

Colorado Court Improvement Program Assessment Report

Federal Fiscal Year 2009

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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, 2009 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, permanency 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.¹ Each grant application included an integrated strategic plan and work plan (Appendix A, Combined Strategic Plan).

The 2009 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 2008 – September 2009. 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 the 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

¹ ACYF-CB-PI-06-05 and ACYF-CB-PI-07-09

processes; begin assessing systems' functioning; target specific, attainable goals; provide the 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 Court teams and other child welfare stakeholders. The training consists of a multi-disciplinary training curricula, a statewide four-day multi-disciplinary conference, CIP sponsored local training initiated by judicial districts, and subject matter specific training for judicial officers. The multi-disciplinary training curriculum, the *Training Wheel Curricula*, consists of nine individual one day training modules for subject matter categories that address the core knowledge base for those practicing in the child welfare system. The individual training modules are: Roles and Responsibilities; Procedure and Practice; Information; Child Development; Collaborative Process; Community and Culture; Law; Education; and Services (Appendix B, Training Wheel Core Competencies). The focus of the program activities is three-fold: 1) assess training needs; 2) develop training curriculum; 3) deliver or assist delivery of multi-disciplinary training at the local, regional or statewide level.

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 Program 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 Program allows for the sharing of information related to safety, permanency, well-being and timeliness in child welfare cases. As a result of the FAMJIS Program, 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 is 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. 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.² The funding in each of the three grants has 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 local courts, and Child and Family Services Review (CFSR) activities.

ii) TRAINING GRANT FUNDS

Court Improvement Program funds were utilized to staff a full time training coordinator to provide training and technical assistance, develop 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. The Colorado Department of Human Services CIP Program funds were also used to contract with subject matter experts to write curriculum modules for the CIP Training Wheel curricula.

² ACYF-CB-PI-07-09 and ACYF-CB-PI-06-05

iii) TECHNOLOGY GRANT FUNDS

Court Improvement Program funds were utilized to hire three 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 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. The responsibilities of the FAMJIS liaison were combined into the responsibilities of the FAMJIS Analyst position in January 2008. The CDHS liaison resigned in December 2007 and the FAMJIS analyst agreed to take on the responsibilities of coordinating training and technical assistance with Child Welfare Program staff in the local departments. Success in training was achieved by the FAMJIS analyst recruiting local Department of Human Services' experts to assist with the case management system training.

B) PROGRAMS AND ACTIVITIES DEVELOPED AND IMPLEMENTED TO ADDRESS NEEDS

i) BASIC GRANT PROGRAMS AND ACTIVITIES

(1) Held Second Annual Summit on Children, Youth and Families: Following the success of the *2008 Summit on Children, Youth, and Families* cross-systems training, the Training Coordinator and other CIP judicial personnel worked collaboratively with the Department of Human Services Child Welfare Division to host the *Second Annual Colorado Summit on Children, Youth and Families* that was held June 2 - June 5, 2009. The collaborative goal was to bring all child welfare stakeholders together to refine goals for systemic change in the child welfare system and to work on collaboration and leadership in order to achieve permanency, safety, and well-being for those Colorado families who find themselves involved with the child welfare system. Approximately 1,100 professionals and volunteers from across Colorado and from other states attended the *2009 Summit*.

(2) Provided statewide Best Practice Court Team Training: As planning for the *2009 Summit* evolved team training for Colorado's twenty-two judicial district Best Practice Court Teams was identified as a high priority. Best Practice Court Teams are standing teams led by 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, and other stakeholders who are involved in the child welfare system or the dependency and neglect court. All of Colorado's twenty-two Best Practice Court Team participated in the 2009 training.

The *2009 Summit* Best Practice Court Team Day accommodated individual meeting time for each team to update and strategize goals and provided plenary sessions on collaboration and leadership. The underlying goal of the team training was to find practical ways to effect systemic change in dependency and neglect case processing by problem solving at the local level.

(3) 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 aided in the development of the Best Practice Courts Program and provided the following services to the Colorado Court Improvement Program (Appendix C, 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 and cross site visits to jurisdictions in other states.

(4) 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 were 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 focused on studying outcome measures and preparing the Program Improvement Plan (Appendix D, CFSR Implementation Guide).

ii) TRAINING GRANT PROGRAMS AND ACTIVITIES

(1) CIP Training Coordinator: A full time Court Improvement Program Training Coordinator staffed and chaired the Training Subcommittee and coordinated 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. The Training Coordinator developed curriculum writing protocol and contracted with independent curriculum writers to develop curriculum for five of the subject matter areas of curricula. Curricula for all of the nine subject matter are expected to be completed by September 2010. Training for *Roles and Responsibilities*, the first of the curriculum to be completed, is scheduled to be piloted in

October 2009. Pilot training for Child Development, Community and Culture, and/or Education is scheduled for the Spring of 2010.

(3) 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*, which was delivered June 2 - June 5, 2009.

A team component for the Best Practice Court Teams comprised the first 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 focused on strategic communication for Best Practice Court Teams, leadership training for Best Practice Court Teams, and opportunities for Best Practice Court Teams to meet individually.

In response to the *2008 Summit* recommendation that role-specific training be limited at the *2009 Summit on Children, Youth, and Families*, the morning of the second day of the *2009 Summit* offered sessions for each of the following roles: attorneys, county directors, and judicial officers. Featured in the judicial forum was a workshop on judicial ethics for judges participating in community efforts to effect system change in dependency courts. The attorney forums offered sessions on how to participate in collaborative teams while still being an advocate in court. The forums for county directors facilitated 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 sessions of interest to judicial, legal, human services, and other stakeholder attendees were provided for multi-disciplinary attendees. The Cross-Systems training offered sessions of interest to combined audiences of judicial, legal, human services, and other stakeholder attendees in the following areas:

- Children & Families
- Laws, Courts and Advocacy
- Programs, Projects & Agencies
- Professional Development

There were over 1,100 attendees representing all child welfare stakeholder groups at the *2009 Summit on Children, Youth and Families*. Participants were asked to rate the *2009 Summit* overall as excellent, good, satisfactory, or unsatisfactory. 74.6% rated it as excellent; 25% rated it as good, and .04% rated it as satisfactory. There were zero unsatisfactory ratings.

(4) In July 2009, the CIP Training Coordinator and other CIP judicial personnel met with the Department of Human Services to begin planning the *2010 Summit on*

Children, Youth and Families. By the time of the second meeting in August 2009, state budgetary cutbacks resulted in the inability of the Department of Human Services to participate in the *2010 Summit*; however, the CIP Training Coordinator, other CIP judicial personnel, and the Department of Human Services personnel continued to meet for the purpose of planning other collaborative training for regional delivery of the CIP Training Wheel Curricula and continued to co-sponsorship of the BPC Team Website.

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. The FAMJIS program staff partnered with Colorado Department of Human Services to demonstrate the FAMJIS system at four regional conferences sponsored by the National Center for State Courts and the National Resource Center for Child Welfare Data and Technology. Three of the demonstrations were conducted using webinar. At the request of the conference sponsors, a team from Colorado attended and provided a live demonstration at the Chicago conference in August 2009. CIP technology funds were used to cover the expenses for technical, business and programming staff from both agencies to attend the conference. The FAMJIS analyst continues to work closely with the state training manager for Colorado Department of Human Services coordinating quarterly joint regional trainings in 2010 to demonstrate the data exchange between the two agencies. The first training is scheduled in December 2009. FAMJIS staff, along with CDHS staff, was invited to present the FAMJIS to the Child Welfare Action Committee (CWAC). In April 2008, Colorado's Governor created the CWAC. The charge of the executive order is to provide recommendations on how to improve Colorado's Child Welfare System. A demonstration of FAMJIS was provided, along with an overview of Colorado's Best Practice Courts and the Training Grant Programs.

(2) FAMJIS Program Staff: FAMJIS program staff includes a .60 Project Coordinator and a .60 FAMJIS Analyst. CIP technology funds were used to pay programming staff for server upgrades, business recovery maintenance, and security upgrades in July and August 2009.

(3) Established Dependency and Neglect Case Management Team: CIP technology funds were used to send a team from Colorado to the case management seminar in Virginia in November 2008 hosted by the National Center for State Courts. The team included four Family Court Facilitators and two Office of Dispute Resolution Program Managers. The CIP coordinator, FAMJIS project coordinator and FAMJIS analyst, along with the team that was sent to Virginia, formed a Dependency and Neglect Case Management Team. The accomplishments of this team to date are:

- Met, and continue to meet, on a monthly basis since January 2009.
- Developed training curriculum for statewide coding and management report training.
- Developed a specific Dependency and Neglect Change of Venue form.
- Revisited and redefined the current coding practices.
- Developed a protocol for utilization of dependency and neglect case management reports.
- Continue to focus efforts on providing training and technical assistance.

(4) Conducted Statewide Coding and Case Management Report Training: The dependency and neglect case management team wrote curriculum for statewide coding and case management report training that took place in September 2009. A pre-training survey was sent to Family Court Facilitators, Clerks of Court, and dependency and neglect case processing staff to identify specific training needs and develop a knowledge base for caseflow process and familiarity with the management reports (Appendix E Case Management Curriculum and Survey). Copies of the curriculum, survey, and participants' evaluations were provided to Dr. Sophie Gatowski of the National Council of Juvenile and Family Court Judges, who will assist in launching a formal evaluation process.

Two day-long trainings were offered to judicial staff and 19 of Colorado's 22 Judicial Districts were represented. CIP funds were used to reimburse attendees for travel expenses. The morning session covered coding practices and how they relate to a typical caseflow progression in Dependency and Neglect cases. The curriculum included best business practices. The format of the training was interactive and provided participants with hands on computer lab time. The training was accomplished through playing "Wheel of FAMJIS". The wheel resembled the wheel used on "The Wheel of Fortune" except spaces were filled with key codes currently used in our dependency and neglect case management system. Participants had to answer a number of questions about the key event codes to win monopoly money and prizes. While particular codes were being discussed, dependency and neglect Case Management Team staffs were recording which codes would be used during which hearings. This information was used to display a typical caseflow progression at the end of the game. Attendees were then provided with open computer lab time in which they were given a case scenario to read and enter pertinent data into the case management system. This activity was used as an evaluation tool to determine how much was learned during the morning session.

The afternoon session was designed to introduce participants to four of the key dependency and neglect case management reports: Timeliness, Subsequent Petitions, Permanency, and Placement. Participants were provided with instruction as to the information gathered for the reports and the information that is posted on the reports. One of the Family Court Facilitators presented the recommended protocol for running the reports and how she utilizes them in her particular location.

This training also assisted in identifying "Super Users" in each court location. A "Super User" is someone who is considered to be the 'go-to' person for Dependency and

Neglect case processing. The “Super Users” were provided with a USB that contains all training materials presented at the training. The Colorado Judicial Branch has a website with a FAMJIS link which is the mechanism used to communicate updated materials, training opportunities, and information pertinent to these cases.

(5) Conducted FAMJIS Site Visit: In March, 2009 the FAMJIS project coordinator, FAMJIS analyst, Manager of Judicial Programs, and the Family Law Program Manager conducted a site visit in the 13th Judicial District. FAMJIS staff worked closely with the Chief Judge of the 13th Judicial District in preparing the agenda. Prior to the site visit, FAMJIS staff performed a data entry audit on a random sample of dependency and neglect cases and ran the district’s dependency and neglect case management reports. The site visit consisted of dependency and neglect docket observations for two hours in the morning and participating in a meeting with all stakeholders in the district over the lunch hour. The afternoon was spent addressing data entry practices and introducing dependency and neglect case management reports to court staff. Feedback from the site visit was provided to the court within three weeks of the visit. The report included strengths, areas of focus, and recommendations pertaining to the court observation, stakeholders meeting, dependency and neglect coding practices, and dependency and neglect case management reports. Some lessons learned by FAMJIS staff from the site visit were:

- Identify a local staff person to coordinate site visit efforts.
- Distribute the data analysis and management report findings at least a week prior to the site visit.
- Review reports from previous site visits prior to conducting the site visit, if available.
- Review the district’s plan pursuant to Colorado CJD 98-02 prior to the site visit.

Site visits will be conducted around the state on a regular bi-monthly basis beginning in October 2009.

(6) Developed a dependency and neglect Coding training plan for 2010: Quarterly trainings are scheduled throughout 2010. Two sessions, titled ‘Cure for the Common Code’ will focus on the basics of dependency and neglect case processing. The curriculum includes training participants on all key event and scheduled event codes necessary to ensure data integrity and the typical progression of a dependency and neglect case. Open computer lab time will be provided to allow participants to create and process a dependency and neglect case using a case scenario following a child from removal from the home to permanency. The results of the lab will serve as an evaluation tool. This session will target staff new to the dependency and neglect arena. Two sessions, titled ‘Unraveling the Coding Mystery’ will serve as a review for dependency and neglect coding practices, caseflow progression, and incorporate the effect coding has on management reports. This session will include the ‘Wheel of FAMJIS’, participation in the caseflow progression, open computer lab time using a case scenario similar to that used in ‘Cure for the Common code’, and emphasis on how coding affects dependency and neglect management reports.

(7) Developed dependency and neglect case management report training plan for 2010: Quarterly trainings have been scheduled throughout 2010. Each session will focus on specific reports. The goals of the trainings are to 1) familiarize court staff with available management reports, 2) provide an understanding of how the reports function, 3) interpret the data posted on the reports, and 4) develop an action plan for each location to begin utilizing the reports. Copies of sample reports will be provided to participants and used as the training tool, and open lab time will be provided to allow participants to run reports for their particular district

(8) Initiated development of additional juvenile case data transfers: A user group was convened in October, 2008 to discuss the possibilities of enhancing our current data exchange with CDHS. The user group consisted of CDHS state and local staff; State Court Administrator's Office staff, judicial officers, and local court staff. The group recommended that the following enhancements be considered:

- Include legal custody, permanency goals, and IV-E findings in the current Dependency and Neglect data exchange process.
- Include Juvenile Delinquency cases where the Department is involved in the current data exchange process.
- Include Adoption cases resulting from Termination of Parental Rights in the current data exchange process.
- Include Petition for Review of Need for Placement cases in the current data exchange process.

The group met on monthly basis through April 2009 to layout programming specifications and prioritizes the issues. However in June, 2009 both agencies agreed that given the current economic climate and lack of resources, this project would be put on hold until programming resources become available.

(9) Contracted with Infolink for development/enhancement of management reports: COGNOS is an IBM business Intelligence software package that will allow for enhanced reporting capabilities. The goal is to have the Timeliness, Subsequent Petition, Permanency, and Placement reports completed by December 31, 2009. A pilot site will be selected to launch the tool set designed for these reports.

(10) Develop Electronic Exchange for Caseworker Reports: FAMJIS Analysts have been working to get this project off the ground for the past two years. Some of the obstacles in moving forward with this project have been not only related to staffing issues, but the reorganization of Colorado Department of Human Services (CDHS) committees and its governing bodies. It has been difficult to gain buy-in from the local departments since they are a county based system, and there hasn't been a project lead identified at the state office to coordinate these efforts.

CDHS was especially eager for this project to get underway as Trails (CDHS SACWIS system) is their official record and many caseworkers have been taking the court report data out of Trails and putting it into a Word document to submit to the court. This process

is very concerning as the data can be manipulated once it is in Word and thus putting the integrity of the data at risk. FAMJIS Analysts are working closely with CDHS, local departments, and court staff to identify fixes that can be made to Trails to produce a more user friendly report so the reports can be submitted directly from Trails.

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.

(2) Executed Model Courts Contract: The original Statewide Model Courts contract was executed in December 2007. Additionally, eighty judicial officers were provided memberships to the National Council of Juvenile and Family Court Judges (Appendix F, Benefits of NCJFCJ Membership). A second Statewide Model Courts Contract was executed in October 2008 that included completion of the following by October 2009:

- Four instate site visits to three judicial districts.
- Two out of state cross-site visits
- NCJFCJ CANI training in Reno, Nevada for three Colorado dependency judges.

(3) 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.

(4) Training Delivery and Evaluations: The Court Improvement Program provided training to over 1,100 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 G, Team Day Onsite Evaluation Preliminary Results).

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) Continued to Develop Curriculum Development: In 2008, the Training Subcommittee agreed that a curriculum development requirements template must be

created to give consistency to the design of the *Training Wheel* curricula, but also take into consideration the differences in core competencies, goals, and objectives contained within each of the subject matter areas of the curricula. The Training Coordinator developed the Training Wheel Curriculum Development Requirements template which was approved by the Training Subcommittee (Appendix H, Training Wheel Curriculum Development Requirements document for the Roles and Responsibilities). Training Wheel individual curriculum development requirements differ one from the other in terms of core competencies, goals, and objectives. In 2009, vendors and subject matter experts were identified and selected by the Training Subcommittee to write the individual subject matter areas of the curricula in eight of the subject matter areas. Curriculum writing was completed for Roles and Responsibilities. Curriculum for Community and Culture is being written by American Humane and is scheduled to be completed by December 2009. Curriculum for Education is being written by the Rocky Mountain Children's Law Center and is scheduled to be completed by December 2009. Curriculum for Child Development is being written by the Kempe Center and is scheduled to be completed by January 2010. Curriculum for Procedures and Practice and Collaborative Process is being written by CIP Judge in Residence, Robert Lowenbach, and is scheduled to be completed by March 2010. Curriculum for Law and for Information is being written by the National Association of Counsel for Children and is scheduled to be completed by September 2010. A curriculum writer for Services is being sought. Regional delivery for Roles and Responsibilities, Community and Culture, Child Development/ and or Education is planned for spring 2010.

(3). Delivered the Second Annual Summit on Children, Youth and Families. "Power On, Tune In, Team Up" was presented in June 2009 from June 2-June 5. It was sponsored by the Colorado Department of Human Services, Division of Child Welfare; the National Child Welfare Resource Center for Organizational Improvement; and, the Court Improvement Program of the Colorado Judicial Branch. Approximately 1,100 child welfare stakeholders attended the 2009 Summit. The theme and focus of the 2009 Summit was leadership, collaboration and teamwork— finding new ways to work together for the good of Colorado's children, youth and families.

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 training through an on-line survey that is distributed to court clerks, judicial officers, case managers, and facilitators. The FAMJIS analysts review the survey results prior to each of the trainings 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 (Appendix E, Dependency and Neglect Case Management Curriculum and Surveys).

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 has improved.
- Judicial users are utilizing the case connection and case history building processes.
- There is a continued need for regularly scheduled coding training for judicial staff.
- Users need a better understanding of available case management tools.

(3) Post Training Evaluation: At the conclusion of statewide FAMJIS training in September 2009, there were two evaluation components: 1) Open Lab. Participants were provided with a case scenario in which they had to read and apply coding practices learned in the morning session. Once the participants completed the exercise, the FAMJIS analysts reviewed the scenario with the participants and walked through the correct coding procedures. This allowed the participants to perform a self-evaluation on what they actually entered during the open lab, and 2) Evaluation Forms (Appendix E, Dependency and Neglect Case Management Curriculum and Surveys). Participants were asked to complete evaluation forms at the end of each day. The majority of participants responded as follows:

- “What was the strength of the training program?” Responses indicate the “Wheel of FAMJIS” format, materials, (specifically the USB’s) handouts, trainer knowledge, organization, and open lab were the greatest strengths.
- “What is the weakness of the program?” Responses indicate that there was too much information provided in one day. Participants requested separate sessions for coding and management reports.
- “Did your understanding of the topic improve as a result of the training? If so, how?” Responses indicate participants have a greater understanding of dependency and neglect cases progress, the coding definitions, the impact of coding on management reports, and the importance of common language used by all stakeholders during proceedings.
- “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) work with stakeholders to improve language spoken during proceedings; and 3) Develop local practice for utilizing FAMJIS “Super User”.

(4) Developed statewide baseline for management reports: The FAMJIS analyst ran all management reports for each court location to establish a baseline. These results can be used in the future to identify areas of improvement and areas of focus statewide.

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 continues through the development of a training activities that will address the Chief Justice Directives and NCJFCJ best practice materials. The team training at both the 2008 and 2009 Summits functioned as a mechanism for each jurisdiction to establish multi-disciplinary Best Practice Court Teams, refine team goals, and benchmark best practices of other court teams. At the 2008 Summit, twenty-one of Colorado's twenty-two judicial districts were represented on Team Day. At the second annual summit, the 2009 Summit on Children, Youth and Families, all of Colorado's twenty-two judicial districts brought Best Practice Court teams. During the full day of multi-disciplinary team training at this conference, Best Practice Court teams reported progress on team goals since 2008, set new goals, shared best practices, and received training on leadership and collaboration and on the of the Best Practice Court Team Website.

(2) 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.

(3) Establish technical assistance teams within Family Issues Unit (SCAO) and in conjunction with local multi-disciplinary teams: Progress toward this goal is continuously accomplished by the establishment of a support team, Team 23, which is

comprised of Colorado State Court Administrator's Office Family Unit and CIP staff members. Team 23 maintains a presence on the Best Practice Court Teams Website and allows Best Practice Court Team members statewide to ask questions and request resources that help individual teams to achieve their goals. In addition, 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 continue to support a Best Practice Court social networking website, the BPC Team 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: Progress towards this goal has been established through the development of the Training Wheel curricula by the CIP Training Subcommittee. The purpose of the Training Wheel Curricula is the 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 a multi-disciplinary curricula called The Training Wheel. The curricula is designed as a method of providing 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. The Training Subcommittee held in-person meetings to write competencies for curriculum and, in 2008-2009, the Training Coordinator began hiring subject matter experts to write specific curriculum areas on the CIP Training Wheel. Writers have been contracted for eight of the nine subject matter areas of the CIP Training Wheel Curricula. One curriculum is complete and ready for delivery in October 2009. Five other curriculum modules will be completed by the spring of 2010, and the remaining three curriculum modules will be completed by September 2010. The CIP Training Subcommittee stays actively involved in curriculum development by reviewing and commenting on all curriculum proposals and completed curriculum modules. The CIP and the Colorado Department of Human Services, Division of Child Welfare are collaborating to deliver completed training modules regionally in 2009 and 2010. The CIP Training Wheel curricula has also been included in the Colorado Child Welfare's IV-B Five Year Training Plan as multi-disciplinary training created through the collaborative efforts of the Colorado CIP and Colorado Division of Child Welfare.

(2) Develop Cross-Systems Training Program and Curriculum: Held the *Second Annual Summit on Children, Youth and Families*:

- “Power On, Tune In, Team Up” was presented in June 2009 from June 2-June 5. It was sponsored by the Colorado Department of Human Services, Division of Child Welfare; the National Child Welfare Resource Center for Organizational Improvement; and, the Court Improvement Program of the Colorado Judicial Branch. Approximately 1,100 child welfare stakeholders attended the Summit. The theme and focus of the Summit was leadership, collaboration and teamwork– finding new ways to work together for the good of Colorado’s children, youth and families.
- At the previous *2008 Summit* an onsite and follow-up evaluation was done for role specific and team training. The Training Coordinator and other CIP judicial personnel worked collaboratively with the Department of Human Services and other stakeholders to use the recommendations that resulted from those evaluations to plan role specific and team training for the 2009 Summit on Children, Youth and Families. Best Practice Court Teams from all of Colorado’s twenty-two judicial districts participated in the Team Day Training.
 - Best Practice Courts Team Training was extended to a full day and moved to the first day of the conference.
 - Training focused on community leadership and communication.
 - Teams were given time to meet individually in the morning and afternoon.
- Role specific training was moved to the morning of the second day of the conference.
 - Judges received training on ethical considerations for judges who act as community leaders on a Best Practice Court Team.
 - Attorneys - guardian ad litem, respondent parent’s counsel, and county attorneys - received training on how an attorney can provide strong advocacy for a client while still participating on a Best Practice Court Team to create system change in dependency and neglect case processing.
- Multi-disciplinary training was offered on the afternoon of the second day of the conference and all day on the third and fourth days of the conference.
 - Regular sessions, special sessions and plenary sessions were offered in the areas of Law, Courts and Advocacy; Child Welfare;

Programs, Projects and Agencies; and, Professional Growth and Development.

- All sessions were designed to be delivered by multi-disciplinary trainers and to multi-disciplinary audiences.
- Participants were asked to rate each session as excellent, good, satisfactory, and unsatisfactory. 74.6 % of survey respondents rated sessions as excellent; 25% rated sessions as good; .03 % rated sessions as satisfactory; and, zero % rated sessions as unsatisfactory (Appendix G, Team Day Onsite Evaluation Preliminary Results). The six-month follow-up evaluation is scheduled to be conducted in January 2010.

(3) 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) Provide ongoing site visits 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: Progress towards achieving this goal has been established through the development of FAMJIS site visits and the 2010 training schedule.

(2) Implement statewide technical assistance plan: Progress towards achieving this goal has been established through the delivery of the FAMJIS training curriculum and technical assistance as outlined previously.

(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: Progress towards this goal began in 2008 when *Resource Guidelines* trainings were held in three local jurisdictions. As local Best Practice Court Teams were established in 2008 and 2009, training programs in local jurisdictions began. In 2009, the CIP provided flexible funding assistance to Colorado's 18th Judicial District Best Practice Court Team to put on a one-day symposium dependency and neglect symposium. Local trainings are scheduled for the 2nd Judicial District in February 2010 and in the 8th Judicial District in 2010.

(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 facilitate design of an electronic *Judges Sign-Up Website* so that Lead dependency and neglect judges in individual Colorado judicial districts could designate teams for the *2008 Summit*. In 2009 the website was upgraded to make it more interactive and to expand functionality: the editing function was enhanced to make it easier for Best Practice Court Teams to update goals; functionality was created to add additional teams both within judicial districts and to add support teams that are not judicial district teams; the ability to notify website members of forum postings and library additions was added.

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

(1) Provide annual regional cross-systems training: Progress towards this goal was begun with the local 2008 *Resource Guidelines* training that was delivered in three regional locations. Nine regional trainings are scheduled for delivery between February 2010 and May 2010 in the subject matter areas of *Roles and Responsibilities, Community and Culture, Child Development, and Education*.

(2) Provide annual statewide judicial training: Progress towards this goal was accomplished when a full day of judicial training was conducted at the May 2008 Summit on Children, Youth and Families and a half-day of judge specific training was conducted at the 2009 Summit on Children, Youth and Families. In September 2009, the CIP began collaboration with the University of Denver and the Rocky Mountain Children's Law Center to construct a judicial institute for dependency judges in order to provide sustainable yearly training for the full spectrum of dependency court. The first institute is scheduled for delivery in August 2010.

(3) Provide annual statewide cross-systems training: Progress towards this goal was accomplished when a half day of Best Practice Court Team cross-systems team training was conducted at the May 2008 Summit on Children, Youth and Families. Additionally, the 2009 Summit on Children, Youth and Families featured a full day of Best Practice Court Team Training. For both the *2008 and 2009 Summits on Children, Youth and Families*, the last two and one-half days of the Summit were reserved for cross system sessions open to all child welfare stakeholders.

(4) Provide ongoing local multi-disciplinary trainings: The first local multi-disciplinary training was delivered in 2009 and consisted of a one day Child Welfare Symposium planned and delivered by Colorado's Best Practice Court Team from the 18th Judicial District. The event was funded by the CIP and technical assistance was provided by the CIP for the event.

(5) Provide training to court appointed attorneys: Progress towards this goal was begun at the May 2008 Summit on Children, Youth and Families. A full day of role specific training was conducted at the Summit. Guardian's ad litem, respondent parents' counsel and city/county attorneys attended these sessions. At the *2009 Summit on Children, Youth and Families*, a half day of attorney specific training was offered.

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 E.

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

No findings, recommendations or reports generated by the statewide task force during the time period of October 2008 – September 2009.

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

A) 2008 SUMMIT ON CHILDREN YOUTH AND FAMILIES: TEAM DAY ONSITE EVALUATION PRELIMINARY RESULTS

(See Appendix G)

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 upcoming program improvement plan. Issues and needs identified in the 2009 Child and Family Services Review will be incorporated into the CIP 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

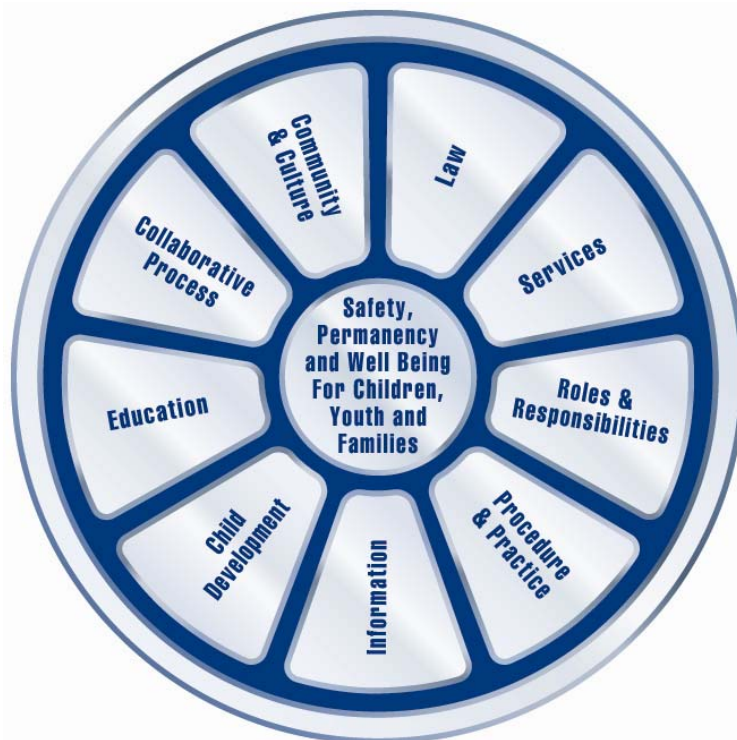
Assumption	Activities	Intermediate Outcomes	Impact
<p>Implementing the Court Improvement Program (CIP) court reform efforts will improve the safety, permanency, well-being, and due process for children and families involved in the child protection court system.</p>	<p>Basic CIP Grant Action Strategy</p> <ol style="list-style-type: none"> 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. 2. Establish local multi-disciplinary team in every jurisdiction. 3. Contract with National Council of Juvenile Family Court Judges Permanency Planning for Children Department Model Courts Program. 4. Establish technical assistance teams within Family Issues Unit (SCAO) and in conjunction with local multi-disciplinary teams. 5. Establish and implement best practices. <p>Technology Grant Action Strategy</p> <ol style="list-style-type: none"> 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. 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. 3. Develop statewide technical assistance plan. <p>Training Grant Action</p> <ol style="list-style-type: none"> 1. Develop judicial training program and curriculum. 2. Develop Multi-Disciplinary Training Program and Curriculum. 3. Develop Cross-Systems Training Program and Curriculum. 4. Develop training curriculum for court appointed attorneys. 	<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>Basic CIP Grant Action Strategy</p> <ol style="list-style-type: none"> 1. Provide ongoing local multi-disciplinary training programs. 2. Provide ongoing local technical assistance and assessment (qualitative and quantitative). <p>Technology Grant Action Strategy</p> <ol style="list-style-type: none"> 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. 2. Implement statewide technical assistance plan. <p>Training Grant Action Strategy</p> <ol style="list-style-type: none"> 1. Provide annual regional cross-systems training. 2. Provide annual statewide judicial training. 3. Provide annual statewide cross-systems training. 4. Provide ongoing local multi-disciplinary trainings. 5. Provide training to court appointed attorneys. 	<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

TRAINING WHEEL AND CORE COMPETENCIES

Training Wheel
Cross Training – Core Competencies *
Goals & Objectives

Colorado Court Improvement Program Training Subcommittee



What should individuals who are involved in the child welfare system know about that system as a whole and the roles of others involved in it? The core competencies offer the answer to that question. They recognize that each discipline or service area will have expertise within one or more of the components set out, but that each person should have a minimal level of knowledge and understanding within each of the competencies. The competencies described will set out the core knowledge base for those in the system. Each discipline will establish a required professional knowledge and skill base within each competency that may exceed the core knowledge level. However if each discipline will develop its training around these competencies it will allow for better integration and efficiency in training.

The focus of each of these categories is on establishing the Safety, Permanency and Well Being of families and children.

The stakeholders are as follows:

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

* Developed by the *Colorado Court Improvement Program Training Subcommittee*

Core Competencies for Services

Those involved with the child welfare system should have an understanding of the following issues regarding services:

- The type of services that can be used to assist children and families
- What services are required by law or regulation
- The assessment process to determine need and eligibility (funding) for certain services
- The availability of services within the community
- The need for services with the community
- Types and availability of community support partners (Indirect services: food banks, public transportation, etc.)
- Best practices for the provision of services

Training Goal for Services

Stakeholders will have an understanding of the service needs for families; the service providers that are available and accessible in their jurisdictions and will be empowered and enabled to use their community partners in developing and delivering necessary services so that children and youth will be provided with safety, permanency and well-being.

Training Objectives for Services

- Stakeholders will demonstrate a working knowledge of the services each community is required to provide pursuant to C.R.S. 19-3-208 and a working knowledge of how to effectively advocate if such services are inaccessible.
- Stakeholders will demonstrate a working knowledge of the case planning methods mandated by Volume 7.
- Stakeholders will demonstrate a working knowledge of the services that may not be required by statute but which are available and accessible within their region that may be necessary to meet the reasonable efforts requirement.
- Stakeholders will demonstrate a working knowledge of how the reasonable efforts requirement can be used to develop appropriate services that do not yet exist.
- Stakeholders will demonstrate a working knowledge of services that are available in best practice communities and how to develop programs and resources to make them available in their own communities.
- Stakeholders will demonstrate a working knowledge of the streams of funding and their limitations.
- Stakeholders will demonstrate a working knowledge of strategies to overcome challenges caused by lack of transportation, limited capacity of programs, disability of client, lack of services in the client's first language, providing services to undocumented residents, overcoming barriers presented by gender, cultural or racial bias, for example.

Core Competencies for Law

Those involved with the child welfare system should have an understanding of the following issues regarding the Law:

- A basic outline of the state statutory structure of the child welfare system
- A basic outline of federal law and regulation that impacts the child welfare system
- A basic outline of the regulatory environment that the Department of Human Services operates under
- A basic outline of the regulatory environment that Service providers operate under
- Knowledge of the Chief Justice Directives affecting the child welfare system

Training Goal for Law

The goal of the legal training curriculum is to promote and protect the safety, permanency and well being of children and families by assuring a sufficient understanding of the law among all child welfare stakeholders.

Training Objectives for Law

- Learners will be able to articulate the basic requirements of the law that allow the intervention of the child welfare system into the lives of children and families
 - Who reports
 - Who investigates
 - Alternative outcomes of report
 - Appropriate expectations of information sharing regarding the reports and ongoing cases
- Participants will recognize that law governs child welfare proceedings and be able to identify professionals who can provide more information to them about how the law impacts a particular case.
- Participants will understand that there are legally-imposed timelines that set a framework for when specific events should happen in a case.
- Participants will demonstrate a basic understanding of the language that is commonly used in dependency proceedings in their jurisdiction and in general.
- Participants will describe the legal role of each professional within dependency and neglect proceedings.
- Participants will describe what happens generally during court proceedings, as well as an understanding of courtroom culture and proper professional etiquette.

Core Competencies for Community and Culture

Those involved with the child welfare system should have an understanding of the following issues regarding the community and culture:

- How local community standards impact the child welfare system
- The impact of culture on family relationships
- The impact of culture on the effectiveness of treatment
- Tribal culture and legal systems

Training Goal for Community and Culture

Participants will demonstrate an awareness of how our perception of culture (e.g. race, ethnicity, socioeconomic status, disabilities) affects our communication and decision making, so that our actions regarding removal, service provision and permanency planning are driven by respect and understanding of differences

Training Objectives for Community and Culture

- Participants will be familiar with the cultural competence continuum.
- Participants will be open to learning about other cultures (including the awareness of subcultures) to increase their cultural awareness.
- Participants will demonstrate a basic understanding of the cultural competence value preferences of middle-class White Americans and Ethnic Minorities: Comparative Summary.
- Participants will demonstrate a basic understanding of the impact of contrasting values and beliefs and behaviors.
- Participants will demonstrate a basic understanding of the common rules, common assumptions, common values that are shared by the various cultures.
- Participants will demonstrate a basic understanding of the typical norms of urban versus rural communities (including the culture of poverty).
- Participants will be aware of their own personal biases.
- Participants will understand the complexities of those individuals that are present in this country legally.
- Participants will understand the practice principles of cultural humility.

Core Competencies for Collaborative Process

Those involved with the child welfare system should have an understanding of the following issues regarding the collaborative process:

- How to undertake a strategic planning process
- Who are necessary stakeholders in the process
- How to create meaningful assessments
- How to create and implement action plans

Training Goal for Collaborative Process

Provide education to establish and enhance collaboration at the local, regional, and state levels that promotes the safety, permanency, and well-being of children, youth, and families.

Training Objectives for Collaborative Process

- Participants will identify the reason/s that supports their involvement in the collaborative process.
- Participants will develop a working definition of collaboration.
- Participants will identify the most fundamental techniques of collaboration.
- Participants will demonstrate a willingness to collaborate to promote the safety, permanency, and well-being of children, youth, and families.
- Participants will be participating members of a collaborative process in their district.
- Participants will identify the ways in which collaboration will support them in fulfilling their respective roles and responsibilities, benefit their respective entities, and advance the safety, permanency, and well-being of children, families and youth.
- Participants will describe the roles, responsibility, and value of each stakeholder in the collaborative process and in the dependency system and will demonstrate empathy for other stakeholders in the dependency system.
- Participants will identify ways in which they are already collaborating in their respective roles.
- Participants will state what they - professionally and individually - can contribute to the collaborative process
- Participants will identify new ways in which they can contribute to the collaborative process.
- Participants will demonstrate knowledge of how to undertake a strategic planning process for collaboration
- Participants will understand how to create meaningful assessments.
- Participants will understand the value and benefit of collaboration as it relates to the safety, permanency, and well-being of children.

Core Competencies for Child Development

Those involved with the child welfare system should have an understanding of the following issues regarding child development:

- Developmental stages of children
- Parental bonds
- Impact of substance abuse on children and families
- Impact of domestic violence on children and families
- Impact of sexual abuse on children and families
- Impact of neglect on children and families
- Educational needs and problems

Training Goal for Child Development

Provide stakeholders with sufficient understanding of human developmental stages to make decisions that promote life long healthy development for children and youth involved in the child welfare system.

Training Objectives for Child Development

- Participants will demonstrate a basic understanding of the stages of human development
- Participants will identify or recognize stages of developmental damage that have occurred in children, youth, and parents due to child abuse and neglect.
- Participants will understand how the behavior of children, youth, and adults may be symptoms of underlying traumatic insults that have caused developmental issues.
- Participants will understand how children's behavior problems may be symptoms of underlying developmental delays or emotional disturbance and will be able to tailor strength based solutions that promote healthy development of children, youth and families.
- Participants will be able to identify and recognize developmental strengths of children, youth and families in the child welfare system.
- Participants will be empowered to articulate their concerns as needed to fulfill their role in promoting the safety, permanency, and well being of children. (The "to whom" part will be covered in roles and responsibilities Procedure and Practice)

Core Competencies for Information

Those involved with the child welfare system should have an understanding of the following issues regarding information:

- The type of information about children and families in the system is available
- Limitations on the ability to share some information
- The types of reports and assessments that are available
- The record keeping requirements of all other stakeholders

Training Goal for Information

Stakeholders will maximize their ability to serve the best interests of children and families by developing a clear understanding of the sources of information, the accessibility of that information, the record keeping requirements, as well as the steps that must be followed to gain access to the information

Training Objectives for Information

- Stakeholders will demonstrate an understanding of the broad array of records, reports, instruments, and assessments that are prepared in connection with a child welfare case.
- Stakeholders will demonstrate an ability to access needed records, reports, instruments, and assessments in a timely manner.
- Stakeholders will demonstrate the ability to use records, reports, instruments, and assessments to maximize the effectiveness of their advocacy or decision making role.
- Stakeholders will identify due process and ethical considerations surrounding the sharing and safeguarding of information.

Core Competencies for Procedure and Practice

Those involved with the child welfare system should have an understanding of the following issues regarding procedure and practice:

- A basic outline of the child welfare system from the initiation of a complaint to final adjudication in court
- Basic procedures DHS uses to process a case
- Basic procedures DHS uses to prior to filing a case in court
- Basic procedures the court uses in an expedited procedure case
- Basic procedures the court uses in other cases
- Basic understanding of the limitations on evidence that can be used

Training Goal for Procedure and Practice

The goal of the Procedure and Practice training program is to promote and protect the safety, permanency and well being of children and families while preserving and promoting due process for all parties by assuring a sufficient understanding of the procedure and practice involved in child welfare practice.

Training Objectives for Procedure and Practice

- Participants will be able to articulate the stages of a child welfare intervention from initiation of a complaint to final resolution of a case.
- Participants will be able to identify the parallel proceedings taking place throughout a child welfare intervention:
 - County
 - State
 - Court
 - dependency
 - criminal/ delinquency
 - domestic relations
 - truancy
- Participants will be able to articulate the mandates, expectations, and basic procedures, as well as the tools that are involved in the DHS processing of a case from the initiation of a complaint to final resolution of all types of cases.
- Participants will be able to describe court mandates and procedures governing the processing of both expedited permanency planning and non expedited permanency planning cases.
- Participants will be able to demonstrate an understanding of the confidentiality, privilege, and evidentiary limitations on information that can be used in court proceedings and throughout child welfare cases.

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

Core Competencies for Education

Those involved with the child welfare system should have an understanding of the following issues regarding education.

- Basic understanding of the relationships between and the responsibilities of schools and county departments – including their contractors – in regard to children.
- Basic understanding that foster children have the same rights as other children to a quality education and that there are special considerations for foster children under the law.
- Basic understanding of procedural rights of children, parents, and educational surrogates when there are issues or disagreements with schools.
- Basic understanding of substantive education rights under state and federal law, regulation, and policy.

Training Goal for Education

The goal of the education training curriculum is to provide stakeholders with an understanding of the unique educational needs and rights of children touched by the child welfare system and to empower them with an ability to promote positive school experiences as an integral part of the safety, permanency, and well being of children and youth.

Training Objectives for Education

- With a foundation of understanding state and federal law and regulation, participants will demonstrate an understanding of the importance of their educational advocacy and/or decision making role for children in care.
 - Participants will demonstrate an understanding of the importance of access for foster children and youth to the same resources available to all students.
 - Participants will demonstrate a basic understanding that the importance of the timely transfer of records from one school to another.
 - Participants will demonstrate an understanding of the importance of not imposing negative consequences on a child due to absences caused by a change in placement, attendance at a court hearing, or a court ordered activity.
 - Participants will understand the many aspects of the educational experience and the child's relationship with a school that promote educational stability and success

- Participants will demonstrate a basic understanding of the responsibility of the Departments of Human Services and the Department of Education in regard to transfer of records, school of origin placement, waiver of fee, postponement of record requirements and the required timely re-entry into school.
- Participants will demonstrate a basic understanding of the responsibility of the School to provide liaison services, to provide appropriate educational testing, to appoint a person to hold education rights, to provide procedural rights for disagreements with schools, and to maintain confidentiality.
- Participants will demonstrate a basic understanding of education rights including both special education and general education rights.
- Participants will understand the impact upon school districts of No Child Left Behind and McKinney-Vento.

APPENDIX C

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 D

CFSR IMPLEMENTATION GUIDE

**CHILD AND FAMILY
SERVICES REVIEW:
PROGRAM IMPROVEMENT PLANNING
WORKBOOK FOR THE LEGAL
COMMUNITY**



***Colorado Supreme Court
Court Improvement Program
A Multidisciplinary Approach to Improving Systems
to Benefit Families and Children***

PROGRAM IMPROVEMENT PLANNING WORKBOOK FOR THE LEGAL COMMUNITY

Background

This workbook was designed by the Colorado Court Improvement to aid local jurisdictions in the process of developing a Program Improvement Plan and responding to the Child and Family Services Review (CFSR). The purpose of the workbook is to focus on what steps can be taken by the Court, County Attorney, Guardian and Litem, Respondent Parents' Counsel and Best Practice Court Team to improve compliance with Child and Family Services Review measures. The legal community has a direct or indirect impact on nearly every measure evaluated in the Child and Family Services Review and this workbook is designed to help your jurisdiction identify actions steps that the legal community can take to improve the measures that are out of compliance in your jurisdiction.

The recommendations contained in the workbook are not intended to be exhaustive or prescriptive. In fact, they are simply designed to assist with brainstorming possible recommendations. The recommendations that are included in the workbook are the end result of various multi-disciplinary groups who worked together and made recommendations based on their own best practices. By using this workbook your jurisdiction should be able to engage in a rich discussion about practice and process will result in creative and practical solutions that will improve outcomes for the children and families in your jurisdiction.

The workbook is intended to be an organic document that will be changed and updated on an ongoing basis in order to meet the unique needs of each judicial district and county across the state. If your jurisdiction identifies action steps that you would like to see added to the workbook, please send them to Bill DeLisio (bill.delisio@judicial.state.co.us). The Court Improvement Program intends to update this workbook on a regular basis in an attempt to capture actions steps and ideas from across the state. Your additions to the workbook will promote the sharing of best practices across jurisdictional boundaries.

How to Use the Workbook

In order to use the workbook and to ensure it assists your jurisdiction in identifying practical solutions to CFSR measures that may be out of compliance, please follow these basic steps:

1. Contact your local department of human services before the meeting to identify any measures for which your district maybe out of compliance.
2. Convene a group of stakeholders and be certain to include judicial staff, attorneys and members of the local department of human services. The workbook meetings are also a good opportunity to facilitate broader discussions beyond the legal community; if that is your intention, invite all other stakeholders you identify as appropriate.
3. Meet and have the group discuss the difference between Judicial Administration and Judicial Decision Making. This discussion will help to clarify the Separation of Powers issues that often become part of discussion with program improvement planning

activities. Below are the definitions established by the Court Improvement Program that should help guide the process:

- Judicial Administration
General protocols, practices, procedures and orders put into place by the court that effect the processing of all or some cases.
- Judicial Discretion
Judicial decision making within the confines of a specific case based on the unique facts of the case.

Before the brainstorming begins, meeting participants should recognize that the separation of powers precludes the group from addressing matters related to judicial discretion in relation to developing action steps for the Program Improvement Plan. However, the group has the freedom to develop action steps pertaining to judicial administration and should develop and incorporate these steps into the local Program Improvement Plan.

4. Assign a facilitator to help guide group discussion and to keep the group focused on the particular measure that is being discussed. Remember, when discussing practice, it is very common to get off track. Give the facilitator the authority to focus the group's discussion. You will find that this will save time and ensure that you reach your goals.
5. Assign someone to record the recommendations and distribute to the group for review after the meeting.

Conclusion

If you already have a program improvement plan in place, using this workbook may lead to a process or system change more suited for your jurisdiction or legal culture than a process that you are currently using. If you do identify a more effective process for your community, then by all means integrate that method into your program improvement plan. However, using the workbook is also a good exercise if you are simply looking for a place to start. In either case, use the method set forth in this workbook to identify practical approaches for improving Child and Family Service Review measures.

Item 1: Timeliness of initiating investigations of reports of child maltreatment.

How effective is the agency in responding to incoming reports of child maltreatment in a timely manner?

What steps can be taken by the Judiciary to improve this measure?

- Court may order (CFSR clock begins when the department receives a referral of abuse) an investigation or filing of petition. Court should schedule a hearing within a short time frame to review order. If the court orders a report as part of the investigation a realistic timeframes for submission of the report should be scheduled ensuring the department ample time to conduct investigation and prepare report.
- The court should obtain accurate contact information and provide to the department. A standardized form should be utilized to collect information (19th JD has a form).
- The order issued by the court should be complete and exhaustive so that a focused investigation can be conducted.

What steps can be taken by the GAL to improve this measure?

- Attorneys are not appointed at this stage; however, procedures should be developed to expedite early appointment.

What steps can be taken by the RPC to improve this measure?

- Attorneys are not appointed at this stage; however, procedures should be developed to expedite early appointment.

What steps can be taken by the CA to improve this measure?

- Prepare petition in advance of the shelter hearing in those cases where a filing is required.
- Make themselves available to individuals conducting the investigation in order to provide legal opinions.

What programmatic steps can be taken Best Practice Court team to create systemic improvements?

- Establish a multi-disciplinary working group to address the specific issues related to timely investigation in a particular jurisdiction.
Devise procedures that will expedite the early appointment of counsel when investigation is likely going to result in a filing.

Item 2: Repeat maltreatment. How effective is agency in reducing the recurrence of maltreatment of children?

What steps can be taken by the judiciary to improve this measure?

- Monitor the quality of care in order to determine an appropriate time to send child(ren) home.
- Assign a CASA volunteer when available.
- Assign a parent mentor when available.
- In emergency situations, a protocol should be developed to have access to judicial officers to conduct emergency hearings pursuant to C.R.S. 19-3-405; so that the court can be responsive and conduct hearings in a timely fashion.
- Permit children and youth to attend court hearings when appropriate.
- Inquiry into the home visits performed by the caseworker and GAL at each hearing.
- Require services to be in place before returning child to home.

What steps can be taken by the GAL to improve this measure?

- Conduct frequent home visits and other contacts when the safety of the child is assured.
- Maintain close contact and communication with CASA volunteer and caseworker.
- Advocate return of child to home when services are in place
- Report the child's wishes to the court.

What steps can be taken by the GAL to improve this measure?

- Inquire into recent visits conducted by the GAL and caseworker at court hearings.
- Counsel clients in manner designed to temper unrealistic expectations, so that any return home is handled appropriately and avoids re-abuse.
- Understand the administrative requirements set forth Volume 7 to ensure proper handling of case by department of human services.
- Maintain close contact with caseworker, CASA and other professionals involved in client's treatment.
- Counsel parent regarding the need to have services in place before child is returned to the home.

What steps can be taken by the GAL to improve this measure?

- If ordered by the court, County Attorney should produce a sufficient order that reflects any verbal order issued by the court regarding the child's placement.
- Immediately follow up on allegations of re-abuse with case worker and service provider.
- Maintain ongoing contact with caseworker for counseling and advocacy.

What programmatic steps can be taken by the Best Practice Court team to create systemic improvements?

- Develop and support CASA program.
- Develop and support a parent's mentor program.
- Update parties frequently by e.g. scheduling status conference or frequent review hearings encourage children to attend court when appropriate.
- Develop ways to engage family participation by establishing protocols that promote family conferences.
- Permit child and youth to attend court hearings.
- Request training and information about programs that can be shared with all stakeholders.

Item 3: Services to family to protect child(ren) in the home and prevent removal or re-entry into foster care. How effective is the agency in providing services, when appropriate, to prevent removal of children from their homes?

What administrative steps can be taken by the judiciary to improve this measure?

- Make sure that judicial officers make meaningful inquiry of department and all stakeholders regarding steps and services that have been taken to prevent removal. *At shelter care hearing and every hearing.*
- Use FAMJIS reports for ongoing monitoring; encourage the direct exchange of information.
- Assure that district plans are used to set forth expectations and procedures regarding in home services and expectations regarding service provision.
- Ensure that best practices are being followed by the stakeholders through inquiries and orders, such as orders to show cause.
- Provide case information to court appointed counsel prior to shelter care hearing.
- Demonstrate empathy for parents and recognize that parents are in a difficult situation.
- Under current system of experts and investigators for parents counsel, grant motions approving experts and investigators and provide payment therefore.
- Ongoing review of orders, safety and treatment plans developed for services, compliance, and congruence.
- Assure sufficient time for all parties to be represented.

What steps can be taken by the GAL to improve this measure?

- Visit with child/ youth right away and continue visits as appropriate.
- Maintain contact with worker.
- Contact collaterals including schools, medical personnel, mentors, coaches, neighbors, et al.
- Initiate an independent investigation as soon as case is open.
- Take seriously role of being independent advocate for best interests of the child — evaluate when appropriate the department's findings and recommendations —ongoing investigation.
- Visitation with kids and family.
- Ongoing role when child returns to home.

What steps can be taken by the RPC to improve this measure?

- Demand sufficient time to consult with client.
- Work with clients to and the department to develop an appropriate treatment plan and assist the clients to demonstrate that they are trying to provide a safe home for child.
- Act as counselor at law to promote successful compliance with treatment plan through advising the client to cooperate when appropriate and also identifying with clients priorities in services and ways to address barriers to compliance so that treatment plan is meaningful .
- Assure that treatment plans are directed towards the entire family and address the needs of client.
- Identify and address needs of client upfront (when appropriate and in consultation with the client discuss such things as evaluations and child care).
- Conduct orientation for client to prepare them for court hearings (can also be done by court, as in 19th JD)
- Have an awareness of community and department resources for parents.
- Conduct independent investigation.

What steps can be taken by the CA to improve this measure?

- Consult with caseworker, including making sure that rules are being followed
- Make independent judgment, when necessary, as a representative of “The People.”
- Ongoing communication between county attorney and caseworker
- Negotiate/Mediate with RPC and GAL where possible to act in the best interest the child to prevent adversarial situations in courtroom where possible

What programmatic steps can be taken by a Best Practices Court Team to create systemic improvements?

- Use alternative dispute resolution when available and appropriate.
- Conduct meetings prior to shelter care hearings
- Apply the problem solving model to every court case.
- Ongoing education of all parties regarding Volume 7.
- Consider Volume 7 rule change regarding staffing of voluntary cases

between county departments of social services and their attorneys (but maybe not staffing of all voluntary cases).

- Include parents' counsel and GAL in staffings and meetings when necessary to protect caseworkers and waive presence of counsel when appropriate.

Item 4: Risk assessment and safety management. How effective is the agency in reducing the risk of harm to children, including those in foster care and those who receive services in their own homes?

What administrative steps can be taken by the judiciary to improve this measure?

- Make sure that judicial officers inquire of department and all stakeholders regarding steps and services that have been taken to prevent removal. *At shelter care hearing and every hearing.*
- Use FAMJIS reports for ongoing monitoring; encourage the direct exchange of information.
- Update district plans to set forth expectations and procedures for inquiries regarding in home services and expectations regarding service provision.
- Ensure that best practices are being provided through the counties through inquiries and orders, such as orders to show cause.
- Provide information regarding case to court appointed counsel prior to shelter care hearing.
- Demonstrate empathy for parents and recognize that parents are in a difficult situation.
- Under current system of experts and investigators for parents counsel, grant motions approving experts and investigators.
- Ongoing inquiry of GAL regarding independent investigation of child and visitation of placement.
- Inquire during hearings about caseworker's monthly visit.
- Effective use of CASA.

What steps can be taken by the GAL to improve this measure?

- Checking in with child/ youth right away.
- Visit schools.
- Independent investigation as soon as case is open.
- Take seriously role of being independent advocate for child—disagree with department procedures when appropriate — conduct ongoing independent investigation.
- Visitation with kids and family.
- Ongoing role when child returns to home.
- Ongoing face to face visits and more inquiry of GAL.

What steps can be taken by the RPC to improve this measure?

- Work with clients to accept treatment plan, make sure that clients demonstrate appearance that they are trying to provide a safe home for child.
- Act as counselor at law to promote successful compliance with treatment plan through advising to cooperate when appropriate and also identifying with clients priorities in services and ways to address barriers to compliance so that the treatment plan is meaningful.
- Make sure that treatment plans are directed towards the entire family and address the needs of client.
- Work to get weaknesses of client addressed upfront (when appropriate and in consultation with the client).
- Conduct orientation hearings of parents (may also be done by court, as in 19th JD).
- Identify resources for parents.
- Independent investigation.

What steps can be taken by the CA to improve this measure?

- Consulting with caseworker to make sure that rules are being followed.
- Make independent judgment, when necessary, as a representative of “The People.”
- Ongoing communication between county attorney and caseworker.
- Negotiate/Mediate with RPC and GAL to prevent adversarial situations in courtroom where possible.
- Work to include parents’ counsel and GAL in staffings (attending meetings when necessary to protect caseworkers and waive presence of county attorney when appropriate).

What programmatic steps can be taken by Best Practice Court Teams to create systemic improvements?

- Implement mediation program for appropriate cases.
- Consider revising CJD 04-05 to provide for more visitation, ongoing face to face contact than the initial 30 day visitation.
- Conduct meetings prior to shelter care hearings.
- Handle every case as a treatment court case.
- Ongoing education of all parties regarding Volume 7.
- Consider Volume 7 rule change regarding staffing of voluntary cases

between county departments of social services and their attorneys (but maybe not staffing of all voluntary cases).

- Record more exhaustive information about the children in home in domestic violence cases.

Item 5: Foster care re-entries. How effective is the agency in preventing multiple entries of children into foster care?

What administrative steps can be taken by the judiciary to improve this measure?

- Encourage children/youth presence/participation in the courtroom when appropriate.
- Have parties return to court more frequently for progress reviews; have reviews as frequently as every month.
- If GAL uses a child's questionnaire, allow it in court. Develop a questionnaire for use in court. (see 2nd Judicial Example)
- Ask for and use "passports" (educational, medical, etc) when they do exist.
- Provide a checklist to GAL's and the caseworker of standard questions that the judge will ask.
- Ensure that reports ordered by the court are provided to the court.

What steps can be taken by the GAL to improve this measure?

- Ask the Department as to plans and treatments to avoid reentry.
- Consider having a questionnaire for children and youth to fill out about treatment in the home and out of the home for use in court.
- Visit the home.
- Treatment plans need to have qualitative data; it's helpful to know the history and the quality of treatment as well as qualitative assessment of treatment. Take educational/medical record to court. The health assessment and school record are important measurements.
- Give OCR access to GAL's case file chronology so that it can be monitored.

What steps can be taken by the RPC to improve this measure?

- Contact and/or meet with clients before hearings.
- Meaningful contacts with clients.
- Help clients get meaningful treatment plans.

What steps can be taken by the CA to improve this measure?

- Be available to the caseworker for consultation.

What programmatic steps can be taken by Best Practice Court Teams to create systemic improvements?

- Establish a multi-disciplinary working group to consider re-entry data in order to devise protocols designed to reduce re-entry.

Item 6: Stability of foster care placement. How effective is the agency in providing placement stability for children in foster care (that is, minimizing placement changes for children in foster care)?

What administrative steps can be taken by the judiciary to improve this measure?

- Time to evaluate; more frequent court reviews; meet and monitor placement changes.
- Monitoring ordered treatment.
- Require hearings following each placement move.
- Require hearings before placement moves (when possible).
- Develop a culture wherein stakeholders are held accountable for their actions.
- Monitor placements in the FAMJIS system.

What steps can be taken by the GAL to improve this measure?

- Conduct frequent visits appropriate to child's need at the time.
- Advocate for youth to attend court.
- Ensure that department is checking in with client.

What steps can be taken by the RPC to improve this measure?

- Consult with parents to complete relative affidavits/identify family and kin.
- Consult with parents to identify the child's needs so that placements are adequate.
- Advocate for parental visits when appropriate.

What steps can be taken by the CA to improve this measure?

- Consult with caseworker when current placements may not be stable.
- Notify court and request hearing as appropriate prior to or following each unplanned placement move. Court can make hearing before placement mandatory. Exclude movements to lower levels of care.

What programmatic steps can be taken by Best Practice Court Teams to create systemic improvements?

- Utilize Family Group Decision Making and other alternative dispute methods to identify placement.

Item 7: Permanency goal for child. How effective is the agency in determining the appropriate permanency goals for children on a timely basis when they enter foster care?

What administrative steps can be taken by the judiciary to improve this measure?

- Conduct hearings following changes in placement.
- Hold timely and meaningful hearings.
- Increase frequency of hearings.
- Insure compliance with ICWA.
- Encourage early permanency hearings and concurrent planning.
- Identify relatives early on and order completion of relative affidavits.
- Front load services and monitor delivery.
- Assign counsel early.
- Inform parents of the consequences associated with non-compliance.
- Order appropriate assessments on an ongoing basis e.g. NCFAS.
- Establish frequent and appropriate parenting time “visitation protocol”
- Ensure that ongoing diligent search has been done.

What steps can be taken by the GAL to improve this measure?

- Visit child in each placement.
- Request hearing following each change in placement.
- Seek to identify relative placements.
- Object to all continuances unless a manifest injustice would result.
- Advocate for the frontloading of services.

What steps can be taken by the RPC to improve this measure?

- Counsel parents as to the implications of non-compliance with treatment.
- Advocate for the frontloading of services.
- Educate parents to the consequences of not providing relative information.

What steps can be taken by the CA to improve this measure?

- Request all appropriate assessments on an ongoing basis.
- Ensure petition is filed at the shelter hearing.
- Consider other admissions – negotiate/mediate for early admission and accept no fault admission. Analyze on a case by case basis and include other

attorneys in process.

What programmatic steps can be taken by the Best Practice Court Teams to create systemic improvements?

- Define role of stakeholders.
- Establish and support CASA programs.
- Clarify the role of stakeholders.
- Utilize Family Group Decision and Making and other forms of alternative dispute resolution as a part of an overall case management strategy.
- Develop diligent search approaches to identifying relatives.

Item 8: Reunification, guardianship, or permanent placement with relatives.
How effective is the agency in helping children in foster care return safely to their families when appropriate?

What administrative steps can be taken by the judiciary to improve this measure?

- At every stage of proceedings inquire into the efforts to identify relatives/diligent search/relative affidavit.
- At every stage of proceedings inquire into diligent search efforts.
- Ensure use of relative affidavit in courtroom and order parties to complete within 15 days.
- Closely monitor the provision of services.
- When adoption is identified as the goal, pursue concurrent planning.

What steps can be taken by the GAL to improve this measure?

- Conduct visits with relatives and kin and investigate potential placements.
- Maintain close contact with caseworker regarding placements.
- Encourage regular visits between parent and child.
- Communicate with child about where he or she wants to be returned home.
- Communicate with child to identify relatives.

What steps can be taken by the RPC to improve this measure?

- Request an investigator to conduct visits with relatives and kin and investigate possible placements.
- Consult with parents and present placement options and support to the department and/or the court as appropriate.
- Encourage parent to have a good relationship with the caseworker.
- Encourage parent to have contact with the caseworker.
- Maintain close contact with caseworker regarding potential placement.
- Counsel parents about consequences of not completing affidavit and encourage them to complete relative affidavit.
- Ensure that relative affidavit is filled out and filed with court.
- Request regular and frequent visitation if appropriate in order to keep client engaged.

What steps can be taken by the CA to improve this measure?

- Consult with caseworker regarding possible relative placements.

What programmatic steps can be taken by Best Practice Courts Team to create systemic improvements?

- Change system from flat rate to hourly for RPC.
- Develop a diligent search program among stakeholders.
- Develop a protocol for the measurement of the quality of visitation.

Item 9: Adoption. How effective is the agency in achieving timely adoption when that is appropriate for a child?

What administrative steps can be taken by the judiciary to improve this measure?

- Issue written termination orders soon after termination of parental rights.
- Review and monitor adoption cases with a termination of parental rights on an ongoing basis.
- Review and monitor case on an ongoing basis following TPR and filing of adoption.
- Make appropriate findings and ensure the record is complete.
- Inquire about ICPC and monitor progress of ICPC inquiry.
- Consider out of state adoptive families other than relatives.
- Ensure concurrent planning.
- When it is advisable to take a matter under advisement, limit the time of advisement to fifteen days.
- Ask about establishment of paternity.

What steps can be taken by the GAL to improve this measure?

- Assure timely response to appeals.
- Maintain contact visits with child following termination of parental rights.
- Conduct investigations of potential adoptive families.
- Talk with client about doing a good-bye visit when appropriate.

What steps can be taken by the RPC to improve this measure?

- Counsel clients to identify appropriate relative placements.
- Counsel client regarding appropriateness of appeal.

What steps can be taken by the CA to improve this measure?

- Ensure due process.
- File proposed order promptly.
- Ensure proper services.
- Ensure all orders are entered and findings are made.
- Utilize the ICPC process and monitor progress on an ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Develop a protocol designed to streamline the adoption process from an administrative standpoint; cases should not age without regular court reviews.
- Encourage County Attorney to bring order to court on uncontested matters.
- Assure that all parties are on the order and are spelled correctly.
- Establish paternity – make sure both parents are served.

Item 10: Other planned permanent living arrangement. How effective is the agency in establishing planned permanent living arrangements for children in foster care, who do not have the goal of reunification, adoption, guardianship, or permanent placement with relatives, and providing services consistent with the goal?

What administrative steps can be taken by the judiciary to improve this measure?

- Order transition plans to help youth move on to independence and hold benchmark hearings.
- Monitor to provide notice of right to receive Medicaid.
- Utilize education training vouchers.
- Order mentor programs when appropriate and available.
- Appoint CASA to cases when available.
- Encourage youth to appear in court.
- No child under 14 shall have OPPLA as a primary goal and court should inquire as to why OPPLA is a goal.
- Provide notice of hearings to youth.
- Provide alternate means for the youth to communicate with the court.

What steps can be taken by the GAL to improve this measure?

- Advocate for the same educational opportunities as are received by non foster care children.
- Advocate for access to treatment and prevention services.
- Maintain regular visits with client.
- Advocate for not giving up on adoption.
- Consider guardianship as a secondary goal- if child qualifies for child-only TANF guardian may be eligible for financial help if it is in the county TANF plan.
- Training on transition between juvenile and adult system for special populations such as chronically mentally ill and developmentally disabled persons (integrate into other measures and roles).

What steps can be taken by the RPC to improve this measure?

- Encourage parents to maintain contact with child

What steps can be taken by the CA to improve this measure?

- Monitor to make sure caseworker is monitoring for other permanent options.
- Maintain contact with caseworker.

What programmatic steps can be taken by Best Practice Court Teams to create systemic improvements?

- Devise and deliver specialized training for addressing issues in adolescence cases.
- Develop mentor programs.
- Develop advocacy programs or training for youth.
- Communicate that TANF dollars can be used to support (give additional funds) guardianship if the guardian is a grandparent and if it is in the county plan. County TANF resources to support permanency for children.
- Explore services such as Bridging the Gap <http://www.knovada.com/jcyoi/aboutus.asp> when children are ready to leave the care.

Item 11: Proximity of foster care placement. How effective is the agency in placing foster children close to their birth parents or their own communities or counties?

What administrative steps can be taken by the judiciary to improve this measure?

- Set expectations that placements should be close to parents and community.
- Take steps to identify kin or relatives that are in proximity on an ongoing basis.
- Require department to explain why distant placements are the only option available and in the best interest.

What steps can be taken by the GAL to improve this measure?

- Advocate for placement close to home.
- Advocate school placement in home area of the child.
- Maintain close contact with the caseworker and identify possible placement on an ongoing basis.
- Encourage respectful contact with foster parents.
- Review what efforts have been made to engage foster parents in the process.

What steps can be taken by the RPC to improve this measure?

- Advocate that placements are in proximity that allows for parents to visit.
- Counsel parents to identify appropriate placement with kin and relatives.
- Maintain close contact with caseworker so that appropriate placement options can be investigated on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Report to court on the reasons for distant placements.

What programmatic steps can be taken by Best Practice Court Teams to create systemic improvements?

- Establish multi-disciplinary working groups to devise protocols to increase foster care placement in close proximity to the jurisdiction.
- Establish a culture where the expectation is that the child will be placed close to the jurisdiction.

Item 12: Placement With Siblings. How effective is the agency in keeping brothers and sisters together in foster care?

What administrative steps can be taken by the judiciary to improve this measure?

- Inquire if it is happening.
- Set an expectation that siblings should be placed together in foster care.
- Require department on an ongoing basis to demonstrate the best interest standard for siblings not placed together on an ongoing basis.

What steps can be taken by the GAL to improve this measure?

- Advocate for placement of siblings in the same foster home.
- Maintain close contact with caseworker to identify placement for sibling groups.

What steps can be taken by the RPC to improve this measure?

- Advocate for the placement of siblings in the same foster home.
- Maintain close contact with caseworker regarding sibling placements on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Demonstrate to the court what efforts were made to keep siblings together.

What programmatic steps can be taken by Best Practice Court Teams to create systemic improvements?

- Develop as needed multi-disciplinary working group to address the issue and develop policy that set forth the expectation that siblings will be placed together.

Item 13: Visiting with parents and siblings in foster care. How effective is the agency in planning and facilitating visitation between children in foster care and their parents and siblings placed separately in foster care?

What administrative steps can be taken by the judiciary to improve this measure?

- Order visits based on visitation assessments on an ongoing basis.
- Set expectation that visitation will be available when appropriate.
- Establish protocols for visitations.
- Use reasonable efforts finding to secure resources for things like visitation.

What steps can be taken by the GAL to improve this measure?

- Attend sibling visits and report to the court on quality of visits.

What steps can be taken by the RPC to improve this measure?

- Request to attend visits and report to the court on quality of visits.
- Request an investigator to attend visits.

What steps can be taken by the CA to improve this measure?

- Regularly update court on frequency and quality of visits.

What programmatic steps can be taken by Best Practice Court Teams to create systemic improvements?

- Establish multi-disciplinary working group to develop resources and written visitation protocols and objective factors that measure the quality and quantity of visits as appropriate to meet the child's needs and the parent's needs.

Item 14: Preserving Connections. How effective is the agency in preserving important connections for children in foster, such as connections to neighborhood, community, faith, family, tribe, school, and friends?

What administrative steps can be taken by the judiciary to improve this measure?

- Order evaluation of relatives, friends and important connections in child's life.
- Ensure compliance with ICWA.
- Permit youth to participate in case planning and inquiry into important connections.
- Appoint a CASA.

What steps can be taken by the GAL to improve this measure?

- Request evaluations of relatives.
- Investigate schools, neighborhoods and churches and report to the court on the important connection on an ongoing basis.
- Discuss these with the child/youth.

What steps can be taken by the RPC to improve this measure?

- Counsel parents of identifying important connection and advocate for those relationships to be preserved on an ongoing basis.
- Maintain close contact with caseworker to communicate important connections identified by parents.

What steps can be taken by the CA to improve this measure?

- Ensure compliance with ICWA.
- Report to the court on the status of contact of important connections in the child's life on an ongoing basis.

What programmatic steps can be taken by the Best Practice Courts Team to create systemic improvements?

- Establish multi-disciplinary working group to devise policy and protocols to preserve connections for children.
- Utilize CASA program.

- Identify the maintenance of important connections for children as an ongoing priority.

Item 15: Relative Placement. How effective is the agency in identifying relatives who could care for children entering foster care, and using them as placement resources when appropriate?

What administrative steps can be taken by the judiciary to improve this measure?

- Inquiry into possible relatives early and often.
- Order completion of relative affidavit.
- Request specific reasons for not placing with relatives.
- Consider cultural considerations when approving placements.

What steps can be taken by the GAL to improve this measure?

- Consider cultural considerations when making recommendations.
- Ensure relative affidavit is completed and filed with the court.
- Seek to identify appropriate relatives on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Ensure relative affidavit is completed and filed with the court.
- Provide court with appropriate relative placement options on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Provide specific reasons for not placing with relatives.
- Ensure relative affidavit is completed and filed with court.
- Consider cultural considerations when recommending placements.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary team to devise programs and protocols to increase the likelihood of identifying relative placements.

Item 16: Relationship of child in care with parents. How effective is the agency in promoting or helping to maintain the parent-child relationship for children in foster care, when it is appropriate to do so?

What administrative steps can be taken by the judiciary to improve this measure?

- Request reports on the quality and nature of visits with parents on an ongoing basis.
- Order visitation assessments and review reports on an ongoing basis.
- Place children near parents so that regular visits are possible.

What steps can be taken by the GAL to improve this measure?

- Request reports on the quality and nature of visits with parents on an ongoing basis.
- Observe and conduct visits and report results to court on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Request reports on the quality and nature of visits with parents on an ongoing basis.
- Participate in visits and report progress to court on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Regularly report to the court on the frequency and quality of visits.
- Maintain regular contact with caseworker related to visits.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to generate programs designed to support visitation and the assessment and reporting on the results of visits.
- Develop programs that increase the frequency and availability of visitation.

Item 17: Needs and services of child, parents, foster parents. How effective is the agency in assessing the needs of children, parents, and foster parents, and in providing needed services to children in foster care, to their parents and foster parents, and to children and families receiving in-home services?

What administrative steps can be taken by the judiciary to improve this measure?

- Order assessments early and on an ongoing basis and require that they are filed with the court.
- Order services and monitor delivery of services on an ongoing basis.
- Ensure services are frontloaded in each case.
- Inquire of child, parents and foster parents at the hearings about their needs.

What steps can be taken by the GAL to improve this measure?

- Advocate for appropriate services that address needs on an ongoing basis.
- Report to court the barriers to effective service.

What steps can be taken by the RPC to improve this measure?

- Advocate for appropriate services that address needs on an ongoing basis.
- Counsel client on the importance of participating in services.
- Report to court the barriers to effective service delivery and request hearings when services are not being delivered.

What steps can be taken by the CA to improve this measure?

- Request assessments on the effectiveness of services on an ongoing basis.
- Maintain close contact with caseworker to ensure ongoing assessment of needs and services.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish a multi-disciplinary working group to address the frontloading of services and improved delivery of services.
- Create a culture in which the ongoing assessment of services and needs is a priority.

Item 18: Child and family involvement in case planning. How effective is the agency in involving parents and children in the case planning process?

What administrative steps can be taken by the judiciary to improve this measure?

- Order the participation of children and families in case planning when appropriate.
- Permit children and youth to appear and address the court during hearings.

What steps can be taken by the GAL to improve this measure?

- Advocate for client involvement in case planning.
- Participate in case planning activities.

What steps can be taken by the RPC to improve this measure?

- Advocate for involvement in case planning.
- Participate in case planning activities.

What steps can be taken by the CA to improve this measure?

- Participate in case planning activities.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish a multi-disciplinary work group that develops protocols designed to involve parents and youth in case planning.
- Utilize alternative dispute resolution to aid in case planning.
- Coordinate case planning activities with docket schedules.

Item 19: Caseworker visits with child. How effective are agency workers in conducting face-to-face visits as often as needed with children in foster care and those services in their own homes?

What administrative steps can be taken by the judiciary to improve this measure?

- Inquire into most recent visit on an ongoing basis.
- Conduct efficient and effective hearings so case workers have time to conduct regular visits.

What steps can be taken by the GAL to improve this measure?

- Request report on case worker visit on an ongoing basis.
- Maintain close contact with caseworker to receive updates on visits.

What steps can be taken by the RPC to improve this measure?

- Request report on case worker visit on an ongoing basis.
- Maintain close contact with caseworker to receive updates on visits.

What steps can be taken by the CA to improve this measure?

- Report to court on the progress and frequency of visits on an ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to devise protocols designed to measure and report on the outcome of visits.

Item 20: Worker visits with parents. How effective are agency workers in conducting face-to-face visits as often as needed with parents of children in foster care and parents of children receiving in-home services?

What administrative steps can be taken by the judiciary to improve this measure?

- Inquire into most recent visit on an ongoing basis.
- Conduct efficient and effective hearings so case workers have time to conduct regular visits.
- Request updates on the quality of in home services.

What steps can be taken by the GAL to improve this measure?

- Request updates on the quality of visits and in home services.
- Maintain contact with case worker to receive updates on visits.

What steps can be taken by the RPC to improve this measure?

- Request updates on the quality of visits and in home services.
- Maintain contact with case worker to receive updates on visits.
- Participate in visits regularly.

What steps can be taken by the CA to improve this measure?

- Provide the court with regular updates during hearings on visits.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to devise protocols designed to measure and report on the outcome of visits and in home services.

Item 21: Educational needs of the child. How effective is the agency in addressing the educational needs of children in foster care and those receiving services in their homes?

What administrative steps can be taken by the judiciary to improve this measure?

- Request information regarding education to determine if needs are being addressed on an ongoing basis.
- Minimize placement moves in an attempt to maintain school stability.
- Permit children and youth to attend and address the court during hearings.
- Designate an education decision maker in each case.

What steps can be taken by the GAL to improve this measure?

- Request information and advocate for educational needs on an ongoing basis.
- Visits school and assessment on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Share parents educational wishes with court.
- Visits school and assessment on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Provide educational updated to court at every hearing.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish a multi-disciplinary working group to design protocols or checklists to monitor education needs.
- Involve schools or local school districts in planning to improve educational outcomes.

Item 22: Physical health of the child. How does the state ensure that the physical health and medical needs of children are identified in assessment and case planning activities and that those needs are addressed through services?

What administrative steps can be taken by the judiciary to improve this measure?

- Request information and assessments on an ongoing basis.
- Order services and monitor delivery on an ongoing basis.
- Appoint a CASA when appropriate.

What steps can be taken by the GAL to improve this measure?

- Inform court of clients needs on an ongoing basis.
- Request court to order assessment and services.
- Conduct meetings with professional providing treatment and provide updates to the court.

What steps can be taken by the RPC to improve this measure?

- Communicate medical needs to court and gather information from parents.
- Request parents receive regular updates related to treatment.

What steps can be taken by the CA to improve this measure?

- Regularly report on progress of medical treatment to the court.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to identify and address the medical needs of children.
- Provide training on topics explaining the importance of medical services e.g. dental health.
- Work with local medical professionals to aid in understanding health care issues.
- Foster Care Clinic/Medical Passport Information from 2nd Judicial.

Item 23: Mental/behavioral health of the child. How does the State ensure that the mental/behavioral health needs of children are indentified in assessments and case planning activities and that those needs are addressed through services?

What administrative steps can be taken by the judiciary to improve this measure?

- Request information related to mental health on an ongoing basis.
- Order assessment and services and monitor delivery on an ongoing basis.
- Reduce and carefully consider placement and placement moves on mental health and behavior.

What steps can be taken by the GAL to improve this measure?

- Request information related to mental health.
- Request court ordered assessment and services.
- Visit children in placement to assess living situation.
- Meet with professional treating child on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Provide information to court related to family history provided by the parents.
- Request that parents receive regular updates on child mental health and behavior.

What steps can be taken by the CA to improve this measure?

- Provide court with regular updates on mental health and behavioral issues.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish a multi-disciplinary working group designed to expedite the application of assessments and delivery of services.
- Provide training on the content and purpose of assessment and evaluations.
- Work closely with mental health professionals to understand mental health and related behavioral conditions.

Item 24: Statewide Information System. Is the State operating a statewide information system that, at a minimum, can readily identify the status, demographic characteristics, location, and goals for the placement of every child who is (or within the immediately preceding 12 months, has been) in foster care?

What administrative steps can be taken by the judiciary to improve this measure?

- Utilize management data (FAMJIS and TRAILS) to assist in administering the court.
- Share management data with stakeholders.

What steps can be taken by the GAL to improve this measure?

- Attend or request training to understand available data (FAMJIS/TRAILS).

What steps can be taken by the RPC to improve this measure?

- Attend or request training to understand available data.

What steps can be taken by the CA to improve this measure?

- Attend or request training to understand available data.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Conduct brown bags that aid in the understanding of management data.
- Devise information sharing agreements so that data can be provides on an ongoing basis for analysis.
- Compare CFSR data with court data to evaluate court practice and develop policy.

Item 25: Written Case Plan. Does the State provide a process that ensures that each child has a written case plan to be developed jointly with the child, when appropriate, and the child's parent(s), that includes the required provisions?

What administrative steps can be taken by the judiciary to improve this measure?

- Review and evaluate case plans for effectiveness.
- Order parents and attorneys to participate in case planning activities.
- Inquire into who participates in case planning and order Family Group Decision Making, and other forms of Alternative Dispute Resolution.

What steps can be taken by the GAL to improve this measure?

- Advocate for effective case plans on an ongoing basis.
- Participate in case planning activities on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Advocate for effective case plans on an ongoing basis.
- Participate in case planning activities on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Report to court on case planning activities.
- Participate in case planning activities on an ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish a multi-disciplinary working group to identify solutions to effective case planning and court reporting methods.

Item 26: Periodic Reviews. Does the State provide a process for the periodic review of the status of each child, no less frequently than once every 6 months, either by a court or by administrative review?

What administrative steps can be taken by the judiciary to improve this measure?

- Schedule timely periodic reviews in court.
- Eliminate written reviews.
- Require that court reports are filed five days in advance of hearings.
- Ensure timely distribution of all reports to all parties.
- Inquire with directed questions during hearings or develop checklists for consistency.
- Consider reasonable efforts and permanency goals at each hearing.
- Utilize the case planning sheet and hearing calculator contained in FAMJIS to schedule hearings with statutorily mandated timeframes.
- Utilize court management reports to monitor caseload and ensure timeliness of proceedings.
- Add additional dependency and neglect docket days if the cases are not in compliance with case processing time frames.
- Ensure proper notice is provided to parties.
- Request CASA volunteers include reminder to schedule a review hearing in court report.

What steps can be taken by the GAL to improve this measure?

- Request in court reviews and participate in hearings.
- Conduct visits with child prior to review hearing.
- Request that child or youth attend hearings.

What steps can be taken by the RPC to improve this measure?

- Request in court reviews and participate in hearings.
- Conduct visits with client prior to review hearing.
- Review court reports with clients prior to hearings.

What steps can be taken by the CA to improve this measure?

- Request in court reviews and participate in hearings.
- Maintain contact with caseworker to ensure reports are filed timely.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Develop protocols that ensure court reports are filed at least five days prior to hearing.
- Ensure that all parties receive notice of hearings.
- Create a district plan setting forth the scope, purpose and responsibilities of all parties during periodic review hearings.
- Address purpose, timing, scope and responsibilities associated with review hearings in district plan.
- Make district plan available to all parties and professionals and hold district wide training on the plan at least annually.
- Evaluate the plan on an ongoing for compliance with procedures and update as appropriate.
- Review data pertaining to review hearings to identify improvements to process and monitoring of compliance with timeframes.

Item 27: Permanency Hearings. Does the State provide a process that ensures that each child in foster care under the supervision of the State has a permanency hearing in a qualified court or administrative body no later than 12 months from the date that the child entered foster care and no less frequently than every 12 months?

What administrative steps can be taken by the judiciary to improve this measure?

- Establish a district plan for handling dependency and neglect cases per Colorado Chief Justice Directive 96-08 and 98-02.
- Utilize the Resource Guidelines and the best practices therein to devise the district plan.
- Always schedule next event at hearing.
- Manage all dependency and neglect cases according to Expedited Permanency Planning (EPP) timelines.
- Flag minute orders to ensure permanency planning hearing is scheduled.
- Utilize the case planning sheet and hearing calculator contained in FAMJIS to schedule hearings with statutorily mandated timeframes.
- Utilize court management reports to monitor caseload and ensure timeliness of proceedings.
- Add additional dependency and neglect docket days.
- Ensure proper notice is provided to parties.
- Request CASA volunteers include reminder to schedule a permanency hearing in court report.
- Ensure timely distribution of all reports to all parties.
- Always conduct permanency hearing at sentencing in delinquency cases as set forth in statute.
- Bundle dependency and neglect and delinquency cases in front of the same judicial officer.
- Train probation officer and case worker on the requirements of permanency and the need to coordinate in delinquency cases.
- Utilize multi-disciplinary teams (e.g. Best Practice Courts, 1451, SB 94) to problem solve systemic issues.
- Provide notice of hearing to county attorney in delinquency cases.
- In delinquency cases use JDF forms to ensure appropriate findings are made and recorded.

What steps can be taken by the GAL to improve this measure?

- Object to continuances and scheduling of hearings outside of the timeframes.
- Ensure hearings are scheduled within timeframes.

What steps can be taken by the RPC to improve this measure?

- Object to continuances and scheduling of hearings outside of the timeframes.
- Ensure hearings are scheduled within timeframes.

What steps can be taken by the CA to improve this measure?

- Object to continuances and scheduling of hearings outside of the timeframes.
- Ensure hearings are scheduled within timeframes.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish a multi-disciplinary working group to implement a district plan for handling dependency and neglect cases.
- Address purpose, timing, scope and responsibilities associated with permanency hearings in district plan.
- Make district plan available to all parties and professionals and hold district wide training on the plan at least annually.
- Evaluate the plan on an ongoing for compliance with procedures and update as appropriate.
- Review data pertaining to permanency hearings to identify improvements to process and monitoring of compliance with timeframes.

Item 28: Termination of Parental Rights. Does the State provide a process for Termination Parental Rights (TPR) proceedings in accordance with the provision of the Adoption and Safe Families Act (ASFA)?

What administrative steps can be taken by the judiciary to improve this measure?

- Update dependency and neglect bench book.
- Maintain copies of relative affidavit in courtroom.
- Issue a notice requiring the state to document in the court report all compelling reasons not to terminate at 15 out of 22 months.
- Routinely inquire about diligent efforts e.g. relative affidavit, ICWA, John Doe notices and adjudications, ICPC home studies, paternity
- Schedule hearings within statutorily mandated timeframes.
- Reject all requests for continuance unless a manifest injustice will occur.

What steps can be taken by the GAL to improve this measure?

- Request hearings are scheduled within mandated timeframes.
- Prosecute motion to terminate when the state is unwilling to do so.
- Object to continuance.

What steps can be taken by the RPC to improve this measure?

- Request experts and investigator when TPR motion is filed.
- Counsel client on the likelihood of TPR.
- Advise parents as to timeframes for TPR and responsibilities.

What steps can be taken by the CA to improve this measure?

- File TPR motion within mandated timeframes.
- Provide discovery to opposing counsel in a timely manner.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to ensure TPR is occurring according to mandated timeframes.
- Address purpose, timing, scope and responsibilities associated with motions to terminate and termination trials in district plan.
- Make district plan available to all parties and professionals and hold district

wide training on the plan at least annually.

- Evaluate the plan on an ongoing for compliance with procedures and update as appropriate.
- Review data pertaining to termination to identify improvements and monitor compliance.
- Review data pertaining to termination of parental rights to identify improvements to process and monitoring of compliance with timeframes.

Item 29: Notice of Hearings and Reviews to Caregivers. Does the State provide a process for foster parents, pre-adoptive parents, and relative caregivers of children in foster care to be notified of, and have an opportunity to be heard in, any review or hearing held with respect to the child?

What administrative steps can be taken by the judiciary to improve this measure?

- Provide Written Notice (Permanency Planning Hearings only where written notice has not been waived on the record)
 - Provide written notice or order the county department of social services to provide written notice in accordance with the provisions set forth in §19-3-702(2) and §19-3-502(7).
 - Routinely review the certificate of mailing to ensure that notice is being provided.
- Provide Informal Notice (may be used for all hearings except Permanency Planning Hearing)
 - Order the county department of social services to provide informal notice in accordance with the provisions set forth in §19-3-502(7) (i.e. telephone, letter, fax).
 - Follow-up at subsequent hearing to ensure that notice was provided.
- Provide Notice on the Record (may be used for all hearings except Permanency Planning Hearing)
- Provide notice on the record to foster parents, pre-adoptive parents or relative caregivers if they are present at hearing.

What steps can be taken by the GAL to improve this measure?

- Follow procedure provided above.

What steps can be taken by the RPC to improve this measure?

- Follow procedure provided above.

What steps can be taken by the CA to improve this measure?

- Follow procedure provided above.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Devise a written protocol outlining local notice procedures and provide training on the procedures system wide.

Item 30: Standards Ensuring Quality Services. Has the State developed and implemented standards to ensure that children in foster care are provided quality services that protect the safety and health of the children?

What administrative steps can be taken by the judiciary to improve this measure?

- Order risk and safety assessments on an ongoing basis.
- Assess services and seek improvements.
- Frontload the delivery of services.

What steps can be taken by the GAL to improve this measure?

- Report to court on the quality of services on an ongoing basis.
- Propose alternatives to existing services when appropriate.

What steps can be taken by the RPC to improve this measure?

- Report to court on the quality of services on an ongoing basis.
- Propose alternatives to existing services on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Meet with case workers to determine if quality services are being delivered that protect the safety and health of children.
- Meet with case worker immediately if services are potentially harmful to the safety and health of the child.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to review data related to services and propose alternatives.

Item 31: Quality Assurance System. Is the State operating an identifiable quality assurance system that is in place in the jurisdiction where the services included in the Child and Family Services Plan (CFSP) are provided, evaluates the quality of services, identifies the strengths and needs of the service delivery system, provides relevant reports, and evaluates program improvement measures implemented?

What administrative steps can be taken by the judiciary to improve this measure?

- Evaluate the performance of caseworkers and communicate concerns to department.
- Review performance data related to services on an ongoing basis.

What steps can be taken by the GAL to improve this measure?

- Review performance data related to services on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Review performance data related to services on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Review performance data related to services on ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group that regularly reviews performance data related to services.
- Identify gaps in service or underperforming services and propose solutions.

Item 32: Initial Staff Training. Is the State operating a staff development and training program that supports the goals and objectives in the CFSP, addresses services provides under titles IV-B and IV-E, and provides initial training for all staff who deliver services?

What administrative steps can be taken by the judiciary to improve this measure?

- Share training needs with county and state officials on an ongoing basis.
- Participate in multi-disciplinary training on an ongoing basis.
- Request and review IV-B and IV-E training plans on an ongoing basis.
- Partner with department to develop local training plans on an ongoing basis.
- Participate in basic training provided to workers on an ongoing basis.

What steps can be taken by the GAL to improve this measure?

- Share training needs with county and state officials on an ongoing basis.
- Participate in multi-disciplinary training on an ongoing basis.
- Request and review IV-B and IV-E training plans on an ongoing basis.
- Partner with department to develop local training plans on an ongoing basis.
- Participate in basic training provided to workers on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Share training needs with county and state officials on an ongoing basis.
- Participate in multi-disciplinary training on an ongoing basis.
- Request and review IV-B and IV-E training plans on an ongoing basis.
- Partner with department to develop local training plans on an ongoing basis.
- Participate in basic training provided to workers on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Share training needs with county and state officials on an ongoing basis.
- Participate in multi-disciplinary training on an ongoing basis.
- Request and review IV-B and IV-E training plans on an ongoing basis.
- Partner with department to develop local training plans on an ongoing basis.
- Participate in basic training provided to workers on an ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group tasked with developing training plans for all stakeholders.
- Develop partnerships to deliver local and regional training.

Item 33: Ongoing Staff Training. Does the State provide for ongoing training for staff that addresses the skills and knowledge base needed to carry out their duties with regard to the services included in the CFSP?

What administrative steps can be taken by the judiciary to improve this measure?

- Participate in training offered by agency to ensure it addresses the necessary legal aspects of training on an ongoing basis.

What steps can be taken by the GAL to improve this measure?

- Participate in training offered by agency to ensure it addresses the necessary legal aspects of training on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Participate in training offered by agency to ensure it addresses the necessary legal aspects of training on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Participate in training offered by agency to ensure it addresses the necessary legal aspects of training on an ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group tasked with developing local training plans with IV-B funding.

Item 34: Foster and Adoptive Parent Training. Does the State provide training for current or prospective foster parents, adoptive parents, and staff of State-licensed or State-approved facilities that care for children receiving foster care or adoption assistance under title IV-E? Does the training address the skills and knowledge base that they need to carry out their duties with regard to foster and adoptive children?

What administrative steps can be taken by the judiciary to improve this measure?

- Provide and participate in training for foster parents on an ongoing basis.

What steps can be taken by the GAL to improve this measure?

- Provide and participate in training for foster parents on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Provide and participate in training for foster parents on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Provide and participate in training for foster parents on an ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish a multi-disciplinary working group to address foster parent training.
- Invite a Foster/Adoptive parent to be a member of your team.

Item 35: Array of Services. Does the State have in place an array of services that assess the strengths and needs of children and families, that determine other service needs, that address the needs of families in addition to individual children to create a safe home environment, that enable children to remain safely with their parents when reasonable, and that help children in foster and adoptive placements achieve permanency?

What administrative steps can be taken by the judiciary to improve this measure?

- Request information regarding available services on an ongoing basis.

What steps can be taken by the GAL to improve this measure?

- Review service array information on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Review service array information on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Review service array information on an ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to review availability and effectiveness of services.

Item 36: Services Accessibility: Are the services in item 35 accessible to families and children in all political jurisdictions covered in the State’s CFSP?

What administrative steps can be taken by the judiciary to improve this measure?

- Consider making ‘no reasonable efforts’ findings when services are not available.

What steps can be taken by the GAL to improve this measure?

- Request “no reasonable efforts findings” when services are not accessible.

What steps can be taken by the RPC to improve this measure?

- Request “no reasonable efforts findings” when services are not accessible.

What steps can be taken by the CA to improve this measure?

- Maintain contact with caseworker to ensure reasonable efforts are being made.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Provide education to all parties related to reasonable efforts.
- Establish multi-disciplinary working group to address services accessibility both locally and statewide.

Item 37: Individualized Services. Can the services in item 35 be individualized to meet the unique needs of children and families served by the agency?

What administrative steps can be taken by the judiciary to improve this measure?

- Order individualized services when recommended to the court or appear necessary.
- Find “no reasonable efforts” when services are not approved.

What steps can be taken by the GAL to improve this measure?

- Request individualized services when appropriate.
- Request “no reasonable efforts findings” when services are not accessible.

What steps can be taken by the RPC to improve this measure?

- Request individualized services when appropriate.
- Request “no reasonable efforts findings” when services are not accessible.

What steps can be taken by the CA to improve this measure?

- Maintain close contact with the caseworker determine if individual services are necessary.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to address services accessibility both locally and statewide.

Item 38: State Engagement in Consultation With Stakeholders. In implementing the provisions of the CFSP, does the State engage in ongoing consultation with tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies, and include the major concerns of these representatives in the goals and objectives of the CFSP?

What administrative steps can be taken by the judiciary to improve this measure?

- Establish Best Practice Court Team in judicial district.
- Hold regular meetings
- Invite all of the stakeholders listed to be members of the team.

What steps can be taken by the GAL to improve this measure?

- Participate in Best Practice Court Team.

What steps can be taken by the RPC to improve this measure?

- Participate in Best Practice Court Team.

What steps can be taken by the CA to improve this measure?

- Participate in Best Practice Court Team.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Invite a wide array of child welfare stakeholders to join the Best Practice Courts Team.

Item 39: Agency Annual Reports Pursuant to CFSP. Does the agency develop, in consultation with these representatives, annual reports of progress and services delivered pursuant to the CFSP?

What administrative steps can be taken by the judiciary to improve this measure?

- Request and review annual reports on an ongoing basis.
- Compare results of reports to the caseload realities.

What steps can be taken by the GAL to improve this measure?

- Request and review annual reports on an ongoing basis.
- Compare results of reports to the caseload realities.

What steps can be taken by the RPC to improve this measure?

- Request and review annual reports on an ongoing basis.
- Compare results of reports to the caseload realities .

What steps can be taken by the CA to improve this measure?

- Request and review annual reports on an ongoing basis.
- Compare results of reports to the caseload realities.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to establish and advocate for appropriate services on the state and local level.

Item 40: Coordination of CFSP Services With Other Federal Programs. Are the State's services under the CFSP coordinated with the services or benefits of other Federal or federally assisted programs serving the same population?

What administrative steps can be taken by the judiciary to improve this measure?

- Request information related to all federal programs on an ongoing basis.
- Advocate for coordination of services.

What steps can be taken by the GAL to improve this measure?

- Request information related to all federal programs on an ongoing basis.
- Advocate for coordination of services.

What steps can be taken by the RPC to improve this measure?

- Request information related to all federal programs on an ongoing basis.
- Advocate for coordination of services.

What steps can be taken by the CA to improve this measure?

- Request information related to all federal programs on an ongoing basis.
- Advocate for coordination of services.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to study, understand and coordinate all potential resources.

Item 41: Standards for Foster Homes and Institutions. Has the State implemented standards for foster family homes and child care institutions that are reasonable in accord with recommended national standards?

What administrative steps can be taken by the judiciary to improve this measure?

- Actively familiarize and understand standards.

What steps can be taken by the GAL to improve this measure?

- Actively familiarize and understand standards.

What steps can be taken by the RPC to improve this measure?

- Actively familiarize and understand standards.

What steps can be taken by the CA to improve this measure?

- Actively familiarize and understand standards.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to review standards.

Item 42: Standards Applied Equally. Are the standards applied to all licensed or approved foster family homes or child care institutions receiving title IV-E or IV-B funds?

What administrative steps can be taken by the judiciary to improve this measure?

- Request standards for review.
- Ensure standards are applied fairly and are in the best interest on a case by case basis.

What steps can be taken by the GAL to improve this measure?

- Request standards for review.
- Ensure standards are applied on a case by case basis.

What steps can be taken by the RPC to improve this measure?

- Request standards for review.
- Ensure standards are applied on a case by case basis.

What steps can be taken by the CA to improve this measure?

- Maintain contact with caseworker to ensure standards are applied fairly.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish a multi-disciplinary working group to understand standards versus best interests.

Item 43: Requirements for Criminal Background Checks. Does the State comply with federal requirements for criminal background clearances related to licensing or approving foster care and adoptive placements, and does the State have in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?

What administrative steps can be taken by the judiciary to improve this measure?

- Request background checks.
- Work closely with law enforcement to establish memorandum of understanding that expedite background checks in emergency situations.

What steps can be taken by the GAL to improve this measure?

What steps can be taken by the RPC to improve this measure?

What steps can be taken by the CA to improve this measure?

- Work with department and court to streamline background checks.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working groups to address delays in background checks and consider policies that address barriers.

Item 44: Diligent Recruitment of Foster and Adoptive Homes. Does the State have in place a process for ensuring the diligent recruitment of potential foster and adoptive families that reflect the ethnic and racial diversity of children from whom foster and adoptive homes are needed in the State?

What administrative steps can be taken by the judiciary to improve this measure?

- Become familiarized with recruitment practices.
- Ensure reasonable efforts are being made on an ongoing basis.

What steps can be taken by the GAL to improve this measure?

- Become familiarized with recruitment practices.
- Ensure reasonable efforts are being made on an ongoing basis.

What steps can be taken by the RPC to improve this measure?

- Become familiarized with recruitment practices.
- Ensure reasonable efforts are being made on an ongoing basis.
- Assist in indentifying family members and kin on an ongoing basis.

What steps can be taken by the CA to improve this measure?

- Become familiarized with recruitment practices.
- Ensure reasonable efforts are being made on an ongoing basis.
- Assist in indentifying family members and kin on an ongoing basis.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to assist in developing diligent search program.

Item 45: State Use of Cross-Jurisdictional Resources for Permanent Placements. Does the State have in place a process for the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placement for waiting children?

What administrative steps can be taken by the judiciary to improve this measure?

- Order ICPC early in case.
- Request notice when department initiates the ICPC process.
- Monitor ICPC process on an ongoing basis.

What steps can be taken by the GAL to improve this measure?

- Request ICPC and regular updates after the process is initiated.
- Maintain close contact with case worker to monitor progress of the ICPC.

What steps can be taken by the RPC to improve this measure?

- Work with parents to identify relatives.
- Request ICPC and regular updates after the process is initiated.
- Maintain close contact with case worker to monitor progress of the ICPC.

What steps can be taken by the CA to improve this measure?

- Provide regular updates to court on ICPC process.
- Maintain close contact with case worker to monitor progress of the ICPC.

What programmatic steps can be taken by the Best Practice Court Team to create systemic improvements?

- Establish multi-disciplinary working group to establish local procedures and training related to the ICPC process.

APPENDIX E

DEPENDENCY AND NEGLCET CASE MANAGEMENT CIRRICULUM AND SURVEY

CURE FOR THE COMMON CODE

Monday, September 14
Tuesday, September 15
8:30 – 4:30
Grandview Training Center

Cracking the Codes

Participants will develop an understanding of a typical D&N case flow, hearings and how they progress through the case, case closing practices, and when and how to use the codes critical to D&N case management and their impact on management reports. There will be open lab time, quizzes and prizes!

8:30-8:50 Welcome and Introductions – **AY**

Deb and Emily will be at a desk in the front room to greet participants, get them their name tags, use registration information as sign-in.

Diana-Display a.m. powerpoint

- Brief welcome to attendees
- Attendees write one reason why you're here and ?????
- Ball toss for Introductions to incorporate activity above

Barb and Loretta will each be responsible for flip charting responses.

8:50-9:00 Review of agenda (incorporate flip chart responses) - **AY**

9:00-10:00 Wheel of Fortune - **AY**

- The game will provide coding instructions
- Divide the group into teams (*Two rows make a team, all of back row makes a team*)
- Teams will spin the wheel and answer appropriate questions
- Flip chart responses with event codes/case management tools to hearings

Barb, Loretta, Jennifer, Laurie, Deb, Emily will each be assigned a 'flip chart' for a hearing (Temp Custody, Adjudicatory, Disposition, Perm Plan, etc). As participants say which hearings a code could be associated with, they will put the code on their assigned flip chart. If a case management tool is used before/during a hearing, list that tool on the appropriate hearing flip chart.

Diana will have Eclipse displayed on the screen to demonstrate codes/management tools as they are discussed. Use 09JV100121 on Monday; Use 09JV100122 on Tuesday.

- Teams win money for answering questions they land on

- Teams with the most money at the end wins a prize (*books and water bottles*)
- Culminate activity with putting flip charts into typical progression of hearings in a case

10:00-10:15 Break

Trainers make sure EclipseD is up on all computers

10:15-10:45 Computer lab Time

- Participants will read a case scenario and enter the events and schedules events that apply
- Explain sign on-listed on paper taped to table
- Instruct participants to write their names on the paper taped to table
- After case scenario have attendees sign off

10:45-11:00 Review Test – **AY lead discussion**

- Demonstrate same case scenario using appropriate coding – **Diana on Eclipse**
Use 09JV100119 on Monday; 09JV100120 on Tuesday

11:00-11:30 Miscellaneous coding practices

- Case closing practices
- Review hearing codes (reva, revd, revh, revw)
- Review what's listed on 'Needs further diagnosis' flip chart
- Any other questions about coding

11:30-12:00 Coding and Management reports - **Diana**

- Power point demonstration of which codes affect reports

12:00 – 1:15 Lunch for participants

12:00 – 12:30 Case Management group Lunch with District Super Users

- Getting to know the Super Users around the state.
- What is your role as a Super User?
- How does your district utilize your skills?
- What are your expectations about being a Superuser?
- AY-share findings about P4P and PDP and letter to supervisors

12:30 – 1:15 *AY and DC will 'grade' the tests from the a.m.*

Unraveling the Coding Mystery

Participants will gain knowledge of the four 'Big Hitter' D&N case management reports and how coding affects them. Family Court Facilitators will share their expertise about procedures they have set in place for utilization of the reports to assist in case management. Technical assistance will be provided to help districts set up their own report utilization action plan.

1:15 – 1:30 Why should you care?

- Personal stories/video- **AY run**
- Reference Three Little Words-Ashley Rhodes-Courter – **Diana**
- Talk about why coding is important...management reports...judge utilization...achieving permanency

1:30 – 3:00 Management Report Training **Diana**

Case Management Team will be 'chucking' candy out as deemed appropriate 😊

Timeliness Report

- Does anyone currently run this report?
- If so, how is it utilized?
- Distribute Timeliness Sample Reports - *Case Management Team will distribute*
- Walk through the report for understanding

Case Management Team walk around room to ensure everyone is on the 'same page'.

Placement Report

- Does anyone currently run this report?
- If so, how is it utilized?
- Distribute Placement Sample Reports - *Case Management Team will distribute*
- Walk through the report for understanding

Case Management Team walk around room to ensure everyone is on the 'same page'.

Permanency Report

- Does anyone currently run this report?
- If so, how is it utilized?
- Distribute Permanency Sample Reports - *Case Management Team will distribute*
- Walk through the report for understanding

Case Management Team walk around room to ensure everyone is on the 'same page'.

Subsequent Petition Report

- Does anyone currently run this report?
- If so, how is it utilized?
- Distribute Subs Petition Sample Reports - *Case Management Team will distribute*
- Walk through the report for understanding

Case Management Team walk around room to ensure everyone is on the 'same page'.

3:00 – 3:15 Break

3:15 – 3:45 Report Utilization - **BARB**

- Case Management group gives an example of when to run each report, utilization and distribution

Case Management Team will distribute Protocol handout

3:45 – 4:00 Report Templates - **Diana**

- Display powerpoint and discuss the four report templates
- Explain that the templates are being revised and will distribute later
- Templates are model of direction we are heading in report development

4:00 – 4:30 District Planning – **Diana leads discussion/AY taking notes**

- Talk with attendees about how they envision utilizing the reports so they can leave with a plan
- Work with participants to run each of their district's four reports so they will have them in spooled files the next day when they return to work.

EVALUATIONS!!!!

Thank you for attending today's training. The Colorado Improvement Program is committed to providing quality education programs to our personnel. We would appreciate your feedback so we can continue to improve and better serve you!

EVALUATION FORM

Class – Juvenile coding “Cure for the Common Code” Date _____

Prior to today, my knowledge of coding was:

Minimal 1 2 3 4 5 Considerable

Did your understanding of the codes and how they should be used change as a result of what was presented?

Yes No Please explain?

Did your understanding of the progression of a D&N case improve?

Yes No Please explain?

Did the computer lab “case scenario” give you a better understanding of how to properly enter event codes?

Yes No Please explain?

How would you rate your understanding of the recommended case closing practices in D&N cases?

Unclear Clear Very Clear

The organization of the information and materials was:

Unorganized Organized Very organized

OVER PLEASE>>>

The instructor's encouragement of participation was:

- Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful
-

Were the trainer's responses appropriate for your business practices?

- Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful
-

Did your understanding of the topics improve as a result of the training? If so, how?

What will you do differently when you return to work?

What was the strength of the program?

What was the weakness of the program?

What additional training would assist you in your work?

Optional Information:

Name _____

Court/County Location _____

Thank you for your time!

Thank you for attending today's training. The Colorado Improvement Program is committed to providing quality education programs to our personnel. We would appreciate your feedback so we can continue to improve and better serve you!

EVALUATION FORM

Class – Unraveling the Coding Mystery – Management Reports Date _____

Prior to today, my knowledge of management reports was:

Minimal 1 2 3 4 5 Considerable

Did your understanding of the Timeliness report improve?

Yes No Please explain?

Did your understanding of the Placement report improve?

Yes No Please explain?

Did your understanding of the Permanency report improve?

Yes No Please explain?

Did your understanding of the Subsequent Petition report improve?

Yes No Please explain?

Were the Court Facilitator's recommendations regarding protocol for management reports helpful to you?

Yes No Please explain?

The techniques used to present the materials were:

Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful

OVER PLEASE...

The instructor's encouragement of participation was:

- Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful
-

Did the trainer understand your business practices?

- Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful
-

Were the trainer's responses appropriate for your business practices?

- Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful
-

Did your understanding of the topics improve as a result of the training? How?

What will you do differently when you return to work?

What was the strength of the program?

What was the weakness of the program?

What additional training would assist you in your work?

Optional Information:

Name _____

Court/County Location _____

Thank you for your time!

D&N Case Processing and Management Survey

D&N Case Processing and Management Survey

The purpose of this survey is to identify problems or obstacles in D&N case processing and case management so that training can be tailored to fit your needs.

New curriculum for D&N coding and D&N management reports are being developed and your input is essential to this process.

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 experience with D&N cases and the FAMJIS project the better our training 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. How long have you been in this position?

Less than 6 months

6 months - 1 year

1 - 2 years

over 2 years

* 3. In what county is your court located?

* 4. What is the title of the person who supervises you?

Judicial Officer

District Administrator

Clerk of Court

Unit Supervisor

Juvenile Court Facilitator

Other

Other (please specify)

D&N Case Processing and Management Survey

* 5. How long have you been working with D&N cases?

Less than 6 months

6 months - 1 year

1 - 2 years

over 2 years

* 6. What percent of time do you work on D&N cases?

25% or less

50%

75%

100%

* 7. Please mark each of the following activities that you perform in D&N cases:

Create Case

Analyze Data on management reports

Enter Minute Orders

Distribute reports to Judicial Officers

Enter Coding

Follow up with staff re: coding issues

Enter Scheduled Events

Manage the DNF screen

Docket Paperwork

Build Case History through the CLI

Run management reports

D&N Case Processing and Management Survey

Page 2

* 8. Please mark any of the codes below for which you would like more information or training (you may choose more than one):

- | | | |
|-------------------------------|-------------------------------|---|
| <input type="checkbox"/> PTDN | <input type="checkbox"/> DFAD | <input type="checkbox"/> JTER |
| <input type="checkbox"/> OHPO | <input type="checkbox"/> IADJ | <input type="checkbox"/> ICWA |
| <input type="checkbox"/> OHPV | <input type="checkbox"/> DSPO | <input type="checkbox"/> PPHR (Scheduled Event) |
| <input type="checkbox"/> RSDN | <input type="checkbox"/> PPOR | <input type="checkbox"/> TERM (Scheduled Event) |
| <input type="checkbox"/> CASA | <input type="checkbox"/> MTER | <input type="checkbox"/> ADJH (Scheduled Event) |
| <input type="checkbox"/> ADJD | <input type="checkbox"/> OTPC | <input type="checkbox"/> None |

* 9. Please select the processes for which you would like further information and training.

- Build Case History through CLI (Client Index)
- Manage DNF (Electronic Dependency & Neglect Filings)screen
- None

* 10. How well do you understand the impact coding has on D&N case management reports?

- Very Good Good Fair Poor Very Poor

* 11. Which D&N case management reports have you run for your court location/district?

- Timeliness (TML)
- Permanency (PER)
- Placement (PLA)
- Subsequent Petition (SUB)
- None of these

D&N Case Processing and Management Survey

* 12. How often do you run those reports?

- Monthly
- Quarterly
- Semi-Annually
- Annually
- Never

* 13. Check the reports for which you would like further training.

- | | |
|--|---|
| <input type="checkbox"/> Adoptions Resulting from OTPC (ART) | <input type="checkbox"/> Permanency (PER) |
| <input type="checkbox"/> Court Review Summary (RVW) | <input type="checkbox"/> Removals (RMV) |
| <input type="checkbox"/> D&N Timeliness (TML) | <input type="checkbox"/> Service of Process (SRV) |
| <input type="checkbox"/> Judicial Officer (JUD) | <input type="checkbox"/> Subsequent Petition (SUB) |
| <input type="checkbox"/> Legal Counsel Received (LCR) | <input type="checkbox"/> Un-Matched D&N Cases (UNM) |
| <input type="checkbox"/> Placement (PLA) | <input type="checkbox"/> None |

* 14. To who are the reports distributed?

- Clerk of Court
- District Administrator
- Judicial Officer
- No one
- Other Method

Other (please specify)

* 15. What helpful tools have you used to assist with coding and D&N management reports?

- Green coding cheat sheet
- D&N (Post SANCA) coding sheet
- Management report documentation
- Event/scheduled event codes that affect management reports
- None

D&N Case Processing and Management Survey

* 16. Please check the following FAMJIS management tools you have used.

- Case Planning Sheet
- D&N Hearing Calculator
- CIS (Centralized Information Screen)
- None

* 17. Please check the FAMJIS management tools for which you need further training.

- Case Planning Sheet
- D&N Hearing Calculator
- CIS (Centralized Information Screen)
- None

D&N Case Processing and Management Survey

Page 3

* 18. How would you rate your familiarity with the data exchanged between Judicial and the Department of Human Services in D&N cases?

Very Good

Good

Fair

Poor

Very Poor

* 19. How would you rate your familiarity with the state-recommended case closing practices for D&N cases?

Very Good

Good

Fair

Poor

Very Poor

* 20.

Are there any other training issues that you would like to see addressed in a training session?

Please click on the "Submit" button below to submit your responses.

APPENDIX F

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** 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.

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APPENDIX G

TEAM DAY ONSITE EVALUATION PRELIMINARY RESULTS



Second Annual Colorado Summit on Children, Youth, and Families

Colorado's Best Practice Court Teams

Best Practice Court Team 2009 Onsite Evaluation Preliminary Results

Key Findings

A brief analysis of the onsite evaluation responses is summarized here; specific responses and frequency of response by question can be found in the attached evaluation instrument. The evaluation was completed onsite by 166 attendees at the 2009 Second Annual Colorado Summit on Children, Youth and Families Team Day. Analysis was conducted by the Muskie School of Public Service.

Respondent Profile

All judicial districts but the Eighth were in attendance and completed the evaluation survey. GALs represented the largest group at 20% of respondents. Respondents were almost evenly split between those with 5 years or less in their current position (49%) and those with 5 to 20 or more years (51%). As for experience in child welfare/juvenile law, about a quarter (23%) have 5 or fewer years experience and 77% have five years or more. Respondents were predominately female (69%) and white (86%). Respondents identifying as Hispanic/Latino made up 8% of the sample.

Best Practice Court Team Experience

Respondents were overwhelmingly new to Best Practice Court Teams. Twenty percent have been on a team less than one year and 76% for 1-5 years. Only one member has been on a team for 6-10 years. For those who have been a member of a team in the past year, when asked about their experiences, response was generally positive. Half of respondents (51%) felt that respect among team members was “outstanding” and more than a third (34%) indicated the same for comfort with team members. Twenty-one percent, however, indicated that the frequency of meetings was “poor” or just slightly above that and 12% indicated the same for attendance at meetings.

Three quarters of the teams are scheduled to meet monthly or quarterly (73%) while 15% have no schedule. As for actual meetings held in the past year, there is great variation. Most teams (16%) report meeting two times, 13% report meeting 11 or more times, and 11% report meeting once. Logistics were reported as the greatest challenge (54%).

When teams were asked if they have observed any systemic change resulting from their BPC Team long term goals, response was overwhelmingly positive at 74%. Increased communication and collaboration, improved understanding of each other’s roles and of the

PRELIMINARY RESULTS – ONSITE EVALUATION

resources available were common; many new processes and procedures were also cited. Examples include the development of an FIT Court, EIC implemented in two counties, the formation of HB1451 Collaborative Management Group, and the development and implementation of a visitation protocol among many others.

Teams reported that they do have the resources and support from their agency to participate on BPC Teams (95%) and that scheduling conflicts were the greatest challenges to collaboration (61%).

Best Practice Court Team Website and Collaboration

Awareness of the BPC website was good, with 65% of respondents aware of the site and 31% logging in prior to the Summit. Almost all of those who had used the site (92%) found it easy to use and thought it would help with collaboration (90%). Suggestions for improvement included an email update when posts are added, guidelines on what to publish, and the ability to post individual team meeting minutes. The majority of respondents (57%) felt that posting documents and links on the site would be the best use, with 48% reporting that the mass email function would be useful. The calendar function for posting meetings and the ability to update goals on the site were both selected by almost half of respondents (45%).

Team Day Sessions

In preparation for the Team Day Sessions, most teams reported reviewing and discussing goals, developing an agenda, sending reminders to team members, and meeting as a team to discuss the summit.

Response to the Team Day Sessions was generally positive but varied among sessions. The Individual Team Work Sessions rated highest, with 86% of respondents selecting a 4 or 5 on a 5 point scale with 5 as “outstanding”. Ninety-nine percent reported this session was relevant. The Opening Plenary Session with Greg Turk was ranked as a 4 or 5 (outstanding) by 65%, with 92% reporting the session as relevant. This is in contrast with the Plenary Lunch held later in the day, also with Greg Turk, which many respondents reported was repetitive. Only 43% selected a 4 or 5 for this session and 58% reported it as relevant. The External Communication: Media Presentation was only reported as a 4 or 5 by 36% of respondents, and only rated as relevant by 59%. While the Internal Communication session was reported as a 4 or 5 by only 22%, 88% reported it was relevant. Additional training in Internal Communication and Individual Work sessions were most frequently requested. Others requested additional training on the website, working with small counties in developing goals, and toxicology.

Almost all respondents (99%) want to continue the district specific breakout sessions. Breakouts by individual teams were also popular, selected by 54%. A majority (58%) would prefer to keep Team Day as a one-day event.

Most respondents reported that the sessions were engaging and helpful. Several would have appreciated additional time for interaction and Q&A, and many reported the two sessions with Greg Turk were repetitive. More than half of respondents (57%) attended the 2008 Team Day session and many stated that it was better this year, many feeling it was more focused and productive. One respondent stated, “I feel we accomplished more in these two breakout sessions than we have the entire year”.



Second Annual Colorado Summit on Children, Youth, and Families

Colorado's Best Practice Court Teams

2009 TEAM DAY EVALUATION FREQUENCY OF RESPONSE

BACKGROUND INFORMATION

1. Please identify your Best Practice Court Team's judicial district number _____

1=6 (3.6%)	12=12 (7.2%)
2=20 (12.0%)	13=9 (5.4%)
3=1 (0.6%)	14=7 (4.2%)
4=13 (7.8%)	15=6 (3.6%)
5=6 (3.6%)	16=5 (3.0%)
6=7 (4.2%)	17=12 (7.2%)
7=7 (4.2%)	18=10 (6.0%)
8=0	19=8 (4.8%)
9=4 (2.4%)	20=9 (5.4%)
10=1 (0.6%)	21=9 (5.4%)
11=11 (6.6%)	22=5 (3.0%)

and the county where you work _____.

2. Are you (please check all that apply):

- GAL 20.4% (34)
- County Attorney 16.8% (28)
- Parent's Attorney 13.2% (22)
- District Judge 6.6% (11)
- Child Welfare Caseworker/Supervisor 6.6% (11)
- Magistrate 6.6% (11)
- Family Court Facilitator 6.0% (10)
- County Director 6.0% (10)
- County Administrator 4.2% (7)
- Chief Judge 4.2% (7)
- Biological Parent 3.0% (5)
- CASA 3.0% (5)
- Mental Health Professional 3.0% (5)
- Education Professional 2.4% (4)
- Social Services/Substance Abuse 2.4% (4)
- Foster Parent 1.8% (3)
- County Judge 1.2% (2)
- Probation/Parole Professional 0.6% (1)

PRELIMINARY RESULTS – ONSITE EVALUATION

Other (please describe) DHS, Director of Group Home, Juvenile Court Program Coordinator, Mediator, Pastor, Program Administrator of Office of Dispute Resolution, Quality Improvement

3. Number of years in current position? _____

Less than 1 year 5.4% (9)

1-5 years 43.9% (73)

6-10 years 21.0% (35)

11-15 years 12.6% (21)

16-20years 7.2% (12)

20+ years 9.6% (16)

4. Number of years of experience in child welfare field/juvenile law? _____

No experience 5.4% (9)

Less than 1 year 1.2% (2)

1-5 years 16.8% (28)

6-10 years 20.4% (34)

11-15 years 22.2% (37)

16-20 years 15.6% (26)

20+ years 18.0% (30)

Completion of questions 5 and 6 are voluntary and are being collected only for statistical purposes.

5. Gender (please check): Female 69.3% (115) Male 27.7% (46)

6. Race/Ethnicity (please check all that apply):

White 85.5% (142)

Hispanic/Latino 7.8% (13)

Black or African American 3.0% (5)

American Indian or Alaska Native 2.4% (4)

Asian 1.2% (2)

Native Hawaiian/Other Pacific Islander .6% (1)

7. How long have you been a member of a Best Practice Court Team? (n=149)_____

(If you haven't been a member of a BPC Team, please skip to Q14).

Less than 1 year 20.8% (31)

1-5 years 75.8% (113)

6-10 years 0.6% (1)

8. If you are a judge or attorney, what role do you play on the Best Practice Court Team? (n=89)

County Attorney 26.9% (24)

GAL 26.9% (24) (two additional respondents were both GAL and Parent Attorney)

Lead Judge 14.6% (13)

Other Judicial Officer 14.6% (13)

Parent's Attorney 14.6% (13)

BEST PRACTICE COURT TEAM PARTICIPATION

PRELIMINARY RESULTS – ONSITE EVALUATION

9. If you have been a member of a Best Practice Court Team in the past year, please rate the following:

	Poor			Outstanding	
Ease of communication (n=132)	1 0.8%	2 3.8%	3 30.3%	4 43.9%	5 21.2%
Comfort with team members (n=132)	1 0%	2 0%	3 11.4%	4 54.5%	5 34.1%
Team reflects the community (n=131)	1 1.5%	2 8.4%	3 35.1%	4 38.9%	5 16.0%
Productivity of meetings (n=131)	1 2.3%	2 5.3%	3 39.7%	4 38.2%	5 14.5%
Clarity of goals/action steps (n=131)	1 0.8%	2 4.6%	3 29.8%	4 48.1%	5 16.1%
Adherence to goals/action steps (n=134)	1 0.7%	2 6.0%	3 38.1%	4 38.8%	5 14.9%
Progress toward team goals (n=133)	1 1.5%	2 6.8%	3 33.8%	4 40.6%	5 15.8%
Respect for all members regardless of position (n=132)	1 0.8%	2 1.5%	3 9.8%	4 37.1%	5 50.8%
Team makeup reflective of all stakeholders (n=133)	1 2.3%	2 6.8%	3 24.1%	4 40.6%	5 26.3%
Frequency of meetings (n=133)	1 9.8%	2 11.3%	3 26.3%	4 34.6%	5 18.0%
Attendance at meetings (n=129)	1 3.1%	2 9.3%	3 31.8%	4 42.6%	5 13.2%

10. How often is your team scheduled to meet (i.e. monthly, quarterly)? _____
(n=135)

- Monthly 37.0% (50)
- Quarterly 35.5% (48)
- No schedule 14.8% (20)
- Bi-monthly 8.1% (11)
- Twice annually 4.4% (6)

11. How many times has your team met in the past year? _____
(n=140)

- 2 times 15.7% (22)
- 11+times 12.8% (18)
- 3 times 12.8% (18)
- 4 times 11.4% (16)
- 1 time 10.7% (15)
- Don't know 10.7% (15)
- 10 times 8.5% (12)
- 6 times 5% (7)
- 0 times 5% (7)
- 5 times 3.5% (5)
- 8 times 2.1% (3)

PRELIMINARY RESULTS – ONSITE EVALUATION

7 times 0.7% (1)
24 times 0.7% (1)

12. Has anything about BPC Team participation been particularly challenging? Please describe.

54% Logistics (communication, schedules, distance, resources, etc.)

26% Engaged Participation (getting all members to attend regularly, all to understand goals, keep on track during meetings)

17% Conflicting views/ideas/roles of members

A few comments were important but did not necessarily fit into the above categories:

- “Discussion mainly centers around how to make current processes work more seamlessly rather than using a process of discovery of new processes and including new voices.”
- “Many ideas for improvement cost \$ - budgets are being drastically cut.”
- “There is a lack of leadership in making decisions that will govern practice.”

13. Have you observed any systemic change (changes in practice) that has resulted from your BPC Team’s long term goals? (n=124)

Yes 74.1% (92)

No 25.8% (32)

Please describe:

The themes here included the development of a new processes/procedures, increased communication and collaboration, and improved understanding of each others’ roles and of the resources available.

New processes/procedures:

- Adoption of district plan for processing D & N cases
- Better court processes, Road Map for families
- Bilingual Forms, monthly lunches for information
- Developed FIT Court
- EIC has been implemented in 2 counties
- Family Drug Court is quite successful. New projects are in development.
- Formation of HB1451 Collaborative Management Group.
- Frequency of Review Hearings. Collaborative Planning.
- One of our goals was to increase the quality & quantity of visitations - goal met.
- Our county has instituted many awesome changes: Parenting Time Model, Education Checklist, evaluation & staffing for substance abusing families.
- Parenting class for parents of middle school kids begun. TANF money went to local family services organization to frontload services to avoid D & N's & to buy equipment for local DV shelter.
- The entire practice regarding family involvement in the treatment planning process is improving due to better inclusion.
- The Facilitated Treatment Plan to finally put our district plan in place as envisioned by the phased treatment plan.

PRELIMINARY RESULTS – ONSITE EVALUATION

- The manner in which the Family Services Plan is constructed for each family.
- There is greater understanding of the services provided and a more standard procedure within the District.
- There is more focus on making sure parents understand risk factors.
- visitation protocol developed and implemented
- We are doing Early Intervention conferences regularly in 2 counties of our district.
- We are having EIC's for all removals & D & N's. We are also using EIC's in delinquent cases before we have an order for out of home placement evaluations as well as for other difficult cases.

14. Whether a veteran or new BPC Team member, do you have the appropriate resources and support from your agency/organization to effectively participate on the BPC Team? (n=148)

Yes 95.2% (141)

No 4.7% (7)

Please describe:

There were only a few respondents who did not feel supported in attending BPC Team meetings. A few suggestions include:

- Do not have video conferencing capabilities.
- Need more new members to share taking minutes
- No resources to participate from either OCR or Judicial except during this conference.
- Resources are an issue. The most experienced are usually doing the heavy lifting in docket work and thus cannot fully participate with the noon meetings.

15. What are the greatest challenges to collaboration that you have experienced or do you expect to experience on the BPC Team? (Please check all that apply)

Scheduling conflicts 61.0%

Sustainability of the work 33.1%

Bringing together perspectives of many disciplines 31.7%

Travel distances 24.4%

Need for Leadership 11.6%

Group size 10.4%

Other:

Other challenges included communication, lack of resources, distance/attendance, and bringing decisions to the local level as local judges are not on the team.

BEST PRACTICE COURT TEAM WEBSITE and COMMUNICATION

16. Please answer the following questions about the BPC Team website by checking the appropriate box and including comments where appropriate.

Prior to today's Yes 64.5%

session, were you No 35.4%

aware of the Best

Practice Court

website?

PRELIMINARY RESULTS – ONSITE EVALUATION

Have you logged on and navigated the Best Practice Court website prior to today? Yes 30.8% (If no, please skip to Q17) No 69.1%

Did you find the site easy to use/navigate? Yes 92%(46) No 8%

Why or why not?

- First page does not clearly ID site locations
- I had a difficult time to get the "directions" for what I wanted to do
- My limited techness could handle
- Pretty good titles

Do you feel the site will aid in collaboration? Yes 90.4% (66) No 9.5% (7)

Why or why not?

- But only if it is used by entire team.
- Will meet & have internal email communication - would not use website
- The usefulness will be limited by the lack of time people have to spend on the internet.

Are there any changes/additions to the site that you would recommend (design, accessibility, content, etc.)? Yes 26.6% (16) No

Suggestions?

- "Yearbook"; FAMJIS Data Reports
- Email when a post is added to the site or my team site
- I would like there to be an individual place where all can post our meeting minutes for all to see. Right now if you miss a meeting you miss out all together. This way everyone can keep up.
- More guidelines on what to publish
- Site needs to forward email, notify members when new content/changes made

17. What is the best way to use the BPC Team website as a communication tool?

Please check all that apply:

- Post documents and links on the website. 57.2%
- Use the Forum function to send out mass emails to all BPC Team members. 48.2%
- Use the calendar function to post meetings for individual groups or for all BPC Team members. 45.2%
- Update BPC Team Goals on the website 45.2%
- Use the Forum function to create individualized distribution groups for emails. 39.8%
- Have CIP post updates by using the Latest News function of the website. 29.5%
- Update Team Profiles on the website 29.5%
- Other
 - Post follow-up information from Regional/ State trainings, so other jurisdictions can share information (who could not attend) & those who attended can continue information sharing on (an) on-going basis
 - Record successes
 - Send alerts on events- ie. countdown to registration deadline.

PRELIMINARY RESULTS – ONSITE EVALUATION

- The function that allows questions to be passed to experts
- Thread discussions on projects
- Would be helpful if an email could be sent to all BPC team members any time an update or other important info is posted on the website.

TEAM DAY SESSIONS

18. What, if any, preparation did you and/or your BPC Team do in advance for the 2009 Summit Team Day?

Preparation centered around reviewing and discussing goals, developing an agenda, reminders, and meeting as a team to discuss the summit. Additional preparation included:

- Designed & purchased a Team shirt for each team member
- Brought Child Welfare PIP plans
- Ensured notebook updated w/all minutes, notes & agendas.
- Lead judge put new team together as well as prepared a presentation.
- Met to develop PIP
- Read recent reports re: data in our state and my county -- review minutes of meeting
- Reviewed website, researched OJJDP best practice article
- The 11th judicial district procedures for D & N cases were distributed to team members.

19. 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 the additional training needed in the space below the chart.

	Column A					Did Not Attend	Column B	Column C
	Content was....						Topic was Relevant	Additional Training Needed?*
	Poor							
Team Day Sessions								
INTERNAL COMMUNICATION: Best Practice Court Website Presentation	1 3.0%	2 10.2%	3 30.0%	4 19.0%	5 3.0%	Did Not Attend 19.9%	<input type="checkbox"/> 88.4%	<input type="checkbox"/> 10.2%
Opening Plenary Session with Greg Turk	1 3.3%	2 5.3%	3 21.7%	4 33.6%	5 30.9%	Did Not Attend 5.3%	<input type="checkbox"/> 91.7%	<input type="checkbox"/> 3.6%
Individual Team Work Sessions	1 0%	2 1.4%	3 12.3%	4 42.5%	5 43.2%	Did Not Attend 0.7%	<input type="checkbox"/> 99.2%	<input type="checkbox"/> 8.4%
Plenary Lunch with Greg Turk	1 6.0%	2 11.4%	3 27.1%	4 28.9%	5 14.5%	Did Not Attend 3.0%	<input type="checkbox"/> 58.4%	<input type="checkbox"/> 2.4%

PRELIMINARY RESULTS – ONSITE EVALUATION

EXTERNAL COMMUNICATION: Media Presentation	1 0%	2 10.1%	3 24.6%	4 29.0%	5 7.2%	Did Not Attend 29.0%	<input type="checkbox"/> 59.1%	<input type="checkbox"/> 2.4%
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*If yes, please briefly describe additional training needs:

Additional training needs included:

- Internal Comm -- need more handouts/ outlines. External Comm -- good speaker but not really relevant. Also -- maybe some handouts for the website or a step by step outline for important features of the website.
- Media not relevant - we, as judicial shall not contact the media. Website thing looks good but need hands on training - come to the districts please!
- Review; especially as on-going change takes place.
- Toxicology
- Training re: navigating the website
- Update next year
- We need more time to focus goals & create action steps.
- website - not a good way to open conference, not relevant to all
- Ext. Comm - marginally relevant to court improvement at this level. This would be better as a workshop at CW conference, or a self study web presentation.
- Working w/ small or regional counties in developing & implementing organizational goals & objectives.
- Hands on experience with website- uses & purposes;
- Attorneys' access to Eclipse

Additional comments on Team Day Sessions include:

- Money is well spent bringing everyone together in our district with a clear instruction as to output. It is wasted in spending 2-3 hours being blasted by "teamwork rhetoric".
- More focus on team goals/ plan of action guide.
- Mr. Turk repeated himself at lunch.
- One long session would be better than 2 short ones.
- Plenary Lunch -- He was good but felt like the same thing twice.
- Plenary Lunch -- repeat of morning session
- Plenary Lunch -- Seemed to repeat from earlier;
- Repeat Information @ Lunch Greg Turk was a waste of time.

20. This year, each BPC Team met individually in district specific breakout sessions. Would you prefer to keep that format in the future?

- Yes 99.3%
- No

PRELIMINARY RESULTS – ONSITE EVALUATION

21. Please indicate what breakout session structure you would prefer in the future:

- Breakouts organized by individual teams 53.6%
- Breakouts organized by judicial district size 24.7%
- Breakouts organized by topic 20.3%
- Breakouts organized by geographic regions 7.2%
- Other (Please describe)
 - A session where Districts bring their thoughts & strategies to larger group (engage division); Keynotes more specific to BCP
 - Judicial district
 - District specific breakout sessions - this was very useful to us and helped re-energize our team.
 - By district, same as now.
 - By judicial district
 - Keep it as we have it.
 - By Job Title - Judges, County Attorneys, GAL's, Respondent Attorneys, Service Providers, Foster Parents, DHS workers
 - Don't waste time on the speakers -- Have a better instruction as to what is expected to result from the workshop.
 - maybe sometimes by regions
 - More time w/ own group/ team
 - Didn't like district specific breakout sessions because several of us work in multiple, rural judicial districts. We need to be able to attend more than one.
 - roles/ responsibilities break outs e.g. BPT leaders; attorneys; CW etc.
 - Breakout by similar goals

22. Were the Team Day general sessions designed in an engaging way (i.e., lecture, interactive, time for Q & A, etc)? Please comment.

Many respondents stated that the sessions were engaging and helpful. Several would have appreciated more time for interaction and Q&A, and many felt the two sessions with Greg Turk were repetitive. Specific comments included:

- More specific to BCP; other state results; reasoning as to why improved practice is beneficial. Last years' group inter-active created greater in sight to common or differing ideas.
- 1st was a good start. Lunch w/ just repeat for most. Want Child Welfare Action Team.
- A room set up for a meal is not conducive to learning, especially when the presentation starts before the main course has been served.
- Better communication before conference.
- Early morning session was more relevant - speaker was engaging.
- For the most part, the lunch session was somewhat repetitive.

PRELIMINARY RESULTS – ONSITE EVALUATION

- General session speaker said same stuff in different ways over & over. Leave us in Break out groups with better goals for outcome -- even for lunch.
- Greg Turk was engaging but repetitive - no time for Q & A interactive. Media was interesting but might be more useful if interactive
- Greg Turk was very energetic and engaging speaker. Break-out sessions for individual teams were very appreciated.
- I felt they were excellent, interesting, timely.
- I would prefer more interactive time b/c it is one of the few opportunities that all the players can get together.
- In terms of overall time frame for the day, too much large group lecture, not enough interactive.
- Interactive
- Interactive - I felt ours was good because everyone had input.
- Interactive & Q & A
- It was difficult having team members in our district also part of other teams in other districts. The time together was flexible & allowed us to create our own agendas, plans, goals...
- It was difficult to read the PowerPoint or website from the audience (sat about 2/3rds towards the rear), for the BPC website presentation.
- Lectures are helpful when interspersed with workshops as was done here.
- Lecture was good. Interaction & Q & A was ineffective.
- Lunch session was a bit repetitive of AM session but the sessions were both great framework for moving into BPC Team meetings.
- More team time
- Morning - good. Lunch - small groups would have been good.
- Morning & lunch lectures seemed repetitive.
- Mostly lecture & Powerpoint. Difficult with the size of the group to make it interactive.
- Mr. Turk excellent in depth team & personal perspectives & how we got here. His dissonance = my OCD.
- No Q & A, more illustrations & application to goals
- Not interactive enough; no Q/A time
- Not interactive, except for the team sessions.
- Not particularly. I did not think content was relevant to our team goals.
- Not really - it was interesting, but it could have been condensed to 1 hr. Lunch put people to sleep, even though it was good info.
- Not Turk - random string of team building personal anecdotes - no key and generally LAME. Also NOT funny; twice (morning and lunch)
- Really helped us focus.
- Sessions were informative & gave good ideas about problem solving.

PRELIMINARY RESULTS – ONSITE EVALUATION

- Should not have had the same speaker only one hour apart.
- Sound use of lecture and audio/visual aids. Allow more time at end for questions & answers.
- The format was great but the main presenter Mr. Turk, was not very good. The format though was excellent & the day went at a great pace, & if a different presenter had been used - would have been outstanding. Great job though!
- The info by Mr. Turk was somewhat repetitive. It would have been nice to have less of him and possibly a different topic. He repeated a lot from the morning @ lunch.
- The lecture was a little too long.
- The lectures were pointless. The team groups were good. Might have been better for each district to make a report on what they did in 2008.
- The morning speaker was engaging, but it's difficult to repeat material (at lunch) and maintain people's focus.
- The same speaker for two sessions was very boring as it was the same lecture twice.
- The sessions were engaging but no Q & A.
- The team mtg. was best - but I wouldn't expand the time for that.
- The two main lectures could have been combined in to one lecture.
- There was a diverse mix of topics & helped the day go quickly
- There was not an opportunity for Q & A.
- Too large to ask questions
- Too many "general sessions" which I did not find real relevant to topic.
- Too much lecturing
- Too much time on team building/ vision, etc. not enough letting teams implement it.
- Topics were not seemingly relevant.
- Excellent blend of lectures & interaction - very good!
- The 1st Turk talked really helped direct us as a team to focus on vision.
- Very good - good speaker
- More time would be helpful
- The lunch presentation was a repeat from the morning in many respects & it was too crowded to turn around to see. (Make lunch only lunch!) Didn't see how the media presentation was relevant to this team.
- Integration needed.
- Yes, speaker gave us plenty to consider and think about for our district.
- Very engaging speaker
- Greg Turk is a very interesting & entertaining presenter.
- Appreciated being reminded to think big and not get caught up in details when designing goals.

PRELIMINARY RESULTS – ONSITE EVALUATION

- Except the sessions outside of the team work time were not efficient use of time.
- Nice breakup of the day. Kept focused.
- No real time for Q & A, however they were thoughtful & presented well.
- Yes. Quality of information & applicability to what we do.
- Would like to see more interaction w/ other teams.

23. What would you recommend to improve the overall effectiveness of the Team Day sessions?

Please check all that apply.

- Keep Team Day as a one-day event 58.4%
- Make Team Day a half day event 15.1%
- Make Team Day a half day event and have another half day Team event during the year 12.0%
- Change Team Day to a Team Track with sessions integrated into the regular conference 6.0%
- Other

- Half day because we have regular meetings and issues underway, so no longer need whole day.
- 2 separate 1-day events, at a state university campus with video conference ability.
- Allow teams more time to work
- Have active engagement of btts @ another time in year through web/ phone conference
- Have sessions w/ other teams similarly situated.
- I liked the 2 sep
- Keep Team Day as a one-day event AND longer time w/Teams
- Keep Team Day as one day event - very much like annual, one day event before Child, Youth and Family.
- Leave as is.
- Lunch speaker was too repetitive of morning session.
- Make Team Day a half day event - 1 less general session; w/ about 2-3 hr for indiv. Team mtg.
- Make Team Day a half day event on Wed. Morning
- Make Team Day a one day event and have another one day Team event during the year, or half days quarterly.
- Option #3(c) is an interesting option -- worth considering
- Plus have a dedicated one day event as well
- Stop wasting time on speakers (if we need lunch speaker have a comic -- Have lunches in our judicial district group).

24. Did you participate on a Cross System Team/Best Practice Court Team at the 2008 Summit on Children, Youth and Families?

PRELIMINARY RESULTS – ONSITE EVALUATION

Yes 57.1%

No

If yes, briefly compare that experience with this year's Team Day:

Many respondents stated that the Summit was better this year, some stated that it was more focused and more productive. One stated, "I feel that we accomplished more in these two breakout sessions than we have the entire year". Other comments and suggestions included:

- Last year we worked on 2 grant applications for 2 breakthrough series collaborative w planning schedule so 2009 goals just need updates & revisions during summit.ith Casey Family Programs. This was very productive & we are now in the BSC.
- Good to get everyone together. Need more specific goals.
- It was nice to have a time to meet as a group (individual team) a full day may be too much at once. I like the idea of a more formal meeting 2x a year vs. A really long day at the summit.
- Better presenters at this year's event although day seemed very long.
- Both were helpful. I think longer time with our district team (an entire half day) would be helpful.
- Both were very good - dealt with current issues and needs provided out of the business set time to communicate.
- Excellent, same as today. Need to feature this forum every year for progress, relationship building, system forum over time.
- Feels more organized, group smaller
- General sessions were a beneficial addition.
- Had a better understanding of our role this year. Accomplished goals better than last year.
- I did enjoy the teams briefly reporting back to the whole conference (all bpts).
- I liked the Plenary speaker Greg Turk. Topic was good. Teams need access to flipcharts.
- In 2008, difficult to function as a team because too many teams in one room. Better this year but still room for improvement.
- Know more about it: better physical setting w/ more space and less noise - much more discussion & ideas/ openness
- Last years' group inter-activity was a positive educational opportunity for myself.
- Learn from our counter parts, what wonderful resources!
- Liked this format better. Allowed us to meet twice and clarify goals for our team.
- Many more ideas but seemed like fewer participants this year.
- More to talk about
- Move focus this year

PRELIMINARY RESULTS – ONSITE EVALUATION

- Our team more organized; Liked having ample space to meet indiv. As group, whereas we did not have that last year.
- Refined our process.
- Similar -good to have last year's goals shown back to us - good continuity.
- Smaller rooms for team meetings made group discussions easier. Also liked just working in our team - not "sharing" w/ entire group - time consuming, not effective.
- Team work sessions better; Presentations not good.
- Teams need more time to meet.
- The team had a better idea about how to use our time & make some real goals that can be implemented.
- There was more excitement to last year's since it was brand new.
- There was more re: team building & less on possible goals as a group. It was helpful to hear what other teams were doing. Got us thinking more.
- This year was better with the day-long session - the media piece could be left out.
- This year was more organized and more dedicated to assisting the teams with individual meeting times.
- This year was more productive. Our team had already worked together and so did not have to start from scratch.
- This year was much better in that we could meet in a less chaotic setting & have meaningful discussion. I feel that we accomplished more in these two breakout sessions than we have the entire year.
- This year we did not meet as a group to discuss issues that the team may be experiencing.
- This year's day-long sessions seemed long. Greg Turk's presentation was better than last year's team building exercises.
- Today's session was much more interactive and we were able to identify specific goals -- to work on -- and assign sub-committees.
- Very helpful to break teams out into individual rooms this year

25. Are there any other changes or suggestions that you would like to share?

- 2 plenary sessions w/ same speaker (Greg Turk) was too much. His info was not that interesting & not that pertinent to court/ DHS issues. Half-day is a good idea.
- 3+ hours on teamwork & vision was too much. Would be nice to know how other teams were doing (even short sessions w/ 1-3 other teams to share ideas would have been helpful).
- Build time into day for more cross- jurisdictional sharing/ Qs & As/ problem solving
- Do this as a 1 day or half day pgm.
- Food, snacks & coffee were great. Rooms were a little small and difficult to move around in.

PRELIMINARY RESULTS – ONSITE EVALUATION

- Give CLEs for this day!
- Great job - keep up the excellent work - you are making a difference.
- I think it went smoothly, was well organized, & I had a great time getting to know people & meeting w/ others who are excited to make a difference.
- I think longer time with our district team (an entire half day) would be helpful.
- I think the process worked well this year. More of the same next year.
- I would appreciate having an outside facilitator for our team in order to encourage movement out of silos and vision beyond the legal/ DSS systems.
- I would be interested in some of the goals from other Districts.
- I would like to insure that all attorneys with experience in our judicial district are invited to participate in development of practices in our district (not just the ones who are likely to just agree with the desires of our local County Dept. Of Human Services. It would assist in additional ideas for children. Don't waste time on "teamwork" speakers.
- I would prefer meeting more with our own team; less presentations.
- It would be nice to hear of some other team's successes and challenges. We often learn best by others experiences. Maybe have a panel discussion highlighting some positive & negative experiences.
- Keep it going - it's a work in progress.
- Lunch could have [been] better!
- Make it a half day event in the future, w/ an outing in the afternoon.
- More conference/ training can be accomplished more efficiently with videoconferencing , & using state university facilities for regionally hosted conferences with shared general/ plenary sessions.
- More direction for judges re: who they select to come for Tuesday session. Our judge focused on bringing new people who have not had an opportunity to participate in the past - not an established group of participating team members.
- More smaller group sessions, fewer plenary sessions.
- More snacks
- Move toward a well-designed, well-utilized mechanism for sharing best practice ideas among teams. This might be accomplished (partly) through site visits (info-sharing at site visits - educated/trained SCAO/CIP staff visiting a site, discussing practices
- Need more time in our district groups.
- Needs to be more educational & informative. Less general. Have a panel presentation by team selected members from across the state.
- Other than not having a speaker over all of lunch (saying the same things as a.m.), no.
- Our team is hampered because the judges don't come. Our court does great work (human services) because we have collaborated w/ many over the years. I believe the court basically relies on us as opposed to wanting to get involved in a "team". Some attor

PRELIMINARY RESULTS – ONSITE EVALUATION

- There are problems specific to rural areas this need to be addressed. Rural areas can collaborate but it is more productive if we have existing relationships.
- There was enough information that handouts would have been helpful.
- This program is designed to help de-escalate adversarial litigation. How do RP Counsel collaborate & advocate for the parent in a litigious system? There is a need for Respondent Counsel Conference that addresses collaboration & other expectations via sta
- Very helpful/ informative to share good ideas, continue to share other jurisdiction ideas.
- What exactly is the role of those (state, DHS, SCAO, Muskie, others?) Outside our own team? Website doesn't seem to have much substance and I don't hear/see anything about this topic other than at last year's Summit and again at this year's Summit.
- Eclipse training is needed in 15th.

APPENDIX H

TRAINING WHEEL CIRRICULUM DEVELOPMENT REQUIREMENTS



Colorado Court Improvement Program Training Subcommittee

TRAINING WHEEL

CURRICULUM DEVELOPMENT

Request

It is not surprising that the diverse culture of the child welfare system creates knowledge and experience gaps for child welfare participants and practitioners alike, which leads to the question, “How can individuals who are involved in the child welfare system know about that system as a whole as well as the roles of others involved in it? “

The Colorado Court Improvement Program (CIP) is in the process of designing training to answer this very question. The Training Wheel Curricula is made up of nine separate modules, each representing a discipline or service area associated with the Child Welfare process. The purpose of each module is to assist multi-disciplinary Best Practice Court Teams in building a foundation of core knowledge within each discipline or service area. While each discipline or service area may have a required professional knowledge and skill base that exceeds core knowledge, it is core knowledge in all areas that creates an understanding of the child welfare process as a whole.

Core knowledge training will be delivered to multi-disciplinary child welfare teams of judges and 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.

Training will be one day in length for each module. Each day shall consist of six hours of content training, an hour lunch, and one hour for networking breaks.

Development of each curriculum module is a two-step process which must address the core competencies, goal, and objectives that are included with this curriculum writing request; must be based on the facts presented in the Hypothetical Child Welfare Case Scenario that is included with this curriculum writing request; and must be submitted in the Curriculum Development Template format that is included with this curriculum writing request.

Step One – Proposal Summary

Please provide concise narrative responses to the following. Your responses will be your Proposal Summary. Submit your Proposal Summary as an email attachment to margaret.yorty@judicial.state.co.us .

- Describe the purpose of the training in your own words.
- Describe the information gathering that you have completed. For example:
 - Review of Learning Wheel core competencies, goals, and objectives.
 - Interview with CIP Training Subcommittee representative.
 - Interview with subject matter expert(s).
 - Review of existing curricula when available.
- The included core competencies, goal, and objectives must be covered in the training module. Please describe how you will do that. For example, will you combine objectives to accomplish one goal? Be specific.
- Please provide, as an example, one outcome for each objective that will be included in the curriculum.
- The curriculum will be delivered to a multi-disciplinary audience of adult learners. Considering that, please provide a basic Agenda for delivering the curriculum.
- Will Powerpoint be used in delivery of the curriculum? If so, please describe the extent to which it will be used and how it will be used with other learning tools, taking into account varied adult learning styles.
- Will a participant manual be included with the curriculum? If so, how long (in estimated pages) will the manual be?
- How long (estimated pages) will the trainer guide be?
- How many Handout(s) (estimated pages) will there be?
- Please provide the basic Resource Bibliography that will be included in the curriculum as a participant handout.
- Please describe any Graphics and Icons (number and complexity) (when appropriate) that will be used in the curriculum.

Step Two – Draft Curriculum and Develop Materials

Your Curriculum Proposal Summary will be submitted to the Court Improvement Program Training Sub-Committee for approval. If the Training Subcommittee requires changes to the proposal, the CIP Training Coordinator will contact you and ask you to make revisions. When your Proposal Summary is approved by the CIP Training Sub-Committee, the CIP Training Coordinator will contact you and instruct you to begin writing the curriculum and developing materials to include in the curriculum.

At any time during the writing process, please contact the CIP Training Coordinator margaret.yorty@judicial.state.co.us with questions. Use your approved Proposal Summary; the included core competencies, goal, and objectives; the included Hypothetical Child Welfare Case Scenario; and, the included Curriculum Development Template to write the training module and to develop training materials.

Completed curriculum modules will be used by various subject matter experts to deliver training to Colorado Best Practice Court Team members. Therefore, each module must be ready to use without any further development by the trainer who will be delivering curriculum.

Insert Competencies, Goals, and Objectives
For
Specific Training Wheel Curriculum Module Here

HYPOTHETICAL CHILD WELFARE CASE SCENARIO

Marianne's three children were removed from her home and placed in care following a report from the school that the oldest child, Sandra, age 6, came to school dirty, tired, and hungry. The teacher, who has been concerned about Sandra before due to her violent outbursts followed by silences, was able to get her to explain that she had witnessed a fight between her mother and her mother's boyfriend in her house the night before. Sandra would not say if the police were called or whether there were weapons involved but she did say that "there had been a birthday party". Sandra explained that she was up all night, trying to comfort her younger siblings, Leon, age 4, and Brianna, age 13 months. This morning she left the house while her mother and mother's boyfriend (Brianna's father) were still asleep. She stopped at a neighbor's to ask if the neighbor had some food that her brother and sister could have for breakfast.

Upon investigation, DHS workers found a filthy apartment in complete disarray, with chairs turned over, food spilled on the floor and empty beer cans scattered in the kitchen and living room. There was no fresh food in the refrigerator or kitchen cabinets. Sandra's brother and sister both appeared frightened, dirty and hungry. Sandra told the caseworker that Marianne and her boyfriend, Sam, fight and drink all the time. She also described what sounded like a meth pipe being in the home.

Marianne (age 25) and Sam (age 23) downplayed the incident. They said there had been a party and others brought in the beer and then left without cleaning up. They adamantly denied that the children were in any danger. Marianne is a high school graduate and attended some college. She is unemployed Sam works at a local meat packing plant. Marianne receives SSI survivor's benefits for Sandra.

Evaluation of the children, showed no evidence of physical abuse. Sandra is doing well in school and Leon shows no identifiable delays, although he is neither enrolled in Head Start nor pre-K at this time. Brianna may have some developmental delays, as she doesn't crawl and rarely even babbles.

Over the past three years, DHS received four reports regarding Marianne, all involving neglect and possible drug use. None were substantiated as the children were not forthcoming with information, the home was adequate, and Marianne provided clean UAs each time. The file indicates that two years ago Marianne successfully completed an outpatient drug treatment program. There is some information that shortly after meeting Sam three years ago, Marianne resumed using drugs. Both Marianne and Sam deny any current drug use and deny that there is any violence in their home.

Sam entered Marianne's life shortly after she graduated from the drug program. Sam is from California and has no local family. The couple moved in together after dating for two months and has now lived together for a little over one year. Sam has been arrested for domestic violence with his previous girlfriend, but the case was later dismissed. Sam reports that the

child Sandra “hates me and tells me she doesn’t have to do anything I tell her,” but that Leon calls him “daddy.” He describes Brianna as the “light of my life” and tells the caseworker that he can take care of both Leon and Brianna. He insists that there is nothing wrong with Brianna and that “kids in my family were always a little behind the curve.” Sam is not named on Brianna’s birth certificate.

The Preliminary Protective Proceeding

At the PPP hearing Marianne appears but Sam does not. A Guardian ad litem is appointed for the children and Marianne has counsel appointed to represent her.

The caseworker Alice is very experienced, having worked for the Local Department of Human Services for 7 years. She has a BA in psychology and has completed the coursework for her MSW. Before employment with the Department she worked for 5 years as a counselor for a residential child care facility. She and many of her colleagues believe that the Judge and Magistrate often believe the parents over the caseworker’s opinion. Alice will ask that the children remain in foster care since no relatives are available to care for the children and CW believes that the children would not be safe in Marianne and Sam’s home.

Marianne’s lawyer Bill has worked with the district for several years and generally gets along well with everyone, although caseworkers have commented that they think he badgers caseworkers when they get on the stand. Bill explains to Marianne that the best way to get the kids back is to cooperate. She is suspicious and doesn’t trust either him or the process. She doesn’t think that there is really any justification for state involvement. After counseling with Bill, Marianne says that she is willing to live separate from Sam, although since he is the only one with a job, she can’t exactly ask him to leave. At her lawyer’s urging she reluctantly agrees to have a drug and alcohol evaluation and to do random UA’s. She also has friends at her church that will help her clean up the home. Marianne and her lawyer will argue that the Department should return the children to her and allow her to return to the home and that DHS SHOULD provide rent assistance so that the children do not have to be in foster care.

The children’s Guardian ad litem Sally is also very experienced. She has been working as a GAL with the Office of Child’s Representative for 6 years. She has a reputation for being cautious, working well with most of the Department’s caseworkers and doing a thorough investigation. However, many caseworkers believe she is easily taken in by parents and really doesn’t understand what it is like on the front lines.

The Assistant County Attorney, Barb, has been with the county for many years. Some view her as pretty set in her ways. The caseworkers generally like her because she vigorously defends them against all attacks, but they also think that she frequently second guesses their conclusions.

The Judge has had a child welfare caseload for three years, but he is ready to move on. He views the work as very important but believes that a less emotionally intense caseload would be good for his physical and emotional health. Although he has gone along with the philosophy that judges in the child welfare courts must be leaders, he is still a little uncomfortable with the problem-solving court philosophy. He is suspicious of some caseworkers and believes that they are often too cautious and sometimes make conclusions that they don't have the expertise to make, but he finds it difficult to seriously question their conclusions because his background is in the law – not social work. Some people – particularly caseworkers – believe that he plays favorites and doesn't hold other professionals to the same standards that he holds caseworkers.

CURRICULUM DEVELOPMENT TEMPLATE

General Guidelines for Entire Curriculum:

- *All Font: Times New Roman*
- *All Trainer Instructions are italicized*
- *Margins T/B 1" L/R 1"*
- *2 Spaces between the header and the title*
- *Titles - 18pt. Font, bold, flush right, caps, (Following is a sample of the Curriculum Structure)*
- *Footer: 12pt. font, flush right, page number*
- *Header: 12 pt. font, flush right, bold, Times New Roman*

Include the following pages before the curriculum material:

- *Table of Contents: do not number this as page 1, but as i*
- *Table of Appendices: do not number this as page 2, but as ii*

*Header: TITLE OF THE CURRICULUM:
TITLE OF THE SESSION OR SUBJECT MATTER CONTENT*

*Header: all caps, bold, flush right, 12 pt, Times New Roman Font
2 spaces*

TITLE OF THE CURRICULUM

Font: Times New Roman (MS Word)

All Trainer Instructions are italicized

Margins T/B 1" L/R 1"

Title: 18pt. Font, bold, flush right, caps, Title (Following is a sample of the Curriculum Structure)

2 spaces, 12pt.

Time

6 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

The trainee will be able to explain interdisciplinary casework between family preservation specialists and drug/alcohol Objectives 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 first letter of the paragraphs, 1 indent to each object, upper case beginning each objective, try to keep each objective to one or two lines)

Materials

Handout 1a: TEAMWORK TRIALS
Handout 1b: FLOW CHART OF CASEWORK
PROCESS
Handout 1c: STAGES OF CASEWORK PROCESS
Handout 1d: INTAKE (overhead)

(Single spaces between Handout titles, from title all caps, 1 indent, number handouts with session # and sequence letter within session)

*Header: TITLE OF THE CURRICULUM:
TITLE OF THE SESSION OR SUBJECT MATTER CONTENT*

*Header: all caps, bold, flush right, 12 pt, Times New Roman Font
2 spaces*

EXPECTATIONS OF TRAINERS *(all caps, bold, flush left, 14 pt. font)
1 space*

*Font: Times New Roman (MS Word)
12 pt.
All Trainer Instructions are italicized
Margins T/B 1 “ L/R 1”
2 Spaces*

*Header: TITLE OF THE CURRICULUM:
TITLE OF THE SESSION OR SUBJECT MATTER CONTENT*

*Header: all caps, bold, flush right, 12 pt, Times New Roman Font
2 spaces*

TITLE OF ACTIVITY *(all in caps, bold, flush left, 14 pt. font)*

Time: *(bold, 14 pt. font)*

Description of Activity: *(bold, 14 pt. font)*

1 space

Font: New Times Roman, 12 pt.

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.*

HANDOUT/FACULTY RESOURCES TEMPLATE

Margins: T/B 1" L/R 1"

No Header
2 spaces from top, for example,

**HANDOUT 1B:
TEAMWORK TRIALS**

Title: flush right, 14pt. bold, all caps, 2 lines
2 spaces

12 pt. font
Footer: 12pt. flush right, page number

Format Issues

1. The finished curriculum should be one main document
 - a. All faculty handouts should be contained in one word document with clear titles and page breaks for each separate handout! Do not create separate documents for each individual faculty resource unless it is a power point.
 - b. All participant handouts should be contained in one word document with clear titles and page breaks for each separate handout. Do not create separate documents for each individual handout unless it is a power point.
 - c. **In other words you should only be creating 3 separate documents: curriculum, faculty resources, and participant handouts).**
2. Activities should vary to increase trainee interest and to maximize different learning styles. Options include but are not limited to small group discussion, small group exercises, large group discussion, large group exercises, journaling, 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. Lecture, or the traditional Socratic method, is the least desirable teaching method and should be used only in conjunction with other activities.
3. 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...”
4. Check all flush right titles. They should not extend beyond the middle of the page.
5. Check the time listed for each activity.
6. In the titles of handouts use two dashes instead of a colon. Example:

HANDOUT 2e: CULTURAL BIAS--WE ALL EXPERIENCE IT
7. Keep Handout title as short as possible.
8. If a change is made in the text, check to see if the handouts need the same change.
9. Avoid line and work windows on the bottom or top of the page.
10. Use a generic title page (i.e., something that is easy for us to modify)
11. Please avoid using PDF handouts or files.
12. **ONLY** use italics for trainer instructions.

13. If using bullet points, be consistent with the type of bullet point used. Do not vary between different forms of bullet points.
14. Only use a header for the main part of the curriculum (not the handouts or faculty resources).
15. Please avoid using hyperlinks within the document. It is difficult for us to reformat them so it would help us if there are as few links to change as possible.
16. Margins on all pages must be the same: *T/B 1" L/R 1"*