed in an effective evaluation system. They are labeled according to which of the levels below they represent.

- Predictors: Pre-questionnaire for all trainees (includes predictor variables)
- Level 1: Post-questionnaire reaction to training for all trainees
- Level 1: Supervisor satisfaction with training of their employees
- Level 2: Pre-test knowledge test
- Level 2: Post-test knowledge test
- Level 3: Worker and supervisor three to six months post-test, related back to behavioral anchors
- Level 3: Review of case records, observation of practice in the field.
- Level 4: Documentation of agency records related to employee outcomes (competence and retention) and client outcomes (safety, permanency and well-being)

## **Delivering Training Evaluation Measures**

This section details how to deliver the various tools used in an effective evaluation system from pre-training through follow-up three to six months after the training and the key players who should be provided with the results of these surveys.

**Pre-Surveys and Pre-tests for Course:** Trainees take the pre-survey for all workers (including measures such as personality, learning readiness, team/organizational support, and demographic information) and a pre-test of the training content before attending their first day of in-class training. An alert should be sent to all participants via a personal e-mail including the website where surveys and tests reside, the username and password. The survey should include demographic questions, other measures that predict learning such as learning readiness scale, and personality scales, as well as measures of attitudes, comfort with material and confidence about the skills covered in the material. A knowledge and skills pre-test focuses on the content of the training.

**Post-tests and surveys for Course:** Either conducted at the end of the last day of training OR alert is sent to all participants via an e-mail immediately after the training has been completed. Trainers should remind participants to take the participant reaction survey and the evaluation post-test. Either hard copies are made of the instruments or participants are sent the website where tests and surveys reside. Tests include knowledge and skill items. Surveys include items about affect, utility, attitude change (if applicable), comfort with material, level of competence.

**Follow-up/Transfer of Learning:** Three to six months after the training, trainees and their supervisors are sent follow up questionnaires via e-mail to evaluate the application of what was learned at the training to worker performance on the job using a survey instrument that includes ratings of behavioral anchors, use of the training materials since training, etc. If they do not return the questionnaire, then a follow up interview is scheduled to ensure that information is received.

**Sharing Results:** Data is then downloaded from the web or entered into computer from hard copies. Individual and group level results are downloaded and analyzed. Results are then sent via e-mail as follows: Level I *group* results should be sent monthly to trainers. *Individual* and *group* Level II pre-post test scores should be calculated and sent quarterly to trainers and administrators.

# Appendix A1:

## “Predictors” Pre-Training Sample Questionnaire

### WORKER PRE-TRAINING QUESTIONNAIRE (ALL DIVISIONS)

Name: \_\_\_ E-Mail Address: \_\_\_

Last four digits of social security number (for matching purposes only): \_\_\_\_\_

Training you are enrolled to attend:

- a. Protection and Permanency Course I
- b. Protection and Permanency Course II
- c. Adult Medical
- d. Food Benefits
- e. K-TAP
- f. Family Related Medical
- g. Child Support

### DEMOGRAPHICS

- 1. Educational background (check highest degree attained)
  - a. High School
  - b. GED
  - c. Associate’s Degree
  - d. Bachelor’s Degree in Social Work
  - e. Bachelor’s Degree in Other Field

f. Master's Degree in Social Work

g. Master's Degree in Other Field

2. Race

a. Caucasian

b. African American

c. Asian American

d. Native American

3. Ethnicity

a. Hispanic/Latino/a

4. Gender

a. Female

b. Male

5. Age: \_\_\_\_\_

6. Length of Employment by Cabinet (in months): \_\_\_\_\_

Place a number beside each question using the scoring key at the top of each section. Just enter the number that reflects your situation the best. The shaded area has been included to help you in selecting a number. Example:

**ANSWER KEY**

None of the time 1	A little of the time 2	Some of the time 3	A good part of the time 4	All of the time 5

1. 4 I think of my vacation.

**TEAM LEARNING CONDITIONS: EXAMPLE QUESTIONS**

**ANSWER KEY**

None of the time 1	A little of the time 2	Some of the time 3	A good part of the time 4	All of the time 5

**IN MY SELF DIRECTED WORK TEAM WE...**

1.  Share our knowledge with one another.
2.  Learn through trying out new things.

None of the time 1	A little of the time 2	Some of the time 3	A good part of the time 4	All of the time 5

**MY SUPERVISOR/FTS...**

1.  Encourages me to use my training on the job.
2.  Uses job aids to remind me of my training.

Expects me to use my training.

**LEARNING BENEFIT INVENTORY**

**ANSWER KEY**

None of the time 1	A little of the time 2	Some of the time 3	A good part of the time 4	All of the time 5

SECTION A

1. \_ Things I learn are useful.
2. \_ It is easy for me to use what I know in new situations

**ANSWER KEY**

None of the time 1	A little of the time 2	Some of the time 3	A good part of the time 4	All of the time 5

**BIG FIVE: Place a number beside each adjective using the scoring key at the top of each section. Just enter the number that reflects your personality the best. The shaded area has been included to help you in selecting a number.**

**ANSWER KEY**

Strongly disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly agree 5

1. \_ bashful
2. \_ bold
3. \_ careless
4. \_ cold

5. \_ complex

6. \_ cooperative

7. \_ creative

8. \_ deep

9. \_ disorganized

10. \_ efficient

11. \_ energetic

12. \_ envious

13. \_ extraverted

14. \_ fretful

15. \_ harsh

16. \_ imaginative

17. \_ inefficient

18. \_ intellectual

19. \_ jealous

20. \_ kind

21. \_ moody

22. \_ organized

23. \_ philosophical

24. \_ practical

25. \_ quiet

26. \_ relaxed

27. \_ rude

28. \_ shy

29. \_ sloppy

30. \_ sympathetic

31. \_ systematic

32. \_ talkative

33. \_ temperamental

34. \_ touchy

35. \_ uncreative

36. \_ unenvious

37. \_ unintellectual

38. \_ unsympathetic

39. \_ warm

40. \_ withdrawn



# Appendix A2: Trainer and Content Observation Evaluation Tool

## THIRD PARTY REVIEW TOOL DEMOGRAPHICS AND CULTURE

Element	Unacceptable	Needs Improvement	Proficient
<b>1. Instructor Interactions with Participants</b>	Instructor interaction with at least some participants is negative, demeaning, sarcastic or, inappropriate to demographics/culture of the participant. Participants exhibit visible frustrations with instructor.	Instructor-participant interactions are generally appropriate but many reflect occasional inconsistencies, favoritism, or disregard for participants cultures. Participants exhibit minor frustration with instructor.	Instructor-participant interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to demographic and cultural norms. Participants exhibit comfort/trust with instructor.
<b>2. Participant Interaction</b>	Participant interactions are characterized by frustration, confusion and a lack of understanding and low tolerance. Ground rules often ignored. Disagreements are disruptive and ignored.	Participant interactions reflect they feel safe in speaking out and are in accordance with classroom ground rules. Disagreements are resolved.	Participant interactions reflect a supportive/safe atmosphere, ground rules are followed, participants feel they have a part in the learning process. Instructor proactively handles disagreements.
<b>3. Management of Instructional Groups</b>	Participants not working with the instructor are not productively engage in learning.	Tasks for group/independent work are partially organized, resulting in some off-task behavior when the instructor is involved with one group.	Tasks for group/independent work are organized, and groups are managed so most participants are engaged at all times and productive.
<b>4. Management of Transitions</b>	Much time is lost during transitions. Segments are not related.	Transitions are sporadically efficient, resulting in some loss of instructional time. Segments are related.	Transitions occur smoothly, with little loss of instructional time. Segments are tied together and built upon each other.
<b>5. Management of Instructional Materials</b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling instructional materials occur smoothly with little loss of instructional time.

<b>Element</b>	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Proficient</b>

**DEMOGRAPHICS AND CULTURE**

<b>Element</b>	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Proficient</b>
<b>6. Response to Participants</b>	Instructor ignores or brushes aside participants' questions or interests.	Instructor attempts to accommodate participant's questions or interests. The effects on the coherence of a lesson are uneven.	Instructor successfully accommodates participant's questions or interests.

## INSTRUCTION

<b>Element</b>	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Proficient</b>
<b>7. Delivery and Knowledge of Content</b>	Instructor makes content errors or does not correct content errors participants make.	Instructor displays basic content knowledge but cannot articulate connections with other subject matter and field experience.	Instructor displays solid content knowledge and makes connections between the content and other parts of field experience, at appropriate participant level.
<b>8. Lesson and Unit Structure</b>	Instructor is unfamiliar with the different approaches to learning that participants exhibit, such as learning styles, life experiences, and incoming knowledge levels. Instructor adheres rigidly to the lesson plan, even when a change will clearly improve the lesson.	Instructor has general understanding of the different approaches to learning that participants exhibit, but does not alleviate student misconceptions. Instructor attempts to adjust a lesson with mixed results.	Instructor uses different approaches to learning to meet different participants needs and anticipates student's misconceptions. Instructor makes needed adjustments to a lesson and the adjustment occurs smoothly.
<b>9. Knowledge of Participants' Skills and Experience Level</b>	Instructor displays little knowledge of participants' skills and experiences, does not make adjustments.	Instructor assesses participants' skills and experience but does not make adjustments.	Instructor assesses participants' knowledge and experience and makes adjustments to meet participants needs.
<b>10. Clarity of Objectives</b>	Objectives are not clear and represent low expectations and no conceptual understanding for participants. Objectives do not reflect important learning.	Objectives are moderately clear in either their expectations or conceptual understanding for participants and in importance of learning.	Objectives are clear in their level of expectations, conceptual understanding, and importance of learning.

## INSTRUCTION

Element	Unacceptable	Needs Improvement	Proficient
<b>11. Checking for Understanding and Feedback</b>	Checking for understanding and feedback are either not provided or are not specific to the task or participants	Checking for understanding and feedback are inconsistent in quality. Some specificity is present.	Checking for understanding and feedback are consistently non-judgemental, individualized and specific to the participant.
<b>12. Oral and Written Language</b>	Instructor's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly.	Instructor's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to participants' backgrounds or knowledge.	Instructor's spoken and written language is clear and correct. Vocabulary is appropriate to participants' knowledge and background.
<b>13. Quality of Questions</b>	Instructor's questions are virtually all of poor quality and/or do not invite any response.	Instructor's questions are a combination of low and high quality. Only some invite a response.	Most of Instructor's questions are of high quality, such as ORID. Adequate time is available for participants to respond.
<b>14. Discussion Techniques</b>	Interaction between instructor and participant is predominantly recitation style, with instructor mediating questions/answers.	Instructor makes some attempt to engage participants in a true discussion, with uneven results.	Classroom interaction represents true discussion, with instructor stepping, when appropriate, to the side. Involves all participants.
<b>15. Activities and Assignments</b>	Activities and assignments are unrelated to the course objectives. Participants are not engaged mentally and/or unable to complete the activities.	Some activities and assignments are related to instructional objectives and engage them mentally, but others do not. Debriefing is minimal.	All activities and assignments are related to instructional objectives. Almost all participants are cognitively engaged, and complete assignments. Debriefing enhances understanding.

# Appendix B1:

## Level I: “Participant Reactions to Training” Post-Training Sample Questionnaires

*Example* (Modified for the Court)

Use the following 1 to 5 scale for each question:

Fails to meet 1	Barely meets 2	Adequately meets 3	Exceeds 4	Greatly Exceeds 5
1. Learning objectives were explained at the beginning of the training				___
2. Learning objectives were achieved by the end of the training				___
3. Instructional aids were beneficial (e.g., handouts, video, etc.)				___
4. The teaching methods used were effective				___
5. The training was well organized				___
6. Ample time was given to practice to demonstrate knowledge/skills				___
7. The training will help me perform my job more effectively				___
8. Content was presented at an appropriate level to my background and experience				___

9. How likely will you be to apply the knowledge you have learned in this training?

Not at all likely 1	2	Somewhat likely 3	4	Very likely 5
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10. Overall, how would you rate the training you have received?

Not at all practical 1	2	Somewhat practical 3	4	Very practical 5
---------------------------	---	-------------------------	---	---------------------

Not at all important 1	2	Somewhat important 3	4	Very important 5
---------------------------	---	-------------------------	---	---------------------

Not at all enjoyable 1	2	Somewhat enjoyable 3	4	Very enjoyable 5
---------------------------	---	-------------------------	---	---------------------

Not at all satisfying 1	2	Somewhat satisfying 3	4	Very satisfying 5
----------------------------	---	--------------------------	---	----------------------

Did not increase my knowledge 1	2	Somewhat increased my knowledge 3	4	Greatly increased my knowledge 5
------------------------------------	---	--------------------------------------	---	-------------------------------------

<b>Did not increase my skill</b>	<b>1</b>	<b>2</b>	<b>Somewhat increased my skill</b>	<b>3</b>	<b>4</b>	<b>Greatly increased my skill</b>	<b>5</b>
<b>Did not increase my confidence</b>	<b>1</b>	<b>2</b>	<b>Somewhat increased my confidence</b>	<b>3</b>	<b>4</b>	<b>Greatly increased my confidence</b>	<b>5</b>

Section 2: Please rate the following instructors on each of the items below that MOST AGREES with your expectations.

Use the following 1 to 5 scale for each question:

<b>Fails to meet</b>	<b>Barely meets</b>	<b>Adequately meets</b>	<b>Exceeds</b>	<b>Greatly Exceeds</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

For each section of the training such as Introduction by Judge

- 11. Trainer used effective time management \_\_\_\_\_
- 12. Content presented in a clear and understandable manner \_\_\_\_\_
- 13. Trainer demonstrated good knowledge of training content \_\_\_\_\_
- 14. Trainer demonstrated willingness to assist participants \_\_\_\_\_
- 15. Trainer kept participants involved and on task \_\_\_\_\_
- 16. Trainer displayed interest and enthusiasm \_\_\_\_\_

Collaboration Lessons Learned (Judge Lowenbach)

- 17. Trainer used effective time management \_\_\_\_\_
- 18. Content presented in a clear and understandable manner \_\_\_\_\_
- 19. Trainer demonstrated good knowledge of training content \_\_\_\_\_
- 20. Trainer demonstrated willingness to assist participants \_\_\_\_\_
- 21. Trainer kept participants involved and on task \_\_\_\_\_
- 22. Trainer displayed interest and enthusiasm \_\_\_\_\_

Instructor C: \_\_\_\_\_

- 23. Trainer used effective time management \_\_\_\_\_
- 24. Content presented in a clear and understandable manner \_\_\_\_\_
- 25. Trainer demonstrated good knowledge of training content \_\_\_\_\_
- 26. Trainer demonstrated willingness to assist participants \_\_\_\_\_
- 27. Trainer kept participants involved and on task \_\_\_\_\_
- 28. Trainer displayed interest and enthusiasm \_\_\_\_\_

Instructor D: \_\_\_\_\_

- 29. Trainer used effective time management \_\_\_\_\_
- 30. Content presented in a clear and understandable manner \_\_\_\_\_
- 31. Trainer demonstrated good knowledge of training content \_\_\_\_\_
- 32. Trainer demonstrated willingness to assist participants \_\_\_\_\_
- 33. Trainer kept participants involved and on task \_\_\_\_\_
- 34. Trainer displayed interest and enthusiasm \_\_\_\_\_

# **Appendix B2:**

## **Level I: “Supervisor Reactions to Employee Training” Post-Training Sample Questionnaire**

**KY CHFS CUSTOMER SATISFACTION SURVEY**

**SUPERVISORS OF NEW EMPLOYEES**

**SATISFACTION WITH TRAINING PROGRAMS**

**You are being invited to participate in a research study. The purpose of this study is to evaluate your satisfaction with child welfare and family support training. This study is being conducted by Dr. Becky Antle and Dr. Dana Sullivan and is sponsored by the Kent School of Social Work. Your participation is completely voluntary. You may refuse to participate or discontinue participation at any time without being subject to any penalty or losing any benefits to which you are otherwise entitled. If you agree to participate, you will complete this survey. The survey should take approximately twenty minutes. You may decline to participate or to answer any specific question on this survey. There are no known risks to you for participation. However, the knowledge gained may benefit employees of the Cabinet for Health and Family Services as well as their clients, through the enhancement of training.**

**You will be asked to provide your name and e-mail address for the purpose of matching this survey to the worker you are supervising. Your email address may be shared with training branch personnel and supervisors. Absolute confidentiality cannot be guaranteed. Individuals from the Kent School of Social Work, the Institutional Review Board (IRB), and the Human Subjects Protection Program Office (HSPPPO) may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed. By completing this questionnaire, you are indicating that all your present questions have been answered in language you can understand. All future questions will be treated in the same manner. If you have any questions about this study, you may contact Dr. Dana Sullivan at (502) 852-2920. If you have any questions about your rights as a research subject, you may call the HSPPPO at (502)852-5188 or the Cabinet for Health and Family Services IRB at (502) 564-2767x4102. You will be given the opportunity to discuss any questions about your rights as a research subject, in confidence, with a member of the IRB. The IRB is an independent committee composed of members of the**

**University community, staff of the institutions, as well as lay members of the community not connected with the institutions. The IRB has reviewed this study. By completing this questionnaire and providing your name and e-mail, you are agreeing to participate. Thank you! (revised 08/04)**

Name: \_\_\_ E-Mail Address: \_\_\_

Last four digits of social security number (for matching purposes only): \_\_\_\_\_

Your supervisee's name, the one that just completed new employee training:

\_\_\_\_\_

Your gender \_\_\_\_\_ M \_\_\_\_\_ F      Supervisee's gender \_\_\_\_\_ M  
\_\_\_\_\_ F

Your years of experience supervising other people: \_\_\_\_\_

Your highest degree: \_\_\_\_\_ Your supervisee's highest degree:

\_\_\_\_\_

Your number of years employed by the Cabinet for Families and Children:

\_\_\_\_\_

The supervisee's number of years employed by the Cabinet for Families and Children:

\_\_\_\_\_

Your service region:

\_\_\_\_\_

**DIRECTIONS:** Read through each statement and place a number beside each question using the scoring key provided for each group of statements. (Adapted from Coetsee & vanZyl, Training Transfer Inventory, 1997. Some material drawn from other Cabinet training surveys.)

**ANSWER KEY EXAMPLE**

None of the time 1	A little of the time 2	Some of the time 3	A good part of the time 4	All of the time 5
--------------------------	------------------------------	--------------------------	---------------------------------	-------------------------



Example:   5   I return surveys promptly to ensure my input is included.

**ANSWER KEY for questions 1 – 16, below. Type “D” in the blank if you don’t know the answer.**

None of the time 1	A little of the time 2	Some of the time 3	A good part of the time 4	All of the time 5
--------------------------	------------------------------	--------------------------	---------------------------------	-------------------------

How often do you do the following with new employees?

- 1. Encourage them to use the training they have received on the job.
- 2. Encourage the use of job aids to remind them of training received.
- 3. Expect them to use training received.
- 4. Set performance goals for them which are based on the training they have received.
- 5. Prepare them prior to the beginning of training, for example, by discussing the purpose of the training and its importance to their jobs.
- 6. Before training, set expectations with employees for classroom/training behaviors  
(e.g., attendance, note-taking, asking questions).
- 7. After the training, seek feedback from employees regarding the usefulness of the training received.
- 8. After the training, seek feedback from the instructor regarding employees’ performance during training.
- 9. On the job, demonstrate the use of my own training.
- 10. Give employees opportunities to discuss with me the training received.

- \_\_\_\_\_ 11. Give employees opportunities to discuss with co-workers the training received.
- \_\_\_\_\_ 12. Involve them in making decisions that will use the training they have received.
- \_\_\_\_\_ 13. Use the Cabinet’s terminology.
- \_\_\_\_\_ 14. Ask them about any difficulties encountered in applying the training to practice.
- \_\_\_\_\_ 15. Ease work pressure to allow time to integrate new training into practice.
- \_\_\_\_\_ 16. Approve meetings between the employee, the training instructor and myself (as needed) to discuss ways of integrating the training into practice.

Use the same answer key for questions 17 – 25, below. Type “D” in the box if you don’t know the answer.

None of the time 1	A little of the time 2	Some of the time 3	A good part of the time 4	All of the time 5
--------------------------	------------------------------	--------------------------	---------------------------------	-------------------------

How much do you agree with the statements?

Since the employee completed the recent training,

\_\_\_\_\_ 17. I have observed (or heard of) desirable change in the employee’s ATTITUDE toward clients.

\_\_\_\_\_ 18. I have observed (or heard of) desirable change in the employee’s BEHAVIOR toward clients.

\_\_\_\_\_ 19. I have observed (or heard of) desirable change in the employee’s ATTITUDE toward co-workers.

\_\_\_\_\_ 20. I have observed (or heard of) desirable change in the employee’s BEHAVIOR toward co-workers.

\_\_\_\_\_ 21. I have observed (or heard of) desirable change in the employee’s ATTITUDE toward community partners.

\_\_\_\_\_ 22. I have observed (or heard of) desirable change in the employee’s BEHAVIOR toward community partners.

\_\_\_\_\_ 23. I am aware of positive change in the employee’s skills related to engaging clients in service.

\_\_\_\_\_ 24. I am aware of positive change in the employee’s skills related to accessing community resources on behalf of clients.

\_\_\_\_\_ 25. I am aware of positive change in the employee’s skills related to knowledge of policy in the specific program trained.

**ANSWER KEY for questions 26 – 41, below. Type “D” in the box if you don’t know the answer.**

Not at all satisfied 1	Only a little bit satisfied 2	Somewhat satisfied 3	Pretty much satisfied 4	Very satisfied 5
------------------------------	-------------------------------------	----------------------------	-------------------------------	---------------------

Considering yourself the customer for the training division, how satisfied are you with the “product” you have received now that your employee has completed the most recent training?

Consider the following specific areas:

\_\_\_\_\_ 26. The amount of time spent training this employee on this topic.

(If applicable, check one: too much time spent \_\_\_\_\_ not enough time spent \_\_\_\_\_ )

\_\_\_\_\_ 27. The method used to train (classroom, computer based, or a combination).

\_\_\_\_\_ 28. The values the employee has regarding the topic trained.

\_\_\_\_\_ 29. The knowledge the employee has regarding the topic trained.

\_\_\_\_\_ 30. The skills the employee has regarding the topic trained.

\_\_\_\_\_ 31. The relevance of the training to the needs of our specific service region.

\_\_\_\_\_ 32. The amount of material covered.

- \_\_\_\_\_ 33. The degree of confidence the employee displays in the subject matter.
- \_\_\_\_\_ 34. The apparent competence of the trainer/instructor.
- \_\_\_\_\_ 35. The feedback I received regarding the progress of my supervisee.
- \_\_\_\_\_ 36. The degree to which this training is consistent with the organization's mission and goals.
- \_\_\_\_\_ 37. The degree to which this training is aligned with current policy.
- \_\_\_\_\_ 38. The degree to which this training is aligned with field practice.
- \_\_\_\_\_ 39. The degree to which this training met my expectations for strengthening this supervisee.
- \_\_\_\_\_ 40. The degree to which this training was disruptive to my work center.
- \_\_\_\_\_ 41. The degree to which I felt like an integral part of the training process with this new employee.

Comments regarding the survey or other information you would like to provide:

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# Appendix C1:

## Level II: Learning: Sample Test Items

Name: \_\_\_ E-Mail Address: \_

Last four digits of social security number (for matching purposes only): \_\_\_\_\_

1. Which of the following is NOT one of the four components of the Child Welfare Pyramid?
  - a. Outcomes
  - b. Skills
  - c. Process
  - d. Data
  - e. Foundation (values and policies)
  
2. TPR refers to what?
  - a. timing, placement and referral
  - b. termination of parental rights
  - c. transitional assistance to parents with rights
  - d. transitioning parental rights
  
3. ASFA relates to \_\_\_\_\_ while MEPA refers to \_\_\_\_\_
  - a. the role of time in placement; the role of ethnicity in placement
  - b. the role of ethnicity in placement; the role of time in placement
  - c. safety; well being
  - d. well-being; safety
  - e. both a and c

4. The Adoption and Safe Families Act mandates...
  - a. Substance abuse treatment and psychotherapy for abusive parents
  - b. Expedited casework, support services and collaboration among key agencies
  - c. Expedited adoption for all children who have experienced abuse and neglect
  - d. Safety, Permanency, and Well-Being for all families and children involved with the Cabinet
  
5. When a worker is conducting an intake and investigation of potential child abuse and neglect, what Cabinet outcomes is one's work linked to the most?
  - a. Safety
  - b. Permanency
  - c. Well-being
  - d. Both A and C
  
6. If a worker substantiates abuse or neglect, what are the next steps in the process of that case?
  - a. conduct an aftercare plan, refer to community supports, close the case
  - b. open the case for ongoing services, give notice to the families and alleged perpetrator of right to appeal, initiate court proceedings
  - c. remove the child from the home, write a case plan
  - d. place the child in foster care and go to court
  - e. either A or B

## **Appendix C2:**

# **Level II - Tips on Designing Tools to Measure Learning**

### **I. Course Objectives**

- A. Make sure your test items align with course objectives
- B. Some objectives will be focused on knowledge gain- thus some questions will need to test knowledge (See Blooms Taxonomy)
- C. Some objectives will be focused on application- thus some questions will need to test application
- D. Some objectives will be focused on integration- thus some questions will need to test integration of knowledge

### **II. Course Content**

- A. Focus questions on content that aligns with objectives rather than obscure facts that aren't critical
- B. Try to ensure that there is a sampling of questions across the material to be covered for the test rather than just focusing on a few areas
- C. Use the content to help devise the stem of the question and the possible alternatives

### **III. Writing the Items**

- A. Different types of stems (see "Types of Stems" in Tips on Designing Survey Questions section below)
- B. Have 4-5 options for multiple choice questions
- C. Don't have just yes or no (two options)
- D. Try to avoid negative wording if possible
- E. Try to have at least one option that is not the answer help to discriminate between really knowing the material vs. surface knowledge of the material
- F. Limit number of questions with all of the above, none of the above

G. One way to make questions with all of the above better is to include items that have both a and b, etc.

H. Try to be as clear as possible

#### **IV. Assessing items once a test is given**

A. There are programs that can help you do an item analysis after a test is given. Best to know how many people missed each question and how many chose each of the 4 or 5 options

B. First look at how many people missed an item. If it was 90+% getting it correct, then it is an easy question. Students who missed it may have been careless or didn't know or understand the material.

C. If it was 70-89% getting it correct, then it is a moderately hard question.

D. If it was less than 70% that got it correct, it may be a poorly written question, a question that is hard that high scorers get and others don't- thus discriminates between people who really know the material vs those that don't, or it is too hard and may need to be modified (if high scorers people miss the question, it may be flawed or too hard)

E. If people often give the same alternative answer, then the alternative answer may be too similar to the correct answer, may be ambiguous in some way or may be just right in discriminating between those that really know the material vs those that don't.

F. Again, if the people who score higher on the test get the answer and those that score lower pick the close alternative, then the test is helping to discriminate level of knowledge or application skill.

#### **V. Giving Feedback To Students**

A. When going over the test, have the data about the items and go over each question, one at a time

B. When students raise questions about items they missed, give the data on how others did to put it in context.

C. If many students missed an item, show how the wrong answer is close but not correct- use as a learning moment

D. If many students missed an item and they give compelling reasons why the question was faulty then I often drop the question to improve their scores.

E. Then revise the test for the next go around so that the questions meet the objectives and are clear.



### **Examples of Knowledge Questions**

Which one of the following statements about culture is accurate?

- a. All people in a cultural group share values, beliefs and ways of behaving.
- b. There are central tendencies to which many people in a cultural group gravitate.\*
- c. Only extremists in a cultural group live according to the values and beliefs of that group.
- d. It is unlikely that all people in a cultural group share core values and beliefs.

Which of the following statements describe a good assessment?

Assessment:

- a. Is comprehensive and covers every aspect of an adolescents life
- b. Is not necessarily connected to any decision that must be made
- c. Is fully completed in a timely manner
- d. Focuses on strengths and minimize challenges\*

### **Examples of Application Questions**

When a social worker focuses more on filling out the paperwork properly than on working towards the best solution for a client's problem, the social worker has succumbed to:

- a. retreatism
- b. innovation
- c. ritualism\*
- d. rebellion

A client comes to you because she has just lost her job and is homeless. She is seeking shelter and help from your agency. Using social network theory, how would you help this client?

- a. map out her network to see if anyone can give her shelter until she gets a job\*
- b. map out her network to see if anyone lived in her old neighborhood
- c. look at the strengths of the relationships between her friends
- d. see if she has family in Ohio

People who have had secure attachments as infants are most likely to have what kind of relationships with romantic partners?

- a. distant ones
- b. ones full of jealousy and emotional highs and lows
- c. close and trusting ones\*
- d. non-existent ones

A cynical individual, who believes that love is a myth perpetuated by lawyers in order to maintain the institution of divorce probably had what pattern of attachment as a child, using Ainsworth's typology?

- a. secure
- b. insecure, anxious, and ambivalent
- c. insecure, anxious and avoidant\*
- d. raised by wolves

### **Examples of Integration Questions**

A client has come to your clinic seeking help for depression. As you interview her for the assessment, you find out that her boyfriend recently broke up with her, she recently lost her job, and that she has a tendency to complain. You assume that \_\_\_\_\_ lead to her depression. Two weeks later, after the anti-depressants kick in, she says that her mood has greatly improved. You notice, however, that she continues to complain in her sessions with you. You wonder how much \_\_\_\_\_ affected her condition. Later you find that her romantic partner was hypersensitive to criticism. You conclude that her depression probably stemmed from \_\_\_\_\_

- a. the person; the environment; the environment
- b. the environment; the person; the interaction of the person and the environment\*
- c. the interaction of the person and the environment; the person; the environment
- d. societal transactions; the person; the environment

The Hernandez family has four children ages 9 months, 2, 4 and 6. The 9 month old is listless, still doesn't sit without support, doesn't babble and doesn't choose his food in the morning. The 2-year-old uses three word sentences, is very expressive and seems good at playing with blocks and other toys, but throws temper tantrums when he has to go to bed at night. The 4-year-old does not share, hits his 2-year-old brother often and has been sent home from pre-school several times a week for hitting and biting other children. The 6-year-old repeated kindergarten to try to catch up with the other children in writing and other language skills, has set three fires over the past 6 months and masturbates in public often.

The sign that the infant has possibly been abused or neglected is:

- a. the baby's listless behavior
- b. the baby's inability to sit without support
- c. the baby's inability to choose his good in the morning
- d. both a and b\*
- e. none of the above, the child is too young to sit unassisted, babble or choose food.

The two-year-old's behavior tells the worker that:

- a. the child is behaving normally for his age \*
- b. the temper tantrums are problematic and may be a sign of abuse or neglect
- c. the child should be speaking more fluently
- d. the child should be removed from the home immediately

What should the worker recommend for the 4-year-old?

- a. that he be tested for social and emotional well-being
- b. that the situation be investigated for abuse or neglect
- c. that the parental discipline skills be assessed
- d. all of the above \*

The 6-year-old may be a victim of:

- a. physical abuse
- b. avoidant attachment
- c. sexual abuse\*
- d. emotional abuse
- e. both c and d

What is **NOT** a key question that the worker should ask parents in trying to understand how culture can affect family functioning?

- a. what is the family's culture of origin
- b. what is the family's racial make-up\*
- c. what specific cultural values are important to the family
- d. what individual family member characteristics influence the family's functioning

### **Types of Stems**

#### **Response to a statement**

Only white Americans are capable of prejudice. Give the best answer.

- a. True, white Americans historically have endorsed the oppression of African Americans due to slavery
- b. True, white Americans are more authoritarian than people from other countries
- c. False; Americans, in general, are more prone to prejudice than people from other countries who are raised to be more tolerant
- d. False; cognitive processes such as social categorization are at the root of prejudice and all humans are susceptible to such processes in thinking\*

#### **Answer a question**

If social workers in your office label a client who doesn't comply with all of the treatment tasks as resistant, what type of attribution are they making?

- a. internal attribution\*
- b. external attribution
- c. base rate attribution
- d. fundamental attribution

**Fill in the blank**

According to Symbolic Interactionism the generalized other is \_\_\_\_\_

and the significant other is \_\_\_\_\_

whole society; ethnic group

whole society; friends and family\*

group you aspire to be like; friends and family

friends and family; group you aspire to be like

**Finish the sentence**

Social workers use Labeling Theory to justify:

a.use of the DSM-IV in diagnosing patients

b.use of the DSM-IV in treating patients

c.resisting using the DSM-IV when doing a client assessment\*

d.referring to juveniles in the justice system as delinquents

**Negatively worded questions**

Which of the following is NOT a core condition of Interpersonal Helping Skills?

a.Respect

b.Genuineness

c.Sympathy\*

d.Empathy

**Nonsense answers**

A person with a physical disability is most interested in what aspect of the physical environment?

- a. meaning
- b. legibility
- c. control
- d. accessibility\*

**Three from same category- 1 different**

The environment excludes which of the following?

- a. spirituality\*
- b. the neighborhood
- c. the workplace
- d. friends

**Discriminating between two concepts**

If social workers in your office label a client who doesn't comply with all of the treatment tasks as resistant, what type of attribution are they making?

- a. internal attribution\*
- b. external attribution
- c. base rate attribution
- d. fundamental attribution



If a person holds a negative evaluation of a social group and its members, then that person:

- a. discriminates
- b. is prejudiced\*
- c. is ethnocentric
- d. is evil

**Best answer is longest**

Collaborative models of social change urge people to:

- a. engage in civil disobedience
- b. form picket lines when hiring practices are unfair
- c. advocate from the outside to get agencies to comply
- d. bring agencies and communities together through coalitions to bring about change\*

**All of the above with other options**

A couple is talking to you about one of their problems. The wife thinks she is sloppy because she is busy and her husband thinks she is sloppy because she is not conscientious. Conversely, the husband thinks he is sometimes inattentive at meals because he has a lot of responsibilities that are weighing on his mind and the wife thinks he does not really love her or he would listen better. In helping the couple you seek to normalize their perspectives by explaining which phenomenon that you see in their situation?

- a. availability heuristic
- b. actor-observer effect
- c. fundamental attribution error
- d. both c and d\*
- e. all of the above

A main take away message from cross cultural studies such as those by Ford and Beach, 1951 is:

- a. culture asserts a strong impact on sexuality
- b. biology asserts a stronger impact on sexuality than culture
- c. sexual behavior is tremendously varied across the world
- d. both a and c
- e. both b and c

Why is it important for social workers to find ways to join with people from the upper class?

- a. they can help publicize social movements
- b. they can help legitimize social movements
- c. they can underwrite social movements
- d. all of the above\*
- e. none of the above, that is selling out

Resistance is a term used to describe:

- a. a family member's apparent unwillingness to fully participate in the casework process.
- b. a protective mechanism for families that can be seen as a family strength.
- c. an unhelpful tendency on the part of the client that the case worker must forcefully overcome.
- d. All of the above
- e. a and b, but not c.\*

**Problematic items**

One major change in the institution of family over the last thirty years is:

- a. divorce takes a longer time to get today
- b. couples are marrying at later ages
- c. unmarried cohabitation is no longer illegal\*
- d. fewer mothers are entering the workforce

# Appendix D1:

## Level III: Follow-up Participant Sample Questionnaire

Public Child Welfare Certification Program

Graduate/New Worker Questionnaire

New Worker Name \_\_\_\_\_ Date \_\_\_\_\_

**Supervisor Name** \_\_\_\_\_

Office  
Address \_\_\_\_\_

\_\_\_\_\_

Office Phone Number \_\_\_\_\_

Date Started Position \_\_\_\_\_

Major duties (i.e. CPS: Intake, Investigation, Ongoing; Family Support)

\_\_\_\_\_

Rate how prepared you felt you were to conduct the following job duties when you began as a full-time employee with the Cabinet. Please use the following scale:

<b>Not at all</b>					<b>Very</b>	<b>N/A</b>
<b>Prepared</b>					<b>Prepared</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
___1. Working with superiors						
___2. Building positive working relationships with clients						
___3. Building positive working relationships with clients of ethnic groups different from my own						
___4. Building positive working relationships with community agencies						
___5. Joining with clients						
___6. Dealing with resistant clients						
___7. Utilizing the permanency planning philosophy						
___8. Remaining safe and disease free						
___9. Asking appropriate questions during an intake						
___10. Demonstrating knowledge of acceptable criteria for referrals						
___11. Remaining respectful during the referral process						
___12. Demonstrating knowledge of appropriate time frames for investigations						
___13. Demonstrating knowledge and skills in child development						
___14. Demonstrating knowledge of parenting strategies						
___15. Identifying dynamics and indicators of abuse and neglect						
___16. Conducting a risk assessment and making accurate determinations						

- \_\_\_17. Demonstrating knowledge of the dynamics and indicators of domestic violence
- \_\_\_18. Demonstrating knowledge of the effects of domestic violence on children in the home
- \_\_\_19. Demonstrating knowledge of the dynamics and indicators of child sex abuse
- \_\_\_20. Demonstrating knowledge of the particular strategies to use when investigating a child sex abuse case
- \_\_\_21. Writing a case assessment utilizing the family level and individual level patterns and issues
- \_\_\_22. Writing a case plan utilizing the solution-based casework approach
- \_\_\_23. Demonstrating knowledge of the law and the use of legal documents
- \_\_\_24. Demonstrating competent courtroom preparation and behavior
- \_\_\_25. Demonstrating ability to close a case

To what extent do you recommend that the PCWCP program continue?

**Do Not Recommend      Recommend a**

**At All                      Great Deal**

**1 2 3 4 5**

How likely will you be to recommend to other students to participate in the PCWCP program?

**Not At All      Very Likely**

**Likely**

**1 2 3 4 5**

To what extent do you recommend that supervisors hire graduates of the PCWCP program?

**Do Not Recommend      Recommend a**

**At All                      Great Deal**

**1 2 3 4 5**

Overall, how well do you think the PCWCP Program prepared you for your job with the Cabinet?

**Did Not                      Did**

**Prepare me                Prepare me**

**Well at all                Well**

**1 2 3 4 5**

**Please use as much space as needed to answer the following questions.**

1. What knowledge did you learn from the PCWCP program that has helped you in your job with the Cabinet?
  
  
  
  
  
  
  
  
  
  
2. What skills did you acquire during the PCWCP program that have helped you in your job with the Cabinet?

3. Now that you have been on the job with the Cabinet, do you recommend that the PCWCP program add any knowledge or skills to the curriculum that was not included in the program that would help better prepare graduates for the workplace?
  
  
  
  
  
4. If you do recommend that the program continue, why do you do so?
  
  
  
  
  
  
  
  
  
  
5. If you don't recommend that the program continue, why don't you?
  
  
  
  
  
  
  
  
  
  
6. Overall, how could the program be improved?

**Thank you for taking the time to complete this survey.**



## *Appendix D2:*

# *Level III: Follow-up Sample Supervisor Questionnaire*

### SUPERVISOR POST-TRAINING QUESTIONNAIRE ((PROTECTION & PERMANENCY)

*You are being invited to participate in a research study. The purpose of this study is to evaluate the effectiveness of child welfare training. This study is being conducted by Dr. Becky Antle and Dr. Dana Sullivan and is sponsored by the Kent School of Social Work. Your participation is completely voluntary. You may refuse to participate or discontinue participation at any time without being subject to any penalty or losing any benefits to which you are otherwise entitled. If you agree to participate, you will complete this survey. The survey should take approximately ten minutes. You may decline to participate or to answer any specific question on this survey. There are no known risks to you for participation. However, the knowledge gained may benefit employees of the Cabinet for Health and Family Services as well as their clients, through the enhancement of training.*

*You will be asked to provide your name and e-mail address for the purpose of matching pre- and post-training surveys. Individuals from the Kent School of Social Work, the Institutional Review Board, and the University Human Subjects Protection Program Office may inspect these records. Data may also be shared with training branch personnel and supervisors for the purpose of enhancing training and worker readiness. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed. By completing this questionnaire, you are indicating that all your present questions have been answered in language you can understand. All future questions will be treated in the same manner. If you have any questions about this study, you may contact Dr. Dana Sullivan at (502) 852-2920. If you have any questions about your rights as a research subject, you can contact the University Human Subjects Protection Program Office at (502) 852-5188 or the Cabinet for Health and Family Services IRB at (502) 564-2767x4102. The committee has reviewed this study. By completing this questionnaire, you are agreeing to participate. Thank you!* (revised 08/04)

Your Name: \_\_\_ E-Mail Address: \_\_\_

Name of New Worker: \_\_\_

Last four digits of social security number (for matching purposes only): \_\_\_\_\_

Please rate the new worker as he or she compares with other new workers in the following areas, using the scale provided. The shaded area has been included to help you

in selecting a number. If any areas are not applicable to you or cannot be evaluated at this time, please indicate with an “N/A” in the blank.

ANSWER KEY

Unacceptable			Acceptable			Superior
1	2	3	4	5	6	7

1. Attitude toward superiors
2. Attitude toward social work
3. Relationship with clients
4. Relationships with ethnic groups
5. Relationships with community agencies
6. Joining with clients
7. Dealing with resistant clients
8. Utilizing the permanency planning philosophy
9. Remaining safe and disease free
10. Asking appropriate questions during intake
11. Demonstrating knowledge of acceptable criteria for referrals

ANSWER KEY

Unacceptable			Acceptable			Superior
1	2	3	4	5	6	7

12. Remaining respectful during the referral process
13. Demonstrating knowledge of appropriate time frames for investigations

14. Demonstrating knowledge and skills in child development.
15. Demonstrating knowledge of parenting strategies
16. Identifying dynamics and indicators of abuse and neglect
17. Conducting a risk assessment and making accurate determinations
18. Demonstrating knowledge of the dynamics and indicators of domestic violence
19. Demonstrating knowledge of the effects of domestic violence on children in the home
20. Demonstrating knowledge of the dynamics and indicators of child sex abuse
21. Demonstrating knowledge of the particular strategies to use when investigating a child sex abuse case
22. Writing a case assessment using family level and individual level patterns and issues
23. Writing a case plan utilizing the Family Solutions approach
24. Demonstrating knowledge of the law and the use of legal documents
25. Demonstrating competent courtroom preparation and behavior
26. Demonstrating ability to close a case

# Appendix D3:

## Level III: Sample Case Record Review Follow-up Tool

### Sample CQI Tool

Case Name: \_\_\_\_\_ Case Number: \_\_\_\_\_ Region: \_\_\_\_\_  
 Worker: \_\_\_\_\_ FSOS: \_\_\_\_\_

County: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_  
 \_\_\_\_\_ M112 Month: \_\_\_\_\_

Level 1 2 3 Type of Case: \_\_\_\_\_

*TCM (All Cases)*

1. Was the TCM documentation completed by a qualified staff person that met the criteria for a case manager (Bachelor's degree and 1 year experience)?		
2. Does the contact information on the Contact Screens (individual served, contact type, location, and date) match the description of the contact/service in the service recordings?		
3. Does the written documentation reflect progress/regression toward the goal(s)/task(s) of the child/family as defined by the Cabinet?		
4. Is there at least one (1) valid TCM note per month? (Case record). Valid means that the worker has properly chosen 1 of the 6 TCM codes. (Note: While a negative home visit or telephone call should be chosen as a TCM attempt, it is not a valid TCM hit).		

**INTAKE AND INVESTIGATION (I&I)**

5. Was the FINSA or Investigation referral initiated timely?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Is the documentation of the Maltreatment/Presenting Problem/Statement of Need thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

7. Is the documentation of the Sequence of Events thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Is the documentation of the Family Development Stages, including strengths, thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Is the documentation of the Family Choice of Discipline (including strengths) thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Is the documentation of Individual Adult Patterns of Behavior, including strengths, thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. Does the CQA reflect a total history of ALL previous reports <b>and</b> repeat maltreatment for each child/adult?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12. Is there any indication that the SSW has reviewed any previous investigation(s) prior to completing the investigation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13. Is the documentation of Child/Youth Development (including strengths) thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14. Is the documentation of Family Support or Systems of Support, including strengths, thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
15. Is the Investigation Conclusion complete?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16. Is there documentation that all appropriate parties were notified of the results of the Investigation or FINSA in writing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17. Is there documentation that a DPP 154 was given to the perpetrator and family?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
18. If appropriate, was a safety plan completed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19. Did the investigator assess for substance abuse issues for ALL family members?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20. Did the investigator assess for mental health issues for ALL family members?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21. Did the investigator assess for domestic violence?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22. Is there documentation that a joint decision was made between worker and FSOS when a child is to be removed for CPS, <b>or</b> to determine appropriate services for status, <b>or</b> prior to any court action for APS?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
23. By reading the contacts, during the past 18 months, have ALL incidents of alleged maltreatment been investigated/assessed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

24. Have assessments by collateral agencies been completed as appropriate and included in the CQA and case file?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
25. If appropriate, was an aftercare plan completed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
26. This is the first and only incident of maltreatment (Sub. INV or found FINSA) for the child/ren or adults in the past 18 months?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
27. Were comprehensive services provided throughout the investigation/assessment to protect the victim and prevent risk of maltreatment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
28. Were services provided that matched the level of risk of maltreatment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
29. If services were assessed to be needed, were they provided?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
30. Was the Assessment (CQA) completed and approved within 30 working days? If not, is a legitimate reason for an extension documented in contacts, by the supervisor?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Total Number of Yes'(TY)</b>		
<b>Total Number of No's(TN)</b>		
<b>(TY) divided by(TY+TN) = TPP (Total Possible Points) = %</b>		
<b>ONGOING (All Cases)</b>		
31. Was the Assessment (CQA) completed and approved within 30 working days? If not, is a legitimate reason for an extension documented in contacts, by the supervisor?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
32. Have assessments by collateral agencies been completed as appropriate and included in the CQA and case file?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
33. Is the documentation of the Maltreatment/Presenting Problem/Statement of Need thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
34. Is the documentation of the Sequence of Events thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
35. Is the documentation of the Family Development Stages, including strengths, thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
36. Is the documentation of the Family Choice of Discipline (including strengths) thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
37. Is the documentation of Individual Adult Patterns of Behavior, including strengths, thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
38. By reading the contacts, during the past 18 months, have ALL incidents of alleged	<input type="checkbox"/> Yes	<input type="checkbox"/> No

maltreatment been investigated/assessed?		
39. Is the documentation of Child/Youth Development (including strengths) thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	
40. Is the documentation of Family Support or Systems of Support, including strengths, thorough <b>and</b> rated correctly?	<input type="checkbox"/> Yes	
41. Is the Assessment Conclusion completed?	<input type="checkbox"/> Yes	
42. Was an Aftercare Plan developed with the family, as appropriate?	<input type="checkbox"/> Yes	
43. Were services provided that matches the level of risk and maltreatment?	<input type="checkbox"/> Yes	
44. Were all services provided that were identified by the CQA and Case Plan?	<input type="checkbox"/> Yes	
45. Has the risk been reduced or alleviated through the services or interventions being provided?	<input type="checkbox"/> Yes	
46. Have educational needs been assessed for all children in the case?	<input type="checkbox"/> Yes	
47. Does the Case Plan address what the current level of educational functioning is for all children in the case?	<input type="checkbox"/> Yes	
48. Do all the children in the case have current immunizations?	<input type="checkbox"/> Yes	
49. Have preventative health and dental needs been assessed?	<input type="checkbox"/> Yes	
50. If health or dental needs were identified, were services provided?	<input type="checkbox"/> Yes	
51. Was the parent involved when changes were made to any of the following: visitation plan, case plan, or placement?	<input type="checkbox"/> Yes	
<b>Case Planning</b>		
52. Is the case plan current?	<input type="checkbox"/> Yes	
53. Does the case plan reflect the needs identified in the assessment to protect family members and prevent maltreatment?	<input type="checkbox"/> Yes	
54. Was the individual/family, child/ren, and foster parents/relative/kinship engaged in the Case Planning <b>and</b> decision-making process?	<input type="checkbox"/> Yes	
55. Were non-custodial parents involved in the case planning process, if appropriate?	<input type="checkbox"/> Yes	

56. Were the community partners and/or others invited by the family engaged in the Case Planning process, or was there documentation that all efforts were made to engage the family in accepting community partners?	<input type="checkbox"/> Yes	
57. Have the child's mental health needs been assessed?	<input type="checkbox"/> Yes	
58. If mental health needs were identified, were services provided?	<input type="checkbox"/> Yes	
59. Are the primary Family Level Objective/s and Tasks appropriate and specific to the Maltreatment/Presenting Problem?	<input type="checkbox"/> Yes	
60. Have services been provided related to the primary Family Level Objective/s and Tasks?	<input type="checkbox"/> Yes	
61. Does the secondary Family Level Objective and Tasks address all well being risk factors identified in the current CQA?	<input type="checkbox"/> Yes	
62. Have services been provided related to the secondary Family Level Objective and Tasks?	<input type="checkbox"/> Yes	
63. Are the Individual Level Objective (ILO) based on the issues identified in the CQA?	<input type="checkbox"/> Yes	
64. Does the Individual(s) Level Objective and tasks address the perpetrator's or status offender's individual pattern of high-risk behavior?	<input type="checkbox"/> Yes	
65. Have services been provided related to the Individual Level Objective and Tasks?	<input type="checkbox"/> Yes	
66. Was CFS 1 signed, for all parties appropriate?	<input type="checkbox"/> Yes	
67. Is there documentation that a DPP 154 was given to the client at the case planning conference?	<input type="checkbox"/> Yes	
<b>Case Management</b>		
68. Is there documentation that the FSW has engaged the family and community partners in the decision making process?	<input type="checkbox"/> Yes	
69. Is there ongoing documentation that comprehensive services were offered, provided or arranged to reduce the overall risks to the children and family?	<input type="checkbox"/> Yes	
70. Is the progress or lack of progress toward achieving EACH objective (every FLO, ILO, and CYA objective) documented in contacts?	<input type="checkbox"/> Yes	
71. Is the need for continued comprehensive services documented, at least monthly?	<input type="checkbox"/> Yes	
72. Has the SSW made home visits to both parents, including the non-custodial parent?	<input type="checkbox"/> Yes	



73. Did the SSW make the parental visits in the parents home, as defined by SOP 7E 3.3?	<input type="checkbox"/> Yes	
74. If visits are/were occurring less frequently than monthly, is/was the frequency consistent with the needs of the child?	<input type="checkbox"/> Yes	
75. Do visits between the SSW, or other responsible, party and the parents focus on issues pertinent to the case planning, service delivery, and goal attainment?	<input type="checkbox"/> Yes	
76. Has the SSW made home visits, appropriate to the type of case and needed services, as required by SOP 7?	<input type="checkbox"/> Yes	
77. If there was a change in workers, is there evidence that services were uninterrupted and did not delay the family/permanency goals?	<input type="checkbox"/> Yes	
78. If there is a child in the case who is committed and is within 6 months of his/her 18 <sup>th</sup> birthday, is there documentation that the worker discussed opportunities for extending commitment or terminating services upon their 18 <sup>th</sup> birthday?	<input type="checkbox"/> Yes	
79. Are FSOS case reviews, MSW consultations, periodic reviews <b>and</b> permanency hearings held timely?	<input type="checkbox"/> Yes	
80. Are FSOS case reviews, MSW consultations, periodic reviews <b>and</b> permanency hearings documented in contacts?	<input type="checkbox"/> Yes	
81. Prior to case closure, was an updated assessment completed?	<input type="checkbox"/> Yes	
82. Did the risk rating justify closure?	<input type="checkbox"/> Yes	
83. Prior to case closure was an Aftercare Plan completed with the family/community partners?	<input type="checkbox"/> Yes	
84. Was the decision to close the case mutually agreed upon?	<input type="checkbox"/> Yes	
85. Is there a closing summary containing reason for closure, evidence of reduced risk, recommendations, and summary aftercare plan?	<input type="checkbox"/> Yes	
<b>Total Number of Yes'(TY)</b>		
<b>Total Number of No's(TN)</b>		
<b>(TY) divided by(TY+TN) = TPP (Total Possible Points) = %</b>		
<b>APS and GENERAL ADULT</b>		
86. Is the documentation of the victim thorough <b>and</b> is it rated correctly?	<input type="checkbox"/> Yes	
87. Is the documentation of the <b>(PERSON WITH ACCESS PWA)</b> thorough <b>and</b> is it rated correctly?	<input type="checkbox"/> Yes	

88. Is there documentation that the adult's right <b>not</b> to be interviewed was respected?	<input type="checkbox"/> Yes	
89. If the adult was unable to give consent for services, was there documentation of consultation sought from the guardian, non-PWA caretaker or court?	<input type="checkbox"/> Yes	
90. In <b>DV cases</b> , did the adult give permission to interview <b>PWA and/or</b> in all <b>other APS cases</b> , was the adult informed that the <b>PWA</b> would be interviewed?	<input type="checkbox"/> Yes	
91. In DV cases where the child resides in the home, was the children's safety assessed?		
92. If involuntary hospitalization for mental illness (KRS 202A) was needed, was it pursued?	<input type="checkbox"/> Yes	
93. If guardianship/conservator (387.500) was needed, was it pursued?	<input type="checkbox"/> Yes	
94. If guardianship/conservator (387.500) was needed, was it the least restrictive?	<input type="checkbox"/> Yes	
95. Was the Office of Inspector General (OIG), Division of Long-Term Care contacted if necessary? <b>Were all appropriate agencies notified if necessary?</b>	<input type="checkbox"/> Yes	
96. Was Medicaid Fraud and Abuse Control Division of Office of Attorney General (OAG) contacted if indicated by the type of referral?	<input type="checkbox"/> Yes	
97. If appropriate, was an exit interview conducted with the alternate care facility staff upon completion by FSW and approved by the FSOS?	<input type="checkbox"/> Yes	
98. If Emergency Protective Services were needed (209.100), were they pursued?	<input type="checkbox"/> Yes	
<b>Total Number of Yes'(TY)</b>		
<b>Total Number of No's(TN)</b>		
<b>(TY) divided by (TY+TN) = TPP (Total Possible Points) = %</b>		
<b>OOHC</b>		
99. Was this child assessed to determine if concurrent planning was appropriate?		<input type="checkbox"/> Yes
100. If the case is identified as concurrent planning, does the Case Plan reflect this (TWIST Placement Background Screen)?		<input type="checkbox"/> Yes
101. If the case was identified as concurrent planning, was the child placed in a concurrent planning resource home?		<input type="checkbox"/> Yes
102. The child/ren have experienced only two placements or less in their most recent entry?		
103. Was the noncustodial parent approached for placement prior to placing the child into foster care?		

104.	Were caretaker needs assessed to promote safety and stability for the child/ren in relative/foster placement?	<input type="checkbox"/> Yes
105.	Have cultural issues been addressed (related to biological family or OOHC placement) and connections with Native American tribes been assessed and addressed?	
106.	Was the child/ren involved in the development of the case plan?	
107.	If medically fragile, are services driven by the child's current Individual Health Plan?	
108.	Were the primary connections of the child to his/her neighborhood, community, faith, family, friends identified and documented in the Case Plan?	<input type="checkbox"/> Yes
109.	Were those connections supported and promoted?	<input type="checkbox"/> Yes
110.	After reviewing the CQA, Case Plan, and Service Recordings, if barriers were identified to preserving family connections, were they documented?	<input type="checkbox"/> Yes
111.	Is there documentation that a Lifebook has been initiated? (all Foster Children should have a Lifebook)	<input type="checkbox"/> Yes
112.	Was the child assessed for Native American heritage?	<input type="checkbox"/> Yes
113.	If the child is Native American, were ICWA requirements followed as outlined in SOP Chapter 7?	<input type="checkbox"/> Yes
114.	Is there documentation that describes barriers to achieving permanency?	
115.	If the child has been in OOHC for 15 of the most recent 22 months, has termination of parental rights been filed?	
116.	Was the 161 filed timely as described in SOP 7D?	<input type="checkbox"/> Yes
117.	Was the Petition completed and filed timely as described in SOP 7D?	<input type="checkbox"/> Yes
118.	Was the Presentation Summary completed timely as described in SOP 2.1	<input type="checkbox"/> Yes
119.	Was TPR granted timely?	<input type="checkbox"/> Yes
120.	Was Adoption finalized timely?	
121.	Has the SSW discussed with the adoptive and biological parents, the biological parents involvement post TPR?	<input type="checkbox"/> Yes
122.	If the child and siblings are not placed together, is there clear evidence that separation is necessary to	

	meet the needs/best interest of the child?	
123.	Is there clear evidence that efforts were made to keep siblings together?	
124.	For children placed outside the community, county, or State of their parent's residence, is/was the reason for the location of the placement clearly related to helping the child achieve their case plan?	<input type="checkbox"/> Yes
125.	For children placed outside the State, was the child visited at least every 12 months by a caseworker of the supervising agency and a report filed to DCBS?	<input type="checkbox"/> Yes
126.	Is the permanency goal appropriate?	
127.	Were both maternal and paternal relatives identified and considered as placement resources?	<input type="checkbox"/> Yes
128.	If a relative placement was made, was a referral sent to the Kinship Care program?	
129.	Were relatives assessed at every Family Team meeting or Case Planning Conference?	<input type="checkbox"/> Yes
130.	If the permanency goal is PPLA, have relative resources been assessed for placement?	<input type="checkbox"/> Yes
131.	If a relative evaluation was not completed, do the service recordings reflect a legitimate reason?	<input type="checkbox"/> Yes
132.	If a relative was found for placement but the child was not placed into the home, do the service recordings clearly reflect a legitimate reason for not placing the child into the relative home?	<input type="checkbox"/> Yes
133.	Is/was there evidence of a strong, emotional supportive relationship between the child in foster care the child's parent(s)?	<input type="checkbox"/> Yes
134.	Where appropriate, has the SSW made efforts to promote or maintain a strong, emotionally supportive relationship between the child in foster care and the child's parent(s)? Reviewers should check not applicable if such a relationship is contrary to the child's safety or best interests.	<input type="checkbox"/> Yes
135.	Were both parents, as appropriate, involved in decision making process regarding the child's needs and services? (Such as education, medical, and religious decisions).	<input type="checkbox"/> Yes
136.	Were both parents, as appropriate, asked to be involved in activities with the child? For example, school functions and special occasions.	<input type="checkbox"/> Yes
137.	If the child is in OOHC, were the resource parents provided educational records?	<input type="checkbox"/> Yes
138.	Is the OOHC placement provider within its placement limit, or is there an approval letter for additional children?	<input type="checkbox"/> Yes
139.	Is there evidence that services were offered/arranged to meet Foster Parents/caregivers needs and support the safety and stabilization of child/ren in their placement?	

140.	Were supportive services provided to offset extra stress/issues?	<input type="checkbox"/> Yes
141.	Is the child/ren placed in the most appropriate setting to meet current treatment needs?	
142.	Was the decision to place in the least restrictive setting based on need and risk of placement disruption?	
143.	Is the child's current placement in close proximity to the parent's home, or if not, is it related to meeting the child's current needs, in the child's best interest, or to achieve the permanency goal?	
144.	If the child/ren experienced a move(s) during the current OOHC episode, did it occur for reasons directly related to helping the child maintain family connections or achieve the permanency goal(s)?	
145.	If the child changed schools (for reasons other than promotion or return to parent), was there an explanation documented?	
146.	Was educational information transferred to the new school using the educational passport?	
147.	Was the foster parent provided the child's medical passport and all other relevant medical/dental information?	
148.	Are there appropriate Objectives and Tasks for <b>permanency</b> for each child in care?	<input type="checkbox"/> Yes
149.	Have services been provided for Objectives and Tasks for permanency?	<input type="checkbox"/> Yes
150.	Are there appropriate Objectives and Tasks for <b>education/development</b> for each child in care?	
151.	Have services been provided for Objectives and Tasks for education/development for each child in care?	
152.	Are there appropriate Objectives and Tasks for <b>physical health</b> for each child in care?	
153.	Have services been provided for Objectives and Tasks for physical health?	
154.	Is there current medical, dental, and visual information in the case file for each child in OOHC?	
155.	Are there appropriate Objectives and Tasks for <b>mental health</b> for each child in care?	
156.	Was an initial formal mental health screening or assessment provided upon the most recent entry into care?	<input type="checkbox"/> Yes
157.	Were the child's medications logged in the DPP 106A-5 Medication Administration History form by the foster parent and placed in the case file on no less than a quarterly basis?	<input type="checkbox"/> Yes

158.	Have services been provided for Objectives and Tasks for <b>mental health</b> ?	
159.	Are there appropriate Objectives and Tasks for <b>attachment</b> for each child in care?	
160.	Have services been provided for Objectives and Tasks for <b>attachment</b> ?	
161.	Are there appropriate Objectives and Tasks for <b>independent living</b> for each child 12 or older?	
162.	Have services been provided for Objectives and Tasks for independent living?	
163.	Are there appropriate Objectives and Tasks for <b>other/court orders</b> , other than commitment?	
164.	Have services been provided for Objectives and Tasks for other/court orders?	
165.	Has an absent parent search been completed and efforts made to establish paternity, if appropriate?	
166.	Is there a current, appropriate visitation agreement (including parents/siblings/others)?	<input type="checkbox"/> Yes
167.	Are visits occurring with parents as required by the Visitation Plan?	<input type="checkbox"/> Yes
168.	Are visits occurring with siblings as required by the Visitation Plan?	<input type="checkbox"/> Yes
169.	Is the frequency of visits consistent with the child's need for connection with his parents and siblings?	<input type="checkbox"/> Yes
170.	Does the frequency of visits support achieving the permanency plan?	<input type="checkbox"/> Yes
171.	Are all modifications signed and a copy in the file?	<input type="checkbox"/> Yes
172.	Did the worker persist in helping the family overcome barriers to visitation?	<input type="checkbox"/> Yes
173.	Is there documentation that <b>care providers</b> and <b>children</b> in placement are visited no less than once per month?	
174.	Is there documentation that copies of the Case Plan were distributed to all participants of the Family Team Meeting, including the parents, child, courts, foster parents, community partners involved with the family and/or others?	
175.	Was the permanency goal achieved within 12 months of the child entering OOHC?	<input type="checkbox"/> Yes
<b>Total Number of Yes' (TY)</b>		
<b>Total Number of No's (TN)</b>		

<b>(TY) divided by(TY+TN) = TPP (Total Possible Points) = %</b>		
Status Only - Also complete all other relevant sections (I&I, APS Ongoing, OOHC, TCM)		ST
176.	Does the case plan for a child who resides in their home or relative care include provisions for curfew as outlined in SOP 8.4?	<input type="checkbox"/> Yes
177.	Is there documentation that the worker cooperated with DJJ and the court in diverting the status offender as an alternative to commitment or probation?	<input type="checkbox"/> Yes
178.	If the case involves an out of state runaway, was the DJJ Interstate Compact on Juveniles Office called within 24 hours, exclusive of weekends and holidays?	<input type="checkbox"/> Yes
179.	If the status offender has been adjudicated, was a pre-disposition report for the court prepared (unless there is clear documentation in service recordings that the status offender has waived the report)?	<input type="checkbox"/> Yes
180.	Is there a court order in the file that outlines the terms and conditions with which the status offender and family are to comply?	<input type="checkbox"/> Yes
181.	If the status offender is placed in detention, is there documentation that the worker <b>did not</b> recommend detention?	<input type="checkbox"/> Yes
182.	Were attempts made to utilize alternatives to detention?	<input type="checkbox"/> Yes
183.	Upon case closure, did the SSW submitted a letter to the court summarizing the case and notifying case closure no less than two (2) weeks prior to the proposed case closure.	<input type="checkbox"/> Yes
184.	Was an Aftercare Plan was completed prior to case closure?	<input type="checkbox"/> Yes
<b>Total Number of Yes' (TY)</b>		
<b>Total Number of No's (TN)</b>		
<b>(TY) divided by(TY+TN) = TPP (Total Possible Points) = %</b>		

CQI Case Review Notes

**Required Improvements:**

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

**Strengths**

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.



# Appendix E: Research Supporting the Training Evaluation Models

## Individual, Team and Organizational Predictor Variables and Measures

There are three units of analysis for the predictors of child welfare training outcomes:

- individual learners
- teams
- organizations

What an individual brings to training affects their willingness and ability to learn and to transfer training concepts back on the job. These factors include past education, learning readiness, conscientiousness, self efficacy and perceived support. So we measure these variables and have found:

### *Measures for Individual Learner Variables*

- The best measure of education is whether or not a trainee has a social work degree, and whether or not they have specialized education in child welfare during their social work studies as well as level of educational attainment (bachelors or masters). BSW prepared social workers in a specialized child welfare education program (Public Child Welfare Certification Program) are more confident and engage in best practices (Barbee, et al, in press *Journal of Social Work Education*; Huebner, 2003, Barbee, et al, under review *Child Welfare*).
- The best measure of readiness to learn is measured in a 10 item brief scale developed by Coetsee and van Zyl. It can be purchased for a small fee at <http://innovativeproductivity.com/>. Learning Readiness (Coetsee, 1998; van Zyl & van Zyl, 2000) predicts gains in learning which in turn predicts training transfer as measured through complete case file review of cases (Antle, Sullivan, Barbee & Christensen, in press *Child Welfare*).
- The best measure of personality is the Big Five Scale measuring extraversion, emotional variability, openness to experience, agreeableness and conscientiousness (See Appendix B, Goldberg, 1992). Conscientiousness (Goldberg, 1992) predicts learning which in turn predicts training transfer as measured through case file review of assessments and case plans (Barbee & Yankeelov, 1996).
- There have been several measures of Perceived Social Support by supervisors and co-workers used. Any standardized measure will suffice. See the above website for the training transfer inventory that includes team and organizational support measures. High PSS (perceived social support- Cutrona & Russell, 1987) from

supervisors and co-workers predicts training transfer (Barbee & Yankeelov, 1996, Curry, et al, 2005).

Within the second level of analysis, teams, there are the following constructs: team attitude and supervisor support (Ford et al, 1992). What the supervisor and team mates do to support training and the worker affects a worker's willingness and ability to transfer training concepts back on the job. Team attitude may be measured by the team's reaction to training material.

#### *Measures for Team Variables*

- The best measure of team attitude and supervisor support can be found in the xyz van Zyl measure found at <http://innovativeproductivity.com/>. Perceiving that co-workers and supervisors support training affects a worker's willingness and ability to transfer training concepts back on the job and to stay on the job (Yankeelov, Barbee, Sullivan, & Antle (in press) *Children and Youth Services Review*).

For the final level of analysis, organizations, the primary construct is organizational support. What the organization does to support best practices in terms of work environment (Yankeelov, et al in press), caseloads (Barbee & Yankeelov, 1996), and career ladders (Ellett & Ellett, 2006) affects a worker's willingness and ability to transfer training concepts back on the job. So we measure these variables:

#### *Measures for Organizational Variables*

- Organizational support includes organizational cohesion, policy and procedure concordance and other dimensions measured by the Global Scale of Organizational Functioning (Coetsee & van Zyl, 1997). An organizational culture that supports learning and outcome achievement is essential to quality child welfare practice (Moore et al, 2000).

### **Training- and Trainer-Level Variables and Measures**

There are two levels of analysis for the training cycle:

- training
- trainer

At the training level of analysis, there are two constructs in the model: curriculum correspondence and environmental factors. Curriculum correspondence refers to the degree to which the training curriculum addresses the key goals and objectives of the organization. Environmental factors refer to variants in the training environment, such as season, comfort of training location, etc.

There are also two constructs at the trainer level of analysis: compliance with curriculum and competence. Compliance with curriculum refers to whether or not the trainer teaches

the material directly from the training manual or changes this material. Competence refers to the trainer's speaking ability and skill to engage the training audience. How a trainer behaves is important in transmitting knowledge and skills. Use of Adult Learner methods (citations from Collins 2007 report), being competent in delivering training content and following the lesson plans all affect training effectiveness. The content of the training and environment in which the training is delivered affect training effectiveness as well.

### *How Training-Level Factors Impact Transfer of Learning*

#### **Structure of training delivery:**

- 1.) Delivering classroom training interspersed with on the job training is more effective in terms of satisfaction, learning and transfer than classroom training alone-especially when the classroom training is for an extended block of time (Yankeelov, Barbee, Barber & Fox, 2000). **Insight: Trainees learn classroom material better when they have time to absorb the material with intermittent work in the field between training sessions.**
- 2.) Following up classroom training with structured training reinforcement such as our Field Training Specialist program (Barbee, et al, in press *Child Welfare*) is effective in producing transfer of learning. **Insight: New workers need to talk about classroom training learning, watch professionals execute key job tasks, practice those tasks in the field and receive specific feedback on the observed performance of the task until they reach minimal competence for the task before taking on complex caseloads. This training reinforcement needs to occur in the weeks between core training and in the first 6 months of employment while the new worker is getting a sense of the key job tasks.**
- 3.) Training teams together (supervisor and their team) is more effective than not training teams together (See full test of the model below, Antle, 2002).
- 4.) Conference format may enhance training participation (2005-2008 CB Independent Living Grantees).
- 5.) Retreat format may enhance training participation, especially for foster parents and adoptive parents (Sar, 2008, personal communication).
- 6.) Barbee & Antle (2004) found in a review of the national CFSR results in all 50 states that states with better new worker training had better outcomes on the Well-Being 1 measure which is enhancing the family's capacity to care for children's needs. States with better ongoing training had better outcomes on Safety 2 (maintaining children safely in the home), Permanency 2 (preserving family relationships and connections), and Well-Being 1 (enhancing family capacity to care for children's needs), 2 (educational service receipt) and 3 (physical and mental health service receipt). Finally, states with better foster parent training had

better outcomes on Well-Being 1 and 3. **Insight: Ongoing training, including supervisory training, is essential to achieving ASFA outcomes. All training is essential for achieving child well-being outcomes.**

7.) The effects of distance learning on training outcomes in child welfare still need to be tested.

**How curricula are created:** Whether or not it is filled with material from the research literature, based on the needs of the field, and tested to ensure it is evidence-based in terms of impacting practice and outcomes.

1.) DACUM is a methodology for developing curriculum content based on focus groups with key supervisors, front line workers and experts.

2.) ITIP is a method for designing the curriculum lesson plans and enhances continuity from one trainer to another. (See Appendix F for an example of the ITIP model.)

3.) Use of a 3<sup>rd</sup> Party Reviewer Observation Tool ensures excellent curriculum execution, and correspondence (Dever, 2003).

4.) Use of the Louisville Training Evaluation Model ensures creation of evidence of training effectiveness through the chain.

**How curricula are chosen:** It is best to choose high quality or evidence based curricula if they exist, but then the trainers must ensure fidelity to the content, methods and model presented. In doing so, it is critical that the trainers conduct the training as it is intended, thus we have paid a great deal of attention to training fidelity and have had great success both in measuring the construct and finding good adherence to the standardized training curricula and their training manuals.

1.) Training Fidelity Assessment tools use a behavioral rating system to assess the degree to which trainers cover core concepts from each curricula. Across all trainings, the fidelity assessment showed that 100% of the core concepts from the *Within My Reach* curriculum were adequately covered by the majority of trainers (Barbee, Antle & Sullivan, 2008).

**Base training on a practice model:** Dr. Dana Christensen, in collaboration with the Cabinet developed Solution Based Casework as the practice model for Kentucky (Christensen, Todahl and Barrett, 1999). Our team conducted several studies that lend support to the efficacy of the model. **Insight: Training teams together with supervisors present has a positive impact on training transfer and casework practice and outcomes. An agency that adopts and trains a theory-based practice model produces best practices in the field of child welfare.** The model has been adopted in

Tennessee and Washington state and a comprehensive evaluation is taking place in Washington state.

### *How Trainer-Level Factors Impact Transfer of Learning*

- 1.) Trainers who include the rationale for the training and demonstrate the importance of the training content to the day to day job enhance transfer (Barbee, Barber & Taylor, 1995).
- 2.) Trainees who find the training information useful actually learn more knowledge and skills. The learning enhances training transfer (Antle, 2002; Antle, et al, 2008).

### **Kirkpatrick Model Levels I-IV Measures**

As noted above, Kirkpatrick's model identifies four levels for evaluation of training. Level One refers to the reactions of trainees to the training. Level Two refers to the learning of training concepts. Level Three refers to training transfer- the application of learning to the job. Level Four evaluates the impact of training on the organization such as employee retention, and client outcomes such as safety, permanency and well-being.

#### **Level One: Participant Reactions**

##### *Measures*

- The best way to measure reactions is to include both affective reactions to the content and trainer as well as ratings of the usefulness of the training (utility). Every state uses a slightly different version of a reaction inventory. **Affect predicts attitude change** (Barbee, Schloemer, & Taylor, 1996). In a training on "Substance Abuse in Families" found that when the trainees liked the trainer more, they were more likely to change their attitudes in a positive direction towards substance abusers. Affect did not predict learning (Barbee, et al, 1996).
- Measuring attitude change depends on the attitudes being targeted. Sometimes the evaluation team can construct attitude items based on the content of the training (Barbee, Taylor & Schloemer, 1996). Other times there is a validated scale already in existence which can be used (e.g., COBRAs for racial attitudes that we use in our Undoing Racism). Attitude change about substance abusers predicted willingness to work with them at the end of training and perceived success at a 3 month follow-up (Barbee, et al, 1996).

#### **Level Two: Learning**

##### *Measures*

- The best way to measure gains in knowledge and skills is to create multiple choice test items that are based on the learning objectives and content of the training (See Appendix 2 for how to develop test items).
- Administer the test before training has occurred (pre-test) and at the very end of the training (post-test) and possibly a week or a month after training (post-post-test for retention). The first comparison between the pre-test and post-test demonstrates that the participants learned as a result of the training. The second comparison between the post-test and post-post-test demonstrates the amount of information that is retained.

### **Level Three: Training Transfer**

#### *Measures*

- Measure through triangulation of worker, supervisors and FTS self reports using a behavioral anchor rating scale.
- Measure through self reports of attitude change, behavioral change usually using quality measures.
- Measure through supervisor (customer) satisfaction with what the employee learned.
- Measure through observation of key behaviors.
- Measure through chart file reviews, including Continuous Quality Improvement measures of cases.
- Explain utility/relevance of training to promote learning and transfer.
- Use learning readiness data to maximize training transfer
  - Target those ready to learn to train first
  - Intervene with others to promote learning readiness and subsequent benefit from training
- Important to reinforce training material following training (training refreshers, FTS program, coaching and mentoring)
- Enhance organizational support to promote training transfer
- Evaluation key in detecting where fidelity breakdown occurs

### **Level Four: Training Outcomes**

- Worker Competence (could also be seen as a level 3 training transfer measure).
- Worker Retention (Fox, Burnham, Barbee, & Yankeelov, 2000; Fox, Miller, & Barbee, 2003; Barbee, et al, in press *Journal of Social Work Education*, Yankeelov, et al, in press).



# Appendix F: Model Curriculum

## Module Using ITIP

This curriculum module is an example of the ITIP approach. ITIP stands for Instruction Theory into Practice. It is a structured approach to curriculum development and lesson plan outlining. It includes stating clearly the learning objectives, the purpose of the material about to be covered, delivering an anticipatory set to increase participant motivation, seeking input from participants, modeling the skill for participants, checking with participants for understanding and allowing participants to engage in guided practice and independent practice. It is included here as a model to consider as Colorado develops a curriculum for the CIP training.

**KENTUCKY CABINET FOR FAMILIES & CHILDREN**

**MODULE 1 LESSON PLAN TITLE:**

**Why Study Couple Relationships in Child Protection Work?**

<b>CONTENT</b>	<b>TRAINER NOTES</b>
<p><b>Anticipatory Set</b></p> <p>Provide welcome and introductions (trainer and participants).</p> <p>Distribute and have participants complete the pre-test.</p> <p>Facilitate ice breaker activity and then ask the following questions:</p> <ol style="list-style-type: none"> <li>1. Why are you here?</li> <li>2. What do you hope to gain from our time together?</li> <li>3. List 2 to 4 characteristics of healthy families.</li> </ol>	<p>Have participants write answers to questions on index cards and then share with group.</p>
<p><b>Performance Objectives</b></p> <p><b>At the end of this training session participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify why healthy couple relationships are important for child welfare</li> <li>2. Articulate their concerns about addressing healthy marriage/couple relationships with this population</li> <li>3. Identify diverse family/couple arrangements that occur in the child welfare population</li> </ol>	



<b>CONTENT</b>	<b>TRAINER NOTES</b>
<ol style="list-style-type: none"> <li>4. State how the skills learned in this training relate to the state Program Improvement Plan (PIP)</li> <li>5. Develop an action plan that identifies what they want to learn in this training on healthy marriage and family relationships</li> </ol>	
<p><b>Instructional Input</b></p> <p>The Healthy Marriage Initiative is a federal initiative that spans numerous agencies, including the Department for Health and Human Services. The University of Louisville recently received a grant through the Children’s Bureau, a subsidiary of the Department for Health and Human Services, to provide training to child welfare teams on healthy marriage and family formation issues. Research has demonstrated the importance of a healthy couple relationship for the prevention of child maltreatment and well-being of the family. Data from Kentucky child protection case records and focus groups with workers and foster families also confirms the need to address these issues. This training grant will provide workers with additional skills for assessment, case planning, and referral of families for services to address these issues. The purpose of this training is to enable workers to identify couple issues that affect parenting so that they can make appropriate service referrals to address these issues. There are many training programs for marriage/couple enrichment, such as PREP, PAIRS, and others. These training programs cover couple issues in much more depth and equip service providers and couples to have healthy relationships. This child welfare training is simply trying to enable workers to identify needs in this area, engage families around this need, and make successful referrals for services.</p> <p>Why Couple Issues Are Not Addressed (15 minutes)</p> <p>What is a couple? What kind of couples do you see? What is a parent? Who does parenting? There are diverse definitions of family that occur within the child welfare population. What are the different family configurations that you have</p>	<p>Use flip chart to record answers to questions about couple and family configurations. Refer to Handout “Glossary of</p>

<h1>CONTENT</h1>	<h1>TRAINER NOTES</h1>
<p>seen in your casework? All of these are families. Many involve a couple relationship.</p> <p>In addition to a discussion of skills or needs of couples in general, this training will address diverse couple and family configurations, including</p> <ul style="list-style-type: none"><li>• Divorced/separated couples</li><li>• Dating couples/paramours</li><li>• Cohabiting couples</li><li>• Blended families</li></ul> <p>What are some of the challenges with discussing healthy marriage and family formation for the child welfare population?</p> <p>There are many challenges to conceptualizing couple issues in child protection cases:</p> <ul style="list-style-type: none"><li>• <b>Abuse typically presents itself as behavior by an individual.</b> It is easiest to illustrate this issue in physical or sexual abuse cases. In the vast majority of these cases, these are events in which a given individual's behavior harms a child in a specific measurable way. The primary goal is naturally focused on keeping that individual behavior from reoccurring. Contextual issues that may put the child at increased risk (such as couple teamwork) are seen as secondary at best, and sometimes seen as attempts to minimize the responsibility of the abuser by inferring some sort of "shared responsibility". Neglect cases though also have a tendency to present themselves as the outcome of individual behavior. Neglectful families are often under-resourced families in which one parent is trying to raise the children alone. This may be because the couple relationship never really began, or failed due to substance use, physical abuse, failure to accept responsibility, or any number of other individual behavioral reasons. Even if a partner is present, it is</li></ul>	<p>Relationship Terms”</p> <p>Use flip chart to generate list of concerns about training on couple issues.</p> <p>Slide 1: Challenges to Conceptualizing Couple Teamwork in Child Protection Cases</p>

<b>CONTENT</b>	<b>TRAINER NOTES</b>
<p>often easier for the worker to conclude (decide) that it would be better if the partner wasn't present at all and so exploration of the couple's teamwork seems counterproductive.</p> <ul style="list-style-type: none"> <li> <p><b>Clients often fear disclosing and or discussing their couple relationships.</b> Because many abuse and neglect clients (or their families) have also had experience with social service systems, they may have learned that disclosure of their personal relationships may cost them financial support, or lead to actions against their partner's income or even freedom. Threats against such disclosures my actually have been voiced by their partners. Even when the client's have nothing to fear, they may be reluctant to share couple information simply to be "on the safe side". Of course, it has to be said that some of this fear may be justified if the worker has a tendency to typically conclude that their clients should "get rid of the bum" rather than attempt to first work through the couple difficulties.</p> </li> <li> <p><b>Clients are often unclear about their commitment to their current partner.</b> Parents who are young, have experienced trauma, and/or are under-resourced, often enter into relationships without much of a discerning process regarding the eventual or hoped for outcome of the relationship. The realities of the immediate need determine boundary decisions rather than long-term goals. For instance, a lonely weekend for a young mother night might turn into a new acquaintance spending the night, which might turn into the same person being asked to watch the kids the next day while an errand is run, which might turn into the person just showing up later the next night and staying again, which might turn into the mothers request for some money to pay a bill, which might turn into the partner feeling they can show up at anytime for food, shelter, or intimacy. In return, the mother might expect additional help with rides, watching the kids, or other domestic requests. If six months later the couple is asked about their</p> </li> </ul>	

<b>CONTENT</b>	<b>TRAINER NOTES</b>
<p>relationship and its future, each might have difficulty even defining themselves as a couple/parenting team. If one adds to this many clients past traumatic or failed experience with intimate relationships, clients may not have a positive or hopeful view of a committed union.</p> <ul style="list-style-type: none"> <li> <p>• <b>Workers often feel they are intruding into "private matters" when questioning couple relationships.</b> Although many of these feelings can be the result of the client's attitude, it should also be recognized that it is a universal social norm to respect a couples privacy by not "asking embarrassing questions" or "sticking their nose into other people's business". Their are exceptions to this social rule but very few, only in therapy is it expected or allowed, and of course that is the reason that many people resist going to therapy, they don't want to "air their dirty laundry". Even clergy and family physicians are hesitant to ask people specifics about their marriage. Needless to say, where there is a social sanction against discussion, there is little opportunity to learn the skills that would allow such a discussion.</p> </li> <li> <p>• <b>Many workers have little or no personal experience regarding parenting teamwork.</b> Clinical research does not support the need to have experienced a problem in order to "treat" it, primarily because there are so many other variables that can play a more influential role in effective treatment. And even those who have not parented may be at a slight disadvantage, at least they have been parented and have observed parenting and can read parenting texts as preparation. However, the process by which a couple balances their intimate relationship issues with their ability to work as at team in parenting is fairly complex, fairly private, and even fairly confusing to the participants themselves. Such complexity is difficult to observe from the outside and it is a challenge for those who haven't experienced it to learn the issues. It is challenging but not impossible, and there are ways to reduce the</p> </li> </ul>	

<b>CONTENT</b>	<b>TRAINER NOTES</b>
<p>challenge. However, this challenge is another reason why some caseworkers might unfortunately decide it is just too hard to deal with.</p> <p>In addition to our own struggles to conceptualize these cases in terms of couple issues, there are also systemic barriers to healthy couple relationships in child welfare. Although the precise national rate of marriage among the child welfare population is unknown, feedback from the field suggests that the majority of clients are not married. There are various barriers and stressors that complicate the formation of healthy marital and family relations for clients in the child welfare system. There are structural barriers to marriage such as laws governing welfare benefits. Specifically, the second adult's income may count against the family in determining TANF eligibility and benefits. Many states do not count the income of a cohabiting partner who is not the biological parent of the child in the family. Some cohabiting couples may decide not to marry in order for the partner's income to be not counted in determining eligibility and benefits. There are economic barriers to marriage and family formation, as many child welfare clients live in poverty, and the rate of marriage for low-income individuals is significantly lower. There are neighborhood and environmental stressors such as the absence of positive role models, a culture of violence, and insufficient resources, which provide additional stress on the coping capacity of families and marriages. Some researchers found that community affluence was strongly associated with the stability of marriages and cohabitations, while community impoverishment was not conducive to these outcomes. There are risk factors related to marriage such as domestic violence, substance abuse and mental health issues that occur at high rates in this population.</p> <p><b>Why Couple Relationships Matter for Child Welfare (15 minutes)</b></p> <p>Healthy marriage and family formation is of utmost importance to families involved with the child welfare</p>	<p>Slide 2: Barriers to Healthy Couple Relationships in Child Welfare</p> <p>Show Video Interview with Case Workers on the Importance of Couple</p>

<b>CONTENT</b>	<b>TRAINER NOTES</b>
<p>system. The child welfare literature has identified that child physical abuse and domestic violence co-occur at rates of approximately 40-70%. Research at the University of Louisville identified that domestic violence and child neglect co-occur at rates of 65% There are significant additive effects of domestic violence and child maltreatment on multiple domains of child functioning</p> <p>Foster parents identify strong marriages as one of the keys to successful foster parenting and the integration of foster children into the family as a risk factor for undermining relational functioning. The placement or removal of foster children or relatives adds additional strain on the marital relationship of foster parents and kinship care providers.</p> <p>There are significantly higher rates of child abuse in stepfamilies and couples with a history of domestic violence. Many child welfare clients have already experienced divorce and are forming blended families, which present more challenges and place them at higher risk for problems in both marital and parenting relationships.</p> <p>Hence, there are numerous issues related to couple functioning in the child welfare population. Issues related to couple conflict may inhibit the couple’s ability to provide safe and adequate parenting. Similarly, issues related to child behavior or developmental tasks of the family based upon the age of the child may serve as a stressor for the couple relationship. Couple functioning and child rearing/child well-being have a reciprocal influence on one another.</p> <p>Research reveals that the benefits of healthy marriages for children are numerous. On average, children raised by parents in healthy marriages are less likely to fail at school, suffer an emotional or behavioral problem requiring psychiatric treatment, be victims of child abuse and neglect, get into trouble with the law, use illicit drugs, smoke cigarettes, abuse alcohol, engage in early and promiscuous sexual activity, grow up in poverty, or attempt suicide. On average, children raised by parents in healthy marriages are more likely to have a higher sense of self-esteem, form</p>	<p>Issues for Child Welfare</p> <p>Slide 3: Research on Healthy Family Relationships and Child Welfare</p>

<b>CONTENT</b>	<b>TRAINER NOTES</b>
<p>healthy marriages when they marry, attend college, and are physically healthier. The absence of a strong marriage/couple relationship produces anxiety for children that affects every other area of functioning. When there is harmony in the couple relationship, there is an infused stability within the family.</p> <p>The discussion of healthy marriage/couple relationship is critical because of the impact of the couple relationship on child welfare. Couples who can work together effectively are better able to manage children and avoid high-risk cycles for abuse and neglect. These couples must learn to co-parent, even if they are not in a romantic relationship. Let's watch a video of several workers and foster families on these issues.</p> <p><b>COMMUNITY PARTNERS</b>            Why do you think couple relationships are important for parenting? How might addressing couple issues help keep children safe?</p> <p>What the Case Records Show (5 minutes)</p> <p>The University of Louisville reviewed 120 child protection case records in an effort to understand the couple issues that are present for this population. The themes that emerged from this study include the following</p> <ul style="list-style-type: none"> <li>• Disputes over custody and visitation after divorce/separation</li> <li>• The impact of domestic violence on children and safety of home environment</li> <li>• Conflict between biological parents and paramours</li> <li>• Absence of fathers</li> <li>• Impact of couple relationship on children: children refuse to accept paramour; relationship ended/suspended due to abuse of children</li> </ul> <p>These findings provide evidence on the importance of couple issues for child welfare. In this review, we found that abuse or neglect may be directly related to the couple issues, such as the case of domestic violence or physical/sexual abuse by a stepparent. We also found that the couple relationship is affected by children—relationships are terminated or suspended based upon the needs or desires of children.</p>	<p>Refer to handout            Marital/Couples Issues            Identified in Child Welfare            Case Records</p>





<b>CONTENT</b>	<b>TRAINER NOTES</b>
<p>cultural diversity in families, which will be offered through an advanced training module on-line at a later date. There are different definitions of healthy families based upon ethnic, religious, and other differences. This course provides the foundation on couples.</p> <p><b>How This Training Relates to the PIP (1 minute)</b></p> <p><b>This training has been developed with the provisions of Kentucky’s PIP in mind. The knowledge and skills you can acquire through this training can equip you to better meet the mandates of the PIP in the following areas. You can see this information in your manuals.</b></p>	<p>Slide 4: How Building Couple Teams Training Relates to the PIP</p>
<p><b>Closure (10 minutes)</b></p> <p>What do you hope to learn through this training? How might this training help you with a current child protection case?</p>	<p>Have workers write their goals for training on the worksheet “Individual Action Plan for Training on Healthy Marriage and Family Formation “</p>



## Challenges to Conceptualizing Couple Teamwork in Child Protection Cases

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- Abuse typically presents itself as behavior by an individual
- Clients often fear disclosing and or discussing their couple relationships
- Clients are often unclear about their commitment to their current partner
- Workers often feel they are intruding into "private matters" when questioning couple relationships
- Many workers have little or no personal experience regarding parenting teamwork



## Barriers to Healthy Couple Relationships in Child Welfare

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- Welfare laws serve as a disincentive for marriage
- Marriage rate lower for couples in poverty, and community impoverishment does not promote positive marriage outcomes
- Substance abuse, mental illness, and domestic violence occur at high rates and are predictive of poor marriage outcomes



## Research on Healthy Family Relationships and Child Welfare

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- When there is a healthy marriage/couple relationship, children are less likely to
  - Be victims of child abuse and neglect
  - Fail at school
  - Suffer an emotional or behavioral problem requiring psychiatric treatment
  - Get into trouble with the law
  - Use illicit drugs, alcohol or cigarettes
  - Engage in early and promiscuous sexual activity
  - Attempt suicide
- When there is a healthy marriage/couple relationship, children
  - Have a higher sense of self-esteem
  - Form healthy marriages when they marry
  - Attend college
  - Are physically healthier



## How Building Couple Teams Training Relates to the PIP

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- Safety
  - Family engagement skills
  - Family Team Meeting skills
  - Service gaps and development of resources
- Permanency
  - Family engagement skills
  - Family Team Meeting skills
  - Service gaps and development of resources
- Well-Being
  - Relationship building
  - Family-centered case planning

## **GLOSSARY OF RELATIONSHIP TERMS**

**Parents:** Traditionally Mother and Father; sometimes mother and stepfather or father and stepmother. Parents also could be Mother and boyfriend or Father and girlfriend. Mother and girlfriend, Father and boyfriend are other possibilities.

**Family:** Includes traditional family; 2 married parents and their children, but can also refer to family as defined by the client such as parent, paramour, children of one or both, and extended family members such as grandparents, aunts, uncles and cousins.

**Couple:** Two adults in a romantic relationship. This can be a married couple or two unmarried persons.

**Separation:** The act of a couple deciding not to cohabit. This can occur with married or unmarried couples.

**Divorce:** A legal procedure that finalizes a broken union between a married couple.

**Domestic Violence:** Two types: Patriarchal terrorism or common couple violence.

**Remarriage/Blending:** Two adults marrying who have children from previous relationships. Stepfamily is another term for this situation.

**Cohabitation:** Two adults who decide to live together. The adults may or may not be in a romantic relationship.

## **COUPLE/FAMILY RELATIONSHIP ISSUES IDENTIFIED IN CHILD WELFARE CASE RECORDS**

- Disputes over custody and visitation after divorce/separation
- The impact of domestic violence on children and safety of home environment
- Conflict between biological parents and paramours
- Absence of fathers
- Impact of couple relationship on children: children refuse to accept paramour; relationship ended/suspended due to abuse of children

### Sample Quotations:

- Child's father is alcoholic and mother does not want him around children if he could not be sober. Father has only seen child twice since birth. Other father of child is in prison and mother does not know when he will get out. He tries to help when he is out. (of prison) This child visits with paternal family almost every other weekend.
- Family appears enmeshed and it is hard to differentiate between parents and child in regard to who cares for whom. Father has significant and lengthy history of mental health issues including Bipolar II Disorder and Major Depressive Disorder with some impairment in reality. History of at least one DV instance.
- The family exists in separate households: father maintains an apartment for himself, his daughter, and wife's son. Wife/paramour is in and out of house sporadically. Oldest child lives with maternal grandmother. One child lives with paternal grandmother. Mother has been married and divorced once, and is presently maintaining some degree of relationship with the father of her youngest two children.
- Mother reports that relationship with oldest two children's father was filled with domestic violence in which she was seriously hurt on several occasions. To date mother does not understand the effects of domestic violence and how it directly impacts her children nor is she able to fully understand how she is perpetuating a cycle of DV in her own family. Mother is married but separated and has to insure that all of their needs are met. (has 5 children—three fathers some of which are supportive and others were aren't)
- Mother and father are going through a divorce and both parents have new significant others. There is still a current no contact order between parents due to domestic violence and parents have continually violated this order under the guise of helping children.
- Family is in the blended family with teenager's life stage. Mother has expressed that she will be maintaining her relationship with her husband away from the children.
- Child's bio father came back in the child's life in 2002 after her stepfather adopted her in 1995. Allegations of sexual abuse have been made toward stepfather. Mother asked stepfather to leave the home during investigation, but has not mentioned to worker that she plans to divorce.
- Mother states that neither of the child's fathers plays a role in their lives. Mother knows that all boys need a male role model in their lives, but that child does not want to deal with mother's present husband due to him not being his father.
- Dad has sole custody of two sons. Bio mother is schizophrenic and has a no contact order. The paramour of dad passed away. Bio mother has had no contact order for three years; this was ordered with the divorce and cannot have visitation unless she attends counseling and if the therapist states she is not a risk to the children.
- Mother reports no support from family, has few friends, and a very unstable relationship with her boyfriend. She is unemployed and appears to be significantly depressed but will not follow through with counseling. Son has recently moved in with his bio dad because he does not like the way mom's boyfriend treats her.
- Mother moved out of residence because he drinks alcohol and she didn't want her children to live in that environment. Making that decision based on what is in the best interests of her children is a strength for mom. She and boyfriend remain friends and date occasionally.

## **COUPLE/FAMILY RELATIONSHIP ISSUES IDENTIFIED BY CHILD WELFARE CASE WORKERS**

Important themes or issues identified by child welfare case workers include the following:

- When the couple has different priorities
- Blended families—issues of yours vs. mine
- Paramours—when they are unable to meet expectations of parenting; when there is conflict with children or other biological parent
- Lack of understanding of a healthy relationship
- Multiple short-term dating relationships and the impact on children (attachment and loss)
- Disagreement over discipline
- Couples only deal with surface issues, not underlying causes of family conflict
- May be inadequate resources for referrals for couple issues—material is applicable if workers know where to refer
- Need better communication and conflict resolution skills
- Barriers to addressing couple issues include worker lack of experience/training, and value-laden topic

**INDIVIDUAL ACTION PLAN FOR TRAINING ON BUILDING  
COUPLE TEAMS FOR CHILD PROTECTION**

My primary goals for this training are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The area that I want to learn more about is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I would like to develop new skills such as:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix G: References

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# **APPENDIX E**

## **MODEL COURT SCOPE OF WORK**

## **Exhibit A - SCOPE OF WORK**

### **Technical Assistance and Training by Colorado Model Court Liaison:**

#### *Conduct Site Visits*

The Colorado Model Court Liaison will conduct four (4) site visits during the contract term as follows:

- a. Visit one large jurisdiction (e.g., Denver, El Paso, Pueblo, or Brighton);
- b. Visit one medium-sized jurisdiction (Weld); and
- c. Visit one rural jurisdiction (Montrose (Seventh Judicial District)).

One site visit will be conducted in Weld County (Greeley, CO) the jurisdiction designated as a Model Court. The Colorado Model Court Liaison will coordinate with the Colorado SCAO Technical Contact to designate the jurisdictions to be visited in the large and rural jurisdiction. The Colorado Model Court Liaison will also work with the Colorado SCAO Technical Contact to craft each site visit agenda and prepare a report evaluating best practices as defined by the *RESOURCE GUIDELINES* in each of the locations, and make recommendations for future action steps to improve child welfare practice in juvenile court. The Colorado Model Court Liaison will train SCAO staff on site visit techniques, protocols, guidelines, and best practice evaluation, analysis, and feedback. Colorado SCAO will assign staff to be trained to accompany the Model Court Liaison on at least one site visit.

### **Technical Assistance by Information Specialist:**

An Information Specialist will provide ongoing technical assistance up to the amount specified in the contract to all Colorado NCJFCJ members on request, including to formerly designated Model Court jurisdictions. The CIP will be responsible for communicating technical assistance contact information to all Colorado jurisdictions not currently designated as a Model Court site.

### **Cross-Site Visits**

The Colorado Model Court Liaison will conduct two (2) cross-site visits during the contract term for two jurisdictions (one of which will be the designated Model Court site jurisdiction) or one jurisdiction and a statewide team as determined by the Colorado SCAO for three participants during each visit. The Colorado SCAO will be responsible for the travel, housing, per diem, etc., costs of the participating of the Colorado cross-site participants.

### **Colorado Summit on Children, Youth and Families, June 2 – 5, 2009**

The Colorado Model Court Liaison will attend the Second Annual Summit on Children, Youth and Families in Keystone, Colorado June 2 – June 5, 2009. The Model Court Liaison will facilitate or act as faculty during the Best Practice Court Teams Annual Forum on June 2, 2008 and Judicial Forum on June 3, 2009.

### **Contract Performance Metrics and Reporting**

The NCJFCJ and Colorado CIP agree that the measurement and reporting of contract activities is vital to effectively monitoring and improving the quality of services provided through the contract. Additionally, the Court Improvement Program is required to measure all activities funded under the Court Improvement

National Council of Juvenile and Family Court Judges

Exhibit A –Scope of Work

Oct. 2008- Sept. 2009

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Grant. The NCJFCJ and Colorado CIP agree to the measure and report all contract activities as reported below.

#### *Statewide Contract – Measure Quality of Contract Services*

To assure the quality of services provided through the statewide model court contract; NCJFCJ will administer a quality assurance survey to key Colorado stakeholders (e.g., CIP staff, Lead Judges) and PPCD staff participating in contract activities two times during the contract period (such as in February 2009 and July 2009). Surveys will be administered and analyzed by NCJFCJ staff not performing direct service provision to ensure objectivity and to assure the quality of services. Results of the survey will be reviewed by CIP and PPCD staff throughout the contract terms to improve and enhance services.

#### *Conduct of Site Visits – Measurement of Site Visit Activities*

To assure the quality of site visits the NCJFCJ agrees to the following schedule of deliverables:

1. Lead Judges Survey: No later than 30 days prior to scheduled site visit, the Model Court Liaison will administer a pre-visit survey or discuss with the Lead Judge the primary purpose of the visit and identify the specific practices, policies and procedures that will be addressed during the visit.
2. Site Visit Agenda: No later than 14 days prior to the scheduled site visit an agenda for the visit will be finalized and distributed to the Lead Judge and CIP Coordinator.
3. Post Visit Survey: No later than 14 days after the schedule site visit the Model Court Liaison will administer a post-site visit survey or discuss with the Lead Judge if the expectations of the visit were met.
4. Site Visit Report: No later than thirty days after the schedule site visit a final report will be issued by the Model Court Liaison to the Lead Judge and CIP Coordinator. This report should include the findings and recommendations of the Model Court Liaison.
5. Report Follow Up: If, necessary, no later than thirty days after the issuance of the site visit report a teleconference shall be scheduled to review the report in-depth between the Lead Judge and Model Court Liaison.

#### *Cross-Site Visits*

To assure the quality of cross-site visits the NCJFCJ agrees to the following schedule of deliverables:

1. Identification of Site: No later than November 14, 2008 the Model Court Liaison, CIP Coordinator and Colorado jurisdictions will identify the scope, purpose, and SMART goals for the cross-site visit, using that information to then determine the locations, teams and dates of the cross-site visits.
2. Pre-Cross-Site Survey: No later than 60 days before the scheduled cross-site visit the Model Court Liaison, Lead Judge and team will identify specific issues related scope, purpose and SMART goals to be accomplished during the visit.
3. Cross-Site Agenda: No later than 14 days before the date of the scheduled visit an agenda for the visit will be finalized and distributed to the Lead Judge and CIP Coordinator.
4. Post Cross-site Visit Survey: No later than 14 days after the schedule cross site visit the Model Court Liaison will administer a post-site visit survey or discuss with the Lead Judge if the expectations of the visit were met.
5. Cross-Site Visit Report: No later than 60 days after the scheduled cross-site visit a final report will be issued by the Model Court Liaison and Lead Judge summarizing the results of the cross-site visit, including follow-up technical assistance provided to the cross-site team and evaluation of the outcomes of the SMART goals established by the jurisdiction.

## **Reporting**

The PPCD will provide reports to the CIP as follows:

1. Reports after each site visit which are designed to be shared with other jurisdictions and to serve as educational tools for best practices and system reform implementation;
2. Reports after each cross-site visit which are designed to be shared with the other jurisdictions and to serve as educational tools for best practice and system reform implementation;
3. A Quarterly Report outlining technical assistance requested by the Model Court and by NCJFCJ members to the Model Court Liaison and the Information Specialist; and
4. A Final Report, due within 30 days of the end of the performance period that synthesizes the site visit reports, quarterly technical assistance reports, cross-site visit reports and quarterly reports to serve as educational tools for best practice and system reform implementation.

## **Project Work Plan**

To assure project deliverables are met in a timely fashion the PPCD, CIP Staff and Lead Judges will develop a work plan establishing deadlines and tasks for all contract deliverables within 90 days of the execution of the contract. The purpose of this work plan is to identify the locations and dates of visits, reports, conferences, trainings and other contract activities. Upon agreement of the parties or for good cause the schedule of events can be modified.

# **APPENDIX F**

## **FAMJIS CASE MATCHING REPORTS**

## Dependency and Neglect Case Matching Report

First Quarter FY-08				First Quarter FY-09				% change
Judicial District	Total # Cases Filed	Total # Cases Matched	% Cases Matched	Judicial District	Total # Cases Filed	Total # Cases Matched	% Cases Matched	
1	83	69	84%	1	96	93	97%	(+) 13%
2	119	112	94%	2	165	148	90%	(-) 4%
3	11	7	64%	3	3	3	100%	(+) 36%
4	158	143	90%	4	133	133	100%	(+) 10%
5	4	0	0%	5	5	5	100%	(+) 100%
6	10	4	40%	6	4	4	100%	(+) 60%
7	22	18	82%	7	12	10	83%	(+) 1%
8	33	32	96%	8	41	41	100%	(+) 4%
9	2	0	0%	9	2	0	0%	0
10	248	244	98%	10	35	33	94%	(-) 4%
11	15	7	47%	11	15	15	100%	(+) 53%
12	19	7	37%	12	19	12	63%	(+) 26%
13	20	16	80%	13	12	12	100%	(+) 20%
14	4	4	100%	14	3	3	100%	0
15	3	2	67%	15	1	1	100%	(+) 33%
16	10	7	80%	16	14	13	93%	(+) 13%
17	42	37	88%	17	55	55	100%	(+) 12%
18	29	23	79%	18	62	61	98%	(+) 19%
19	28	26	93%	19	21	21	100%	(+) 7%
20	35	35	100%	20	30	30	100%	0
21	10	6	60%	21	19	17	89%	(+) 29%
22	3	1	33%	22	3	2	67%	(+) 34%

(a)

# **APPENDIX G**

## **FAMJIS TRAINING CURRICULUM**



# AGENDA

## Family Justice Information System (FAMJIS) Site Visits

---

### **Morning Session for Judicial Staff 9:00 a.m. to 12:00 noon**

- Overview of FAMJIS providing a broader explanation of what's happening with data exchange and the project
- Enhanced training for CLI (case history building process)
- DNF connection process(connecting court case with Trails case process)
- Overview of CIS (Centralized Information Screen)
- Touch on the key events for coding that affect the management reports

### **Joint Afternoon Session for Judicial and DHS Staff 1:00 to 1:30 p.m. FAMJIS overview for DHS 1:30 p.m. to 3:30 p.m. Demonstration & Collaboration**

- Live demonstration of connection process for both agencies
- Benefits of real time data exchange
- Importance of data integrity
- Awareness about increasing collaborative efforts between agencies, how the agency is doing, what is and isn't working, how we affect each other's business
- Un-matched Open Cases report distributed

# **APPENDIX H**

## **STATEWIDE FAMJIS TRAINING SCHEDULE**

# Save the Date!



## FAMJIS Site Visits

Coming soon to a location near you between October 2007 – November 2008!



**PURPOSE:** To strengthen and reinforce training of ICON/Eclipse and the interface with Trails in relation to the Family Justice Information System (FAMJIS) Project (formerly known as SANCA – Strengthening Abuse and Neglect Courts in America).

I would like to schedule a one-day site visit for each district within the weeks identified below. This one day visit will include a meeting for judicial staff in the morning and a joint session in the afternoon for Judicial and DHS staff. The site visit will include:

- Higher level re-training of FAMJIS, on ICON/Eclipse for judicial staff in the morning. An opportunity in the afternoon session for Child Welfare workers and Judicial Staff to see how we affect each others business. What is and isn't working?
- A demonstration on how data is transferred through the ICON Interface with Trails.
- Discussion on how each agency is doing with this effort

Site Visit Completion Date	Judicial District	County
10/03/07	21 <sup>st</sup>	Mesa – Pilot Site
11/08/07 Durango 11/09/07 Montezuma	6 <sup>th</sup> 22 <sup>nd</sup>	Dolores, Montezuma, La Plata, San Juan, Archuleta
12/06/07	12 <sup>th</sup>	Saguache, Mineral, Rio Grande, Alamosa, Costilla, Conejos
01/11/08	5 <sup>th</sup>	Clear Creek, Summit, Eagle, Lake
02/01/08	17 <sup>th</sup>	Adams, Broomfield
02/11/08 Douglas County 02/12/08 Arapahoe County	18 <sup>th</sup>	Arapahoe, Douglas, Elbert, Lincoln
02/29/08	2 <sup>nd</sup>	Denver
03/11/08	1 <sup>st</sup>	Jefferson, Gilpin
3/31/08	3 <sup>rd</sup>	Huerfano, Las Animas
04/16/08	19 <sup>th</sup>	Weld
05/01/08	10 <sup>th</sup>	Pueblo
5/13/08 Lamar 5/14/08 La Junta	15 <sup>th</sup> 16 <sup>th</sup>	Cheyenne, Kiowa, Prowers, Baca Crowley, Otero, Bent
7/18/08	8 <sup>th</sup>	Larimer, Jackson
7/30/08	7 <sup>th</sup>	Delta, Gunnison, Montrose, San Miguel, Ouray, Hinsdale
8/15/08	9 <sup>th</sup>	Rio Blanco, Garfield, Pitkin
9/10/08	14 <sup>th</sup>	Moffat, Routt, Grand
9/17/08	11 <sup>th</sup>	Park, Chaffee, Fremont, Custer
10-6-08 Ft. Morgan 10-7-08 Sterling	13 <sup>th</sup>	Morgan, Logan, Sedgwick, Phillips, Yuma, Washington, Kit Carson
10-20-08	4 <sup>th</sup>	El Paso, Teller
11-03-08	20 <sup>th</sup>	Boulder



## ***What is FAMJIS?***

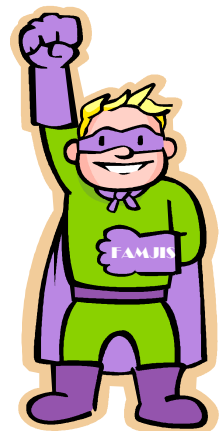
The FAMJIS (Family Justice Information System) effort began in 2003 with the federally sponsored Strengthening Abuse and Neglect Courts in America (SANCA) project, aimed at strengthening efforts in child dependency and neglect cases. This effort involves electronically sharing information with other state/local entities; improving data integrity through the development of best business practices; and making critical information more readily available to all interested governmental entities in order to enhance the quality of decision-making and public safety. Better informed decision making has been made possible by real-time data exchange between the courts and social services allowing access to a comprehensive snapshot of a child or a family's progress through the courts, including the number of times the child has been moved, the services a family has received, and the other cases involving that family. As one magistrate noted, "[FAMJIS] helps provide judicial officers with succinct information to make decisions in the best interests of the children." A caseworker can access D&N Court information via the interface, and no longer has to data-enter the information manually. This results in more accurate information, reduced paper flow between Courts and Social Services, and a reduction in dual data-entry.

## ***What I need from you:***

- Identify up to 18 SuperUsers (see below) from each Judicial District that would represent 1) both Court and Human Services staff (ie. 9 Court and 9 Human Services representatives) and 2) all court locations/counties within the district
- Select specific dates within the designated week that will work for both Judicial and Human Services Staff. I will schedule an individual Judicial agency morning session followed by a joint afternoon session for Judicial and DHS staff on the same day.
- Please coordinate with the FAMJIS Analysts to finalize a date for your visit
  - Judicial Staff and DHS Staff please send available dates to Alison Young, FAMJIS Analyst, [alison.young@judicial.state.co.us](mailto:alison.young@judicial.state.co.us)

### ***A Super User is someone who:***

- Is comfortable with ICON/Eclipse or Trails
- Is willing to guide other users in the use of the applications and troubleshooting
- Is a natural leader
- Is involved in the court process for handling Dependency and Neglect cases
- Communicates effectively
- Is considered the "go-to" person
- Will share results of the site visits with the rest of the staff



## ***What I will do for you:***

- Confirm dates for site visit
- Distribute site visit agenda and confirm location in advance. The agenda will include a schedule, a description of sessions, and a list of recommended participants
- Conduct and provide analysis of current FAMJIS status
- Provide support as needed for SuperUser

# **APPENDIX I**

## **BENEFITS OF NCJFCJ MEMBERSHIP**



**Q: How can membership in NCJFCJ benefit me?**

**A: We are so glad you asked! Here's how this professional organization can assist you:**

- **Continuing education opportunities** through conferences, seminars and training events which include topics of interest to professionals working in juvenile and family justice and related fields. **Discounts on registration fees** for select conferences.
- **Participation in working committees** which cover a number of areas of concern within the juvenile and family court. We address issues concerning child abuse and neglect, substance abuse, family and domestic violence, juvenile delinquency and graduated sanctions, tribal issues, mental health and education issues, among others.
- Access to current, pertinent and valuable **technical assistance** on a wide variety of subjects, ranging from provision of materials to in-depth, individualized, or on-site consultation to assist with planning for systems change.
- The support of **networking opportunities with judges and other key professionals** across the country who are also working to improve outcomes for children and families.
- The opportunity to draw upon the expertise of **NCJFCJ faculty** who represent a number of professional disciplines and are recognized nationally for their expertise.
- The opportunity to draw upon the resources of **NCJFCJ professional staff**, representing multiple disciplines and a breadth of knowledge and skill in issues related to juvenile and family topics.
- **Subscription to the *Juvenile and Family Court Journal***, which presents articles on topics related to the field of juvenile justice and family law. Approximately once a year an issue is devoted to a single timely and relevant subject, such as child abuse, permanency planning, or domestic violence.
- **Subscription to the *Juvenile and Family Law Digest***, published online monthly, containing the latest decisions in cases involving juvenile and family justice issues.
- **Subscription to the *Juvenile and Family Justice TODAY Magazine***, published quarterly, which highlights member and organization activities as well as articles of interest to the field.
- A **comprehensive website at [www.ncjfcj.org](http://www.ncjfcj.org)** with numerous publications and information resources, which includes a **Members Only webpage** providing archived issues of the above publications, NCJFCJ organizational information, discussion forums, and much more.
- **If you are eligible to join as a judicial member, you will also have the opportunity to vote** on important issues that come before the membership.

☛ **All our members contribute to improved systems for children and families. We need your voice!** ☛

**The NCJFCJ can assist you in improving your response to individuals, children and families who encounter the juvenile and family law system. Join the network of judges, court personnel, and other professionals working on systems change and improved outcomes for those who will shape our future.**

UNIVERSITY OF NEVADA P.O. BOX 8970 RENO, NV 89507  
1041 NORTH VIRGINIA STREET THIRD FLOOR RENO, NV 89503  
775/784-6012 775/784-6628 FAX

# **APPENDIX J**

## **FAMJIS PRE-TRAINING SURVEYS**

FAMJIS - Court Staff

[Exit this survey >>](#)

As you may be aware, representatives from the State Court Administrator's Office and the Division of Child Welfare in the Department of Human Services will be coming to meet with members of your staff soon to provide training and discuss the status of FAMJIS efforts in your location.

The purpose of this survey is to determine how FAMJIS is currently used in your district and what problems or obstacles may exist so that the training and discussion that takes place can be tailored to fit your needs and so that you receive the most benefit from this site visit.

Please answer the questions as freely as possible and, if needed, take advantage of the space for open comment at the end of the survey. The more we can learn about your district's experience with the SANCA and FAMJIS projects the better our time together will be.

Thank you in advance for your time.

**1. What is your position title?**

If your position title does not appear in the list above, please type it in here:

**2. In what county is your court located?**

**3. Please mark each of the following activities that you perform in D&N cases:**

Create Case

Enter Scheduled Events

Enter Minute Orders

Docket Paperwork

Enter Coding

**4. How would you rate your knowledge of the Strengthening Abuse and Neglect Courts in America (SANCA) project?**

Very Good

Good

Fair

Poor

Very Poor

**5. How would you rate your knowledge of the Family Justice Information System (FAMJIS) project?**

Very Good

Good

Fair

Poor

Very Poor

**6. Do you know how to access the Electronic Dependency & Neglect Filing (DNF)**

**Screen?**

Yes

No

**7. Are you aware that you can accept new D&N cases through the DNF screen?**

Yes

No

**8. If yes, are you comfortable with the process for accepting new D&N case filings through the DNF screen?**

Yes

No

**9. If you are accepting new D&N cases through the DNF screen, do you feel like they are being transferred into Eclipse correctly?**

Yes

No

**10. On average, how many times do you access the DNF screen per month?**

Next >>

FAMJIS - Court Staff

[Exit this survey >>](#)

**11. How would you rate your knowledge of the Client Index?**

Very Good

Good

Fair

Poor

Very Poor

**12. Do you know how to access the Client Index (CLI)?**

Yes

No

**13. Do you use the CLI to build case history?**

Yes

No

**14. If yes, are you comfortable with the process for building case history through the CLI?**

Yes

No

[<< Prev](#)

[Next >>](#)

FAMJIS - DHS Staff

[Exit this survey >>](#)

As you may be aware, representatives from the Division of Child Welfare and the Judicial Department will be coming to meet with members of your staff soon to provide training and discuss the status of FAMJIS efforts in your location.

The purpose of this survey is to determine how FAMJIS is currently used in your location and what problems or obstacles may exist so that the training and discussion that takes place can be tailored to fit your needs and so that you receive the most benefit from this site visit.

Please answer the questions as freely as possible and, if needed, take advantage of the space for open comment at the end of the survey. The more we can learn about your experiences with the ICON Interface and FAMJIS project the better our time together will be.

Thank you in advance for your time.

**1. What is your position title?**

If your position title does not appear in the list above, please type it in here:

**2. In what county are you located?**

**3. How would you rate your knowledge of the ICON Interface?**

Very Good      Good      Fair      Poor      Very Poor

**4. How would you rate your knowledge of the Family Justice Information System (FAMJIS) project?**

Very Good      Good      Fair      Poor      Very Poor

**5. Do you know where to access the following information from the ICON Interface in TRAILS? (mark all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Court Case Details | <input type="checkbox"/> Hearings                        |
| <input type="checkbox"/> Attorneys          | <input type="checkbox"/> Orders (includes Minute Orders) |
| <input type="checkbox"/> Motions            |  |

**6. Are you aware of the following ICON reports in Trails? (mark all that apply)**



Court Case Details (R443)

ICON Matching Guide (R437)

Court Hearings by Worker and Date  
(R398)

Unmatched ICON Court Cases (R436)

Court Hearings - Upcoming by Worker  
(R397)

**7. Are you aware that there is a "Send to ICON" button on the assessment window?**

Yes

No

**8. On average, how many times do you use the "Send to ICON" button on the assessment screen per month?**

Next >>

FAMJIS - DHS Staff

Exit this survey >>

**9. Are you aware that there is a "Send to ICON" button on the court module?**

Yes

No

**10. On average, how many times do you use the "Send to ICON" button on the court module per month?**

<< Prev

Next >>

# **APPENDIX K**

## **FAMJIS POST TRAINING SURVEY**

## FAMJIS POST TRAINING SURVEY

Comments received from participants

Question: Did your understanding of the topic improve as a result of the training?

Comments: Yes, the coding review was wonderful!

Yes. I will use the Centralized Information Screen, Hearing Calculator, and Case Planning Sheet when reviewing cases.

Yes. I have a better understanding of how the two systems interface.

Yes. There were things that we were doing incorrectly and I learned some things that could make what I do a little easier.

I have a new appreciation for the process and its usefulness.

Yes. I enjoyed seeing what the caseworkers have to do on their system.

Yes. I now understand what the court enters into their system and how it populates our system.

Yes. I now understand how to access court information in Trails.

Yes. It helps to understand what the court needs from DHS and how to use and find what the court inputs into the systems when it transfers to Trails.

Question: What will you do differently when you return to work?

Comments: I will concentrate on capturing the verbal orders made in court.

Data entry-I will use the appropriate codes.

I will monitor the unmatched cases more closely.

I will be more considerate of DHS staff.

I'll run my case management reports and focus on building case history.

Demonstrate to coworkers and my new judge what is available to them through the interface.

I'll do my job better!

I'll use the Case Planning Sheet and Centralized Information Screen more often.

I'll call my DHS contact when I have questions.

# **APPENDIX L**

## **TRAINING WHEEL CIRRICULUM DEVELOPMENT REQUIREMENTS**



**TRAINING WHEEL  
CURRICULUM DEVELOPMENT REQUIREMENTS  
For  
ROLES AND RESPONSIBILITIES**

**Step One – Proposal Summary:**

*Use the following core competencies, goals, and objectives to prepare summary information for a one-day, multi-disciplinary curriculum module for a target audience of:*

1. Judges and Magistrates
2. Court Staff
3. County Attorneys
4. Guardians *ad litem*
5. Respondent Parents Counsel
6. County Departments of Human Services Staff
7. CASA
8. Service Providers
9. Foster Parents
10. Educators
11. Law enforcement
12. Children and Families
13. Legislators

## Core Competencies for Roles and Responsibilities

Those involved with the child welfare system should have an understanding of the following issues regarding roles and responsibilities. For each of the stakeholders an individual should understand:

- Their function(s) or job within the system
- The goal or outcome they are seeking
- The performance standards they should abide by and how they are held accountable
- The ethical rules of the profession or organization that place limitations on them
- Practical and professional dilemmas in fulfilling your professional function
- The clients, organization or individual they are serving
- To whom they can, to whom they should, and how they communicate

## Training Goal for Roles and Responsibilities

*Provide stakeholders with an understanding of the perspective, nature and culture and ethical considerations of various professions and their roles and responsibilities in the child welfare system in order to create respect for individuals, promote relationships, and maximize system capacity to assure safety, permanency and well being .*

## Training Objectives for Roles and Responsibilities

- Participants will demonstrate an understanding of the processes of basic group communication and conflict communication.
- Participants will demonstrate a basic understanding of the roles of all stakeholders.
- Participants will demonstrate a basic understanding of the focus of each stakeholder
- Participants will demonstrate a basic understanding of the needs and strengths of stakeholders
- Participants will demonstrate a basic understanding of the personal schedules of stakeholders
- Participants will demonstrate a basic understanding of the impact of resource limitations
- Participants must demonstrate a basic understanding of the ethical considerations of each stakeholder

Please include the following information:

- Purpose
- Target Audience
- Length (hours)
- Competencies and Objectives Covered
- Desired Outcomes to be Achieved
- Agenda
- Participant Manual (estimated pages) (when appropriate)
- Trainer Guide (estimated pages)
- Resource Bibliography
- Handout(s) (estimated pages)
- Powerpoint (estimated slides) (color or black & white) (when appropriate)
- Graphics and Icons (number and complexity) (when appropriate)

**REVIEW** with representative(s) of the CIP Training Subcommittee.

**COMPLETE** revision.

**GET APPROVAL** from the CIP Training Subcommittee to proceed.



## **Step Two – Draft Curriculum Outline & Curriculum**

### **Curriculum Outline:**

- **DESCRIBE** information gathering completed:

Review of Training Wheel core competencies, goals, and objectives.

Interview with CIP Training Subcommittee representative.

Interview with subject matter expert(s).

Review of existing curricula when available.

- **DRAFT** curriculum outline & course based on approved summary information.
- **REVIEW** with CIP Training Subcommittee representative(s).
- **REVISE** based upon the review with the CIP Training Subcommittee representative(s).

### **Curriculum:**

- **DEVELOP** curriculum materials using the included Curriculum Development Template.
- **OBTAIN APPROVAL** from the CIP Training Subcommittee to proceed.

# CURRICULUM DEVELOPMENT TEMPLATE

Font: Times New Roman

*All Trainer Instructions are italicized*

*Margins T/B 1" L/R 1.25"*

*2 Spaces*

*18pt. Font, bold, flush right, caps, Title (Following is a sample of the Curriculum Structure)*

## INTERDISCIPLINARY TRAINING

Font: Times New Roman (MS Word)

*All Trainer Instructions are italicized*

*Margins T/B 1" L/R 1.25"*

*2 Spaces*

*18pt. Font, bold, flush right, caps, Title (Following is a sample of the Curriculum Structure)*

### INTERDISCIPLINARY TRAINING SESSION 1

*2 spaces, 12pt.*

Time 5 hours (2 indents here)

Purpose To provide a conceptual framework for explaining interdisciplinary casework between family preservation specialists and drug/alcohol counselors. (1 indent)

Competencies/  
Learning  
Objectives The trainee will be able to explain interdisciplinary casework between family preservation specialists and drug/alcohol counselors (1 indent).

- List the stages of the casework process.
- Identify the purposes of each stage.
- Identify tasks and activities to accomplish during each stage.
- Identify key decisions of each stage.

- Identify the stages of the casework process for a case study. (1 indent, bullets lined up under “through”, 1 indent to each object, small case beginning each objective, try to keep each objective to one line)

Materials

Handout 1-a: TEAMWORK TRIALS

Handout 1-b: FLOW CHART OF CASEWORK PROCESS

Handout 1-c: STAGES OF CASEWORK PROCESS

Handout 1-d: INTAKE (overhead)  
*(single spaces between Handout titles, from title all caps, 1 indent, number handouts with session # and sequence letter within session)*

2 spaces

## INTERDISCIPLINARY TRAINING

### **Description of Activity** *(bold)*

*Page numbering, 14 pt. Bold*

*Footer: 12pt. Flush right, bold, all caps, title, current session #, for example:*

*Welcome participants and review the goals for today’s training.*

*Ask participants to introduce themselves providing the following information (also have this written on a prepared flip chart):*

*Name*

*Agency*

*Position*

*Length of time*

*Experience with dual-diagnosed clients*

3. *Discuss the purpose of the day.*

*Today’s purpose will be to give you concrete tools and ideas about how you can help develop skills, knowledge, and attitudes in working with professionals from other disciplines. We will be building on your existing skills.*

4. *Provide a summary of the day’s agenda with any “housekeeping” rules/information.*

5. Show the video, "TEAMWORK: TRIAL BY FIRE" Refer trainees to Handout 1-a: TEAMWORK TRIALS and ask them to take notes during the video. Explain that we will break into small groups to more fully answer the questions on the handout. After the video ask the trainees to divide into groups of 4-5 people. Give each group a piece of newsprint and magic markers. Ask them to record their responses to the report to the entire class. Allow 30 minutes for discussion. Call for a representative from each group to report to the class. During the discussion, bring forth at least the following points:

- Teamwork is a necessary process to maximize our resources.
- Teamwork can be a rewarding and frustrating experience.

## INTERDISCIPLINARY TRAINING

### HANDOUT TEMPLATE

*Same margins  
2 spaces from top, for example,*

*(flush right, 14pt. bold, all caps, 2 lines)*

*3 spaces*

*12 pt.*

*no page numbering*

*Footer: 12pt. flush right, bold, all caps, module title, then "HANDOUTS" on next line for example*

### **HANDOUT 1B: TEAMWORK TRIALS**

### **INTERDISCIPLINARY HANDOUTS**

## Format Issues

1. Activities should vary to increase trainee interest and to maximize different learning styles. Options include small group discussion, small group exercises, large group discussion, large group exercises, written exercises like worksheets, oral exercises like role plays, overhead displays, films and AV materials, and other activities that get trainees out of their chairs and moving around the room.
2. Long instructions to the trainees should be put in the presentation text. For example, instructions that read "Tell the participants that they should be aware of biases..." should read "You should be aware of biases..."
3. Check all flush right titles. They should not extend beyond the middle of the page.
4. Check the time listed for each activity.
5. In the titles of handouts use two dashes instead of a colon. Example:  
  
HANDOUT 2-e: CULTURAL BIAS--WE ALL EXPERIENCE IT
6. Keep Handout title as short as possible.
7. If a change is made in the text, check to see if the handouts need the same change.
8. Avoid line and work windows on the bottom or top of the page.