



A Guide to
**Integrating
Continuous Quality
Improvements**
into the Work of the
**Community
Improvement
Councils**



NATIONAL COUNCIL OF
JUVENILE AND FAMILY COURT JUDGES

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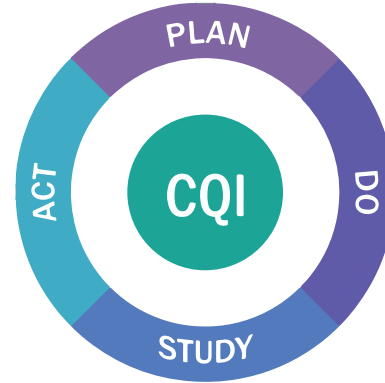
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INTRODUCTION

Continuous Quality Improvement (CQI), is an important part of systems change efforts. CQI has been defined as “the complete process of identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from and revising solutions.” Simplified, the model identifies the cyclical steps in a process of systems change—the plan, do, study, act model (illustrated below). It is important to **plan** for systems change, using the most current or most available data that you have. From this, you plan to make a change. Then you **do**, or implement a change. Then, you must assess what you have done (**study**). Assessment does not have to be a complex process, it often requires a simple monitoring of whether the change was implemented as expected and what occurred after that. Following the study phase, you use the information/data that you gathered to set a course of action (**act**). You take an action to either change the program/practice that you implemented to make it better, or you



implement it full scale. Then the process begins anew. It is important as stakeholders who work with some of the nation’s most vulnerable youth to examine practices and programs and make sure that what we are doing has its desired effect and is not harming kids. By integrating CQI into current discussions and planning, it allows for an opportunity to assess any changes in practice and determine if you are moving in the right direction, or if you need to course correct and make adjustments to what you are doing to better serve the needs of the families you serve.


USING *this* GUIDE

This *Guide* offers practical suggestions for steps to fully integrate CQI into planning and action within your Community Improvement Council (CIC). Steps are identified along the way with helpful questions for you to ask yourself about current practice. The *Guide* also offers some concrete suggestions for tools to gather data, and examples of process and outcome measures that may be helpful in studying whether the changes

you have made have had an impact. Included in each step of the process is a CQI Self-Assessment. Self-assessment asks questions to help you think about where you are in the process. If the answer to any of the questions is NO, the next question is *why not?* If you are stuck at a step in the process, technical assistance is available to you to help move you forward toward successful integration of CQI into your systems change efforts.

> STEP 1:

ESTABLISH *a* DEDICATED COLLABORATIVE TEAM



Continuous Quality Improvement is not a one-time activity. It is an ongoing process and often requires stakeholders to adopt a new way of thinking about achieving systems change, which ideally permeates into organizational cultures. Each judicial district in Nevada has established a Community Improvement Council (CIC), a collaborative team comprised of diverse stakeholders who are dedicated to improving system processes and outcomes. This is a critical first step in any CQI endeavor. These teams work to identify system needs and areas for improvement; to coordinate and implement improvement efforts; to assess the effectiveness of improvement efforts; and to determine what changes need to be made to promote continued improvement and success.

Collaborative teams dedicated to improving court practices and outcomes for children and families involved in child abuse and neglect cases tend to be most successful when they:

- Are comprised of a diverse group of stakeholders and agency leaders. Team members could include one or more judicial officers, attorneys (agency attorneys, parents' attorneys, children's attorneys or child advocates such as

CQI SELF-ASSESSMENT (STEP 1)

- Does your judicial district have an established CIC?
- Does the team include all the persons that should be involved?
 - If not, who is missing?
How can they be engaged?
- Does your CIC meet regularly?
- Are meetings productive uses of time?
 - If not, what can be done to improve them? (See suggested agenda on next page)
- Could you use some Technical Assistance on this issue?

Guardians Ad Litem (GALs) and/or Court Appointed Special Advocates (CASAs), social service professionals, and other influential community members. Collaborative teams also may include court staff and administrative personnel, educators or school representatives, treatment providers, data and IT system professionals, members of law enforcement, domestic violence advocates, and juvenile justice professionals. The makeup of your team should reflect the visions and objectives for systems change in your jurisdiction. For example, if you would like to improve outcomes for children and families concurrently involved in both juvenile dependency and delinquency systems, then the collaborative team should include juvenile justice professionals.

- Are motivated by a shared vision for systems

change. Each collaborative team should develop and agree upon an overarching vision and mission statement to guide their improvement efforts. The vision and mission for every team will differ, but should ultimately reflect shared organizational values.

- Communicate and convene on a regular basis. The most successful court improvement teams tend to hold in-person meetings on at least a bi-monthly basis so that they can discuss progress towards current goals and objectives, identify and develop solutions to any problems or obstacles, and share perspectives and new ideas. A basic sample agenda for a Community Improvement Council (CIC) Meeting is provided below.
- Utilize interdisciplinary expertise and connections. It is important to develop a team of diverse stakeholders so that team members can 1) Offer a variety of different

CIC MEETING AGENDA – JULY 8, 2015

3:00 p.m. – 4:30 p.m.

- **Welcome and Announcements**
- **Child Safety Guide Trainings**
 - Participant and presenter feedback
 - Volunteers to coordinate fall trainings
- **Presentation of results from Court User Surveys**
 - Discuss areas for improvement
- **Subcommittee updates**
 - Data subcommittee
 - Policy subcommittee
 - Leadership team
- **Plans for the next month and next steps**
- **Schedule next meeting**
- **Adjourn**

perspectives, experiences, and resources to help guide court improvement efforts; 2) Represent their organization or agency by sharing similar stakeholders' perspectives to help inform CQI processes; and 3) Discuss and coordinate court improvement team efforts with agency stakeholders.

- Clearly communicate and establish roles, responsibilities, and next steps for implementing and analyzing court improvement efforts. Court improvement teams operate most efficiently and effectively when necessary roles are established (e.g., team leaders, organizers, note takers/recorders, etc. and when specific individuals are identified as responsible for any given task related to planning or implementing a court improvement effort.

TIPS FOR A SUCCESSFUL MEETING

- Schedule meetings at least one month in advance
- Draft and distribute agenda 1-2 weeks before each meeting – ask CIC members what needs to be included
- Identify a recorder to take minutes at each meeting and distribute to all CIC members within one week after the meeting
- Identify a facilitator for each meeting who will ensure the CIC stays on topic and that all members have a chance to speak

>> STEP 2:

CREATE, REVIEW, *and* REFINE a STRATEGIC PLAN *through a* CQI LENS

CQI involves analyzing the processes and outcomes of efforts made to achieve identified goals. Therefore, to fully integrate CQI principles into practice, Community Improvement Councils (CICs) must clearly articulate measurable goals and the plans for achieving these goals. This is commonly accomplished by developing a strategic plan or action plan for implementing and tracking change efforts. Although it would be optimal to begin CQI'ing a new program or practice, the reality is that integrating CQI often requires retrofitting this process to something that already exists. For instance, many CICs may have already identified system needs or areas for improvement and are working to address them, and CICs may already have created strategic plans. Whether your CIC is already executing a strategic plan or is beginning to develop one, it is important to view the strategic plan through a CQI lens. Strategic plans guiding the CQI process must, at minimum, include the following components:

- A clearly articulated, measurable goal linked to an identified need or improvement area
- Key steps or actions that must be taken to achieve the goal

CQI SELF-ASSESSMENT (STEP 2)

- Does your action plan have clearly articulated and measurable goals?
- Does your action plan include concrete steps with timelines and persons responsible?
- Do you have a plan to track progress?
- How will you know if your change effects the outcome you want?
- Could you use some technical assistance on this?

- How you will know if the key steps or actions needed to achieve the goal were implemented as planned
- How you will track progress towards the goal and determine whether the goal was achieved

It is also recommended that strategic plans identify 1) a timeline for program implementation and assessment of processes and outcomes; 2) specific persons or entities responsible for implementing key steps and/or actions; and 3) desired longer-term outcomes linked to achievement of the specified goal. For example, a CIC may set a goal of improving the quality of permanency hearings, and measure progress toward that goal by systematically assessing the breadth and depth of discussion surrounding key topics at permanency hearings. However, although improving the quality of permanency hearings is a measurable goal, it is still unclear *why* improving the quality of permanency hearings is important. Is improved hearing quality expected to increase

parties' satisfaction and acceptance of the case decisions, foster child well-being, or expedite permanency?

A sample strategic plan summarizing CIC activities and expected outcomes of increasing

focus on youth well-being at all juvenile dependency hearings is included in Appendix A. This sample plan will be used as an example throughout the remainder of this guide to help illustrate the CQI process.

>>> STEP 3: IDENTIFY PROCESS *and* OUTCOME MEASURES

Two main types of measures are used to help inform the CQI process.

Process measures document program activities and outputs, such as the number of participants reached by a training or the number of collaborative meetings held and the minutes of those meetings. Documenting and analyzing the processes of change initiatives will help CICs determine the extent to which programming was implemented as intended. In the sample strategic plan (see Appendix A), process measures would be developed from **Column D** (Evidence to be collected to indicate that the action has been implemented as planned). Process measures are important for several reasons. If the programming results in positive outcomes, process measures can help illustrate *how* the programming led to change and which elements of the program were successful. This information can then be used to develop a “road map for success” that can be disseminated and adopted by other CICs to promote broader change. If the

CQI SELF-ASSESSMENT (STEP 3)

- Do you understand how process outcome measures can be used to help guide CIC efforts?
- Do you have a plan to track process measures (e.g., if your change has been implemented as it was supposed to be)?
- Do you have a plan to track outcome measures (e.g., if your change has the desired effect)?
- Could you use some technical assistance on this?

programming did not lead to the desired change, process measures can be examined to determine if any discrepancies between what was planned and what was actually implemented may have impeded change. CICs refine their strategic plans to address any barriers to program implementation and/or to incorporate alternative actions that may be better suited to achieving their goals.

Outcome measures assess the extent to which programming led to desired changes are needed to answer the question, “Did our efforts make a difference?” The content of **Column E** (Evidence to be collected to indicate that the action has led to change) in the sample strategic plan can


be translated into outcome measures. Outcome measures are essential in tracking progress towards goals and in demonstrating how more immediate impacts of programming are linked to broader impacts in the following months or years. CICs should articulate and measure both short- and long-term outcomes of their change efforts. In the sample strategic plan, *Increased presence of youth at all hearings* represents an anticipated short-term outcome of change efforts, whereas *Increase in positive well-being outcomes for youth involved in dependency cases* represents a long-term outcome.

Measuring processes is sometimes more straightforward and less time-intensive than measuring outcomes, although this still requires time and dedication from CICs. For instance, the CIC working on the sample action plan will need

to collect data on the number and disciplines of participants attending trainings and conduct evaluations of the trainings (i.e. to assess the impacts of the training on participants' knowledge and intentions to apply this knowledge in their work). The CIC team also will need to collect data to determine if there has been an increase in positive well-being outcomes for youth involved in dependency cases. In doing so, the team will first need to identify measures of youth well-being they wish to use. Educational success, increased community involvement, developing positive peer relationships, and abstinence from drugs and alcohol are just some indicators of youth well-being. Next, the CIC team will determine how to collect the data needed for those measures.

>>>> STEP 4:

IDENTIFY WAYS *to* COLLECT (OR FIND EXISTING) DATA



In the next step in the CQI process, the CIC team will identify ways to collect the data needed for the processes and outcomes they wish to track. This should include conversations with all system stakeholders to assess the availability of data elements through various IT systems. The agency and the court will likely have data systems in place and collect some data that would be useful in tracking progress towards CIC goals and

CQI SELF-ASSESSMENT (STEP 4)

- Do you know what data are available to you?
- Do you know what data you need to collect?
- Do you have internal capacity to collect additional data?
- Could you use some technical assistance on this?

objectives. Further, the agency reports their data to the Adoption and Foster Care Reporting System (AFCARS), which will provide state level data (and sometimes jurisdiction specific data). Local school districts and juvenile justice agencies may also have data systems that include data elements that will help inform CIC efforts.

In Nevada, CICs have access to court timeliness data collected from the child welfare data in the SACWIS, UNITY, and in the SACWIS and UNITY systems, which are distributed to the courts quarterly. These data include the median days to permanency hearings, to termination of parental rights, and to permanency.

CICs also have access to agency data collected by Chapin Hall¹, including data on placement stability, case closure/exit type (i.e., whether a case ended in reunification, TPR/adoption, guardianship, etc.), and case timeliness (i.e., number of days from petition filing to permanency and case closure). This data is provided annually at the CIC annual meeting. Other data can be requested from NCJFCJ, who has access to the Chapin Hall data system. Also, it may be possible for the CICs to designate a person to gain access to Chapin Hall for additional information.

If data are not already available, it will be important to design a plan to collect data. This may include the collection of quantitative or

qualitative data. Quantitative data involves collecting numeric information from various primary sources (e.g., court records or stakeholder surveys) or secondary sources (e.g., school data or agency data). Qualitative data focus on descriptive information rather than numbers and provide a richer, more detailed description. Such data can be collected through parent or stakeholder interviews or focus groups, as well as through open-ended survey questions. The information collected can be used to better understand stakeholders' and users' perceptions about how well the program is working and how to improve programs.

CICs may discover that there are several different sources of data and data collection methods they can use to track processes and outcomes, and choose the source and method that is most efficient and relevant to their goals. If a CIC determines that data required to measure specific processes or outcomes are truly unavailable, the CIC should consider revising the desired process or outcome so that it is measurable.

¹ For more information about Chapin Hall, see:
<http://www.chapinhall.org/partners/CSCWD>

>>>>> STEP 5:

DETERMINE HOW *to* COLLECT OTHER NECESSARY DATA (COLLECTING YOUR OWN DATA)

After CICs determine what data they will need to collect in order to measure processes and outcomes, they should then articulate *how* these data will be collected. For primary data collection (that is, quantitative or qualitative data that CIC members will be requesting or collecting themselves), this should include details about what method should be used (e.g., online surveys, paper surveys, case file review, court observation), who will be responsible for collecting the data, and how data will be combined, stored, and analyzed. CICs, or the CIC data/performance measurement subcommittee groups also will need to determine who is responsible for entering, analyzing, and reporting data; how data will be reported; and if any data sharing agreements or Memorandums of Understanding need to be in place to obtain the data needed to measure performance.

It is recommended that all CICs create a performance measurement plan identifying process and outcome measures to track progress towards their overarching goal(s) and how these data will be collected and analyzed. A comprehensive sample performance measurement plan based on the sample strategic plan (Appendix A) is included in Appendix B. This example measurement plan includes

CQI SELF-ASSESSMENT (STEP 5)

- Are you familiar with different methods to collect your own data (e.g., surveys, case file review, court observation)?
- Do you know which methods would be best-suited to measuring your processes and outcomes?
- Do you have a clear plan for collecting, analyzing, and reporting your data?
- Could you use some technical assistance on this?

measures and procedures to track all processes and outcomes identified in the sample strategic plan for demonstration purposes (i.e., to provide CIC members with several different examples).

It is important to note that many CIC strategic plans and performance measurement plans may be briefer than the examples provided. Given limitations on time and resources, a CIC may decide to implement two activities aimed at promoting systems change and identify 2-4 process measures and 2-3 outcome measures. The process and outcome measures selected should be directly linked to the programming and/or activities. For example, a CIC may direct their efforts towards implementation of the following **practices** (adapted from Appendix A):

All judicial officers will inquire about youth availability to attend hearings and the judicial officers and clerks will make every effort to schedule hearings so that youth can attend.

The CIC will organize multi-disciplinary trainings on best practices for engaging youth during juvenile dependency hearings and the key topics related to youth permanency and well-being that should be discussed at hearings.

The CIC team then identifies the following **process measures** they will use to determine whether these activities were implemented as planned:

- Frequency with which judicial officers inquire about youth schedules when scheduling the next hearing.
- Frequency with which hearings are scheduled that accommodate youth.
- Number of staff trained and disciplines of staff trained.
- Participants' satisfaction with training and knowledge gained

Next, the CIC team identifies the following two measures to determine if the activities are leading to the anticipated **outcomes**:

Frequency with which youth attend their court hearings.

Breadth and depth of discussion focused on child well-being during hearings.

After the programming has been implemented for some time and data have been collected for the identified process and outcome measures, the CIC may consider exploring more long-term outcomes expected to result from their efforts. For instance, increased attendance of youth at hearings and increased quality of discussion focused on child well-being at these hearings may be in turn expected to improve readiness for living independently among youth who are aging out of care. This outcome can be measured by completing an Independent Living Readiness Checklist for each youth as applicable. Appendix B includes examples of potential data collection sources and methods and measurement plans for each of the measures identified above.


Some CICs may want to begin by implementing a simplified data collection and performance measurement plan. Such a plan should include 1) CIC activities that are being implemented; 2) One or more measures for each activity; and 3) The method that will be used to collect data for the measure. The table on the following pages provides examples of simplified data collection and performance measurement plans using many of the activities that CICs identified in their Action Plans for 2014-2015 (completed at the 2014 Nevada CIC Summit).

PROPOSED CIC ACTIVITIES AND EXAMPLE DATA COLLECTION METHODS		
ACTION	MEASURE(S)	DATA COLLECTION METHOD
Monthly case review meetings with DCFS, PD, DA, and CASA	<ul style="list-style-type: none"> Frequency of meetings (date and time) Frequency with which all specified professionals attend 	Identify a recorder and keep minutes for each meeting. Record the date of each meeting and persons present. Save meeting minutes as word or other electronic document.
Improve engagement of parents and during hearings	<ul style="list-style-type: none"> Responses to Parent Engagement Survey <p>NOTE: Please see Appendix C for a sample Parent Engagement Survey.</p>	At the end of each hearing, the Bailiff will ask the parent(s) if they would be willing to take the survey and provide instructions. All completed surveys will be dropped in a locked box in the back of the courtroom
Increase the number of case plans that are filed in a timely manner	<ul style="list-style-type: none"> Percentage of case plans that are filed within the specified timeframe 	All social services staff responsible for filing case plans will record the date each case plan is <i>supposed</i> to be filed by and the date each case is actually filed in a simple Excel template. They will send completed templates for each month to administrators.
Increase focus on child well-being at all hearings as appropriate	<ul style="list-style-type: none"> Number of well-being topics discussed at each hearing; extent to which each topic is discussed (e.g., brief mention or thorough discussion) 	Designated CIC members or other trained volunteers will randomly observe hearings and collect data using a Court Observation Tool that includes child well-being discussion topics. NOTE: Please see Appendix D for a sample Court Observation Tool.
Expanding and improving petitions and case plans to be rationally related	<ul style="list-style-type: none"> Degree of correspondence between allegations and presenting problems noted in the petition and case plans 	Examine petitions and case plans side-by-side. For each petition/case plan pair selected, use a table to record the number of instances in which case plan services were <i>not</i> related to petition allegations or presenting problems.
Confirm ICWA status at each hearing	<ul style="list-style-type: none"> Percentage of hearings during which the judicial officer inquires about ICWA (asks if child has Native American heritage and if ICWA applies) 	CIC members, trained volunteers, or ICWA compliance officers will randomly attend hearings and record whether ICWA status was confirmed using a court observation instrument. NOTE: Please see Appendix E for a sample ICWA Compliance – Court Observation Tool

PROPOSED CIC ACTIVITIES AND EXAMPLE DATA COLLECTION METHODS		
ACTION	MEASURE(S)	DATA COLLECTION METHOD
Invite children to attend court (with prior notification of team members)	<ul style="list-style-type: none"> Percentage of hearings that youth attend 	Pull random samples of electronic case files and record whether the child was present for each hearing in the case in an Excel spreadsheet (e.g., Adjudication present? Y/N).
Promote attendance of foster parents at hearings	<ul style="list-style-type: none"> Percentage of hearings for which foster parents are present 	Judicial officers and/or court staff will ensure that foster parents are identified and entered into the court case management system as present. Random samples of hearings can then be selected within the system to determine the extent to which foster parents appear.
Recruitment and retention of quality foster parents	<ul style="list-style-type: none"> Number of licensed foster care providers in the jurisdiction. 	Social Services will send the CIC quarterly reports (pulled from their case management system) with the present numbers of licensed foster care providers
Recruitment and retention of quality foster parents	<ul style="list-style-type: none"> Number of licensed foster care providers in the jurisdiction. 	Social Services will send the CIC quarterly reports (pulled from their case management system) with the present numbers of licensed foster care providers
Increase focus on child safety	<ul style="list-style-type: none"> Number of safety issues addressed during the initial hearing and extent to which these issues were addressed (Per the Child Safety Guide) 	<p>CIC members or trained volunteers will randomly observe initial hearings (i.e., Shelter Care, Preliminary Protective Hearings) and complete a checklist of child safety topics that should be discussed as recommended per the Child Safety Guide.</p> <p>NOTE: Please see Appendix F for a sample Initial Hearing Observation – Child Safety Checklist</p>

>>>>>> STEP 6:

ANALYZE YOUR DATA *and* REACT to YOUR FINDINGS



In developing a performance measurement plan, CICs should specify how the data collected or obtained will be analyzed, the timeframe and/or frequency with which the data will be analyzed (e.g., six months after program implementation and every six months following) and who will be responsible for analyzing the data and reporting the findings to the CIC and other stakeholders. After the findings are shared, the CIC enters in perhaps the most important phase of CQI: reacting to the findings. This is what distinguishes CQI from other methods of tracking processes, progress, and impacts. Rather than simply reporting their findings and moving on, CICs engaged in the CQI process carefully consider the results obtained, identify successes and areas for improvement, and begin

CQI SELF-ASSESSMENT (STEP 6)

- What did the data tell you about your change?
- Was the change implemented like it was supposed to?
- Were there barriers to implementation?
- Can something be done differently to improve implementation?
- Should you continue with the change or stop?
- Were you able to illustrate a positive outcome following the change?
- Could you use some technical assistance on this?

to develop plans for further improvement. These plans may include maintaining and expanding programs that have led to successes, modifying programming that has fallen short of expectations, and/or implementing new programs and activities that may be more conducive to achieving the desired outcomes.



SEEK TECHNICAL ASSISTANCE *as* NEEDED

The Nevada Court Improvement Program contracts with the National Council of Juvenile and Family Court Judges (NCJFCJ) to provide technical assistance related to CQI of current statewide and local projects. The research team at the NCJFCJ is available to assist the CICs in thinking about how to integrate CQI more fully into current practice. Technical assistance can take many forms, depending on the needs of the court. These may include:

- **Identification of performance measures.** In developing an action plan, the CICs often identify practice or program changes they would like to make. The NCJFCJ can help identify performance measures to correspond to those suggested changes. For example, if you want to increase involvement of children, families, and other necessary parties, the NCJFCJ can help you identify multiple ways you might want to measure this to determine if your change is occurring as planned.
- **Assistance with tool development.** Often it might be necessary to develop an instrument to collect all the necessary components you would like to see. For example, an action plan might be to better engage parents in the process. The CIC may want to survey parents about current engagement and barriers to coming to court.

The NCJFCJ can help the CIC develop a user-friendly tool to use in data collection.

- **Answering data questions.** Data can be tricky and always has some limitations. The NCJFCJ can help answer any questions you have about the currently available data, its limitations, and how it can best be used.
- **Analysis of currently available data.** The NCJFCJ could also serve as a data analysis partner. In addition to having access to AFCARS and Chapin Hall data, the NCJFCJ could potentially help with analysis of data the CIC has collected (e.g., analyzing survey responses, doing analysis of data collected in excel, etc.)
- **Brainstorming ideas for data collection.** The NCJFCJ can serve as a thought partner, working with the CIC to consider all potential data sources and ways to efficiently and effectively collect data needed to monitor change and assess outcomes.
- **Assistance with action planning.** The NCJFCJ can also assist in the action planning process, helping to identify process measures, as well as short term and long-term outcomes measures of interest.

Appendix A – Sample Strategic Plan

Goal: Increase focus on child well-being at all hearings in juvenile dependency cases.

A. Description of action to bring about change or improvement	B. Specific entities or persons responsible for the action and timeframe	C. Materials and resources needed for action	D. Evidence to be collected to indicate that the action has been implemented as planned	E. Evidence to be collected to indicate that the action has led to change
<p>Inform all relevant parties (e.g., parents, foster parents, child advocates, youth) that the court encourages youth attendance at hearings and provide one-page information sheets about youth attendance along with the next hearing date to parties</p>	<p>CIT representatives from each agency (Lead Judge, social worker, attorneys) will train other staff on protocol. Youth in Court subcommittee will draft and supply information sheets. Completion date: Oct. 2015</p>	<p>Youth in Court (YIC) protocol and guidelines, information sheets</p>	<p>Parties' awareness of expectations that youth are present in court; number of staff trained; extent of YIC information sharing and distribution.</p>	<p>Increased youth presence at all hearings Increased engagement of youth who are present at hearings</p>
<p>Inquire about youth availability to attend hearings and schedule hearings accordingly</p>	<p>Lead Judge will train judicial officers and court clerks to accommodate youth schedules Completion date: Sept. 2015</p>	<p>Reminder notices, youth schedules.</p>	<p>Extent of inquiries and hearings scheduled that accommodate youth</p>	<p>Increased depth and breadth of discussion focused on child well-being at all hearings</p>
<p>Multi-disciplinary trainings on best practices for engaging youth and key hearing discussion topics</p>	<p>Representatives from the DA, Public Defender, and GAL office will coordinate trainings, to be held in Aug. and Sept. 2015</p>	<p>Training curriculum, presenters, and educational materials</p>	<p>Number and discipline of participants attending training, training evaluations</p>	<p>Increased understanding and perceptions of procedural fairness among youth regarding their case</p>
<p>Monthly multi-disciplinary case reviews, with a focus on promoting child well-being</p>	<p>Social service agency representatives will coordinate meetings, beginning Sept. 2015</p>	<p>Case and child information from each agency; staff participation</p>	<p>Number and frequency of meetings; topics discussed</p>	<p>Increase in positive well-being outcomes for youth involved in dependency cases</p>

Appendix B – Sample Data Collection and Performance Measurement Plan

Process Measures		
Measure	Data collection sources and methods	Measurement plan
Parties' awareness of expectations that youth are present in court	Prior to each hearing, court staff will ask all relevant parties (e.g., child advocates, parents/guardians/foster parents, attorneys, social workers) if they have received verbal and written information encouraging youth presence at hearings.	Designated staff will pose this question to all relevant parties prior to each court hearing and record their responses on a standardized form. Forms will be collected each week by designated court staff and results analyzed on a monthly basis.
Number of staff trained and disciplines of staff trained	All participants who attend trainings will be asked to provide their name and discipline on a sign-in sheet	CIT representatives will collect sign-in sheets and enter participants' names and disciplines into an Excel file.
Participants' satisfaction with training and knowledge gained	Data will be collected using a post-reflective evaluation survey distributed to participants at the end of each training. The survey will ask participants to indicate their satisfaction with the training and to rate their knowledge in the topics covered before and after the training.	CIT representatives will collect evaluation surveys at the end of each training and enter data into an Excel file. CIT representatives can calculate response frequencies and averages using Excel to assess overall satisfaction with the training and to determine the extent of knowledge increase from pre to post training.
Frequency with which YIC information sheets are distributed to all relevant parties	A CIT member will observe of 2-3 hearings per week (including different judicial officers) for the first two months of program implementation to determine whether information sheets are distributed as planned.	The CIT member will record whether the information sheet was distributed to all, some, or none of the relevant parties for each hearing observed and enter this information into an Excel file. These data will be analyzed after three months into the implementation phase to assess fidelity to distribution of the information sheets.
Frequency with which judicial officers inquire about youth schedules when scheduling the next hearing and the frequency with which hearings are scheduled that accommodate youth.	A CIT member will observe of 2-3 hearings per week (including different judicial officers) for the first two months of program implementation to determine whether judicial officers are inquiring about youth schedules and, if so, whether hearings are scheduled to accommodate youth.	The CIT member will record whether the judicial officer did or did not inquire about youth schedules when scheduling the next hearing and whether the hearing was in fact scheduled to accommodate youth. This information will be entered into an Excel file. These data will be analyzed after three months into the implementation phase to determine the extent to which judicial officers are making efforts to accommodate youth schedules.
Frequency of multi-disciplinary case review meetings and discussion of topics focused on child well-being	Social services representative will document meetings and complete a "checklist" of discussion topics, marking all topics discussed related to child well-being (e.g., placement, mental and physical health, visitation, education)	The social services representative will enter data collected at meetings into a shared Excel file. Data will be analyzed on a bi-monthly basis to assess the extent to which meetings are held and child well-being topics are discussed.

Appendix B – Sample Data Collection and Performance Measurement Plan

Outcome Measures		
Measure	Data collection sources and methods	Measurement plan
Youth presence at hearings	Presence of parties at each hearing is already documented in the court case management system.	Court IT staff will randomly select 30 cases closed prior to program implementation and calculate the percentage of hearings for which youth were present for each case. A year after program implementation, IT staff will randomly select 30 cases that opened after program implementation and calculate the percentage of hearings for which youth were present for each case. These pre and post percentages can be compared to assess the extent to which youth presence at hearings have increased as a result of CIT efforts.
Judicial engagement of youth during hearings	Designated CIT members will observe at least 5 juvenile dependency hearings per month for which youth are present beginning now (to establish a baseline) and continuing throughout the following months during and after program implementation. CIT observers will use a standardized court observation instrument to assess the extent and quality of judicial engagement.	Each CIT observer or support staff (e.g., interns, student volunteers) will enter the data collected via the observation instruments into an Excel file. Means (averages) will be calculated for each engagement variable as well as total engagement scores. These will be compared across months to assess improvements in judicial engagement of youth.
Breadth and depth of discussion focused on child well-being during hearings.	Designated CIT members will observe at least 5 juvenile dependency hearings per month for which youth are present beginning now (to establish a baseline) and continuing throughout the following months during and after program implementation. CIT observers will use a standardized court observation instrument to assess the breadth and depth of key discussion topics as set forth in the <i>Resource Guidelines</i> (e.g., placement, education, health, permanent connections, etc.)	Each CIT observer or support staff (e.g., interns, student volunteers) will enter the data collected via the observation instruments into an Excel file. Means will be calculated for each discussion topic variable as well as total "hearing quality" pertaining to child well-being scores. These will be compared across months to assess improvements in the breadth and depth of discussion focused on child well-being.
Youths' perceptions of procedural fairness regarding their court hearings and case.	At the end of hearings, Bailiffs will administer a survey to youth who attended assessing their perceptions related to procedural fairness- e.g., whether they felt the way their case was handled was fair and if the hearing outcome was fair, whether they had the opportunity to be heard, whether the judge listened to their side of the story. This will occur at each hearing beginning immediately and throughout the months during and following program implementation.	CIT volunteers or support staff will enter survey results into an Excel database. Response frequencies and means will be examined and compared over time to determine if there are increases in youth's perceptions of procedural fairness.

Appendix B – Sample Data Collection and Performance Measurement Plan

Outcome Measures		
Measure	Data collection sources and methods	Measurement plan
Educational Benchmarks: Percentage of youth performing at or above grade level at case closure. (well-being measure)	Upon case closure, the Educational Liaison will submit updated academic records to social services and indicate if the student is performing at or above grade level.	An additional field for “academic performance at case closure” will be added to the Agency database with codes to indicate whether youth are performing below, at, or above grade level. These data will be analyzed every six months to determine if youth academic performance has improved.
Dual Involvement: Percentage of children under court jurisdiction who are also involved in the juvenile delinquency system. (well-being measure)	Juvenile Services already tracks dual involvement-youth who have open dependency and delinquency cases. Youth who are dually involved are flagged in their data system. The court case management system tracks the total number of youth under court jurisdiction (in child welfare cases).	Juvenile Services staff will run quarterly reports indicating the number of youth who are dually involved-the percentage of youth with open dependency cases who are dually involved can then be calculated by court IT staff. These data will be analyzed quarterly to assess changes in the extent of dual involvement.
Independent Living Readiness (well-being measure)	Social workers will complete the independent living readiness checklist for all APPLA youth 2-3 months prior to their eighteenth birthday or discharge from care. The checklist includes variables related to education, employment, housing, and independent living skills.	Data from the independent living readiness checklist will be entered into the Agency database. Every six months, the CIT social services representative will request a report on the checklists completed during the six month time period. Checklist scores will be compared over time to detect changes in Independent Living Readiness among APPLA youth.

Appendix C - Parent Engagement Survey

We are interested in your opinion of how you were treated in court today. Your answers to these questions can be used to help improve the court system. Your answers will only be used to measure the court's strengths and weaknesses and will not affect your case in any way. We appreciate you taking the time to complete this survey.

When did your case open? _____ month _____ year

Please indicate your agreement with each statement, using the following scale.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

The judge treated me with respect	1	2	3	4	5	
The judge listened to me	1	2	3	4	5	
I had a chance to speak	1	2	3	4	5	
The judge spoke directly to me	1	2	3	4	5	
I helped make the decisions for my case.....	1	2	3	4	5	
I agreed with the case plan ordered for me	1	2	3	4	5	N/A
I understood what happened in court today.....	1	2	3	4	5	
I understand what I am supposed to do next.....	1	2	3	4	5	
All of my questions were answered	1	2	3	4	5	
The judge was fair.....	1	2	3	4	5	
I agree with the decisions made in court today	1	2	3	4	5	

Is there anything else you would like to tell us about your experience in court today? _____

Please check your role in the case: Mother Father

Please check your race/ethnicity (mark all that apply):

- White/Caucasian Black/African American Hispanic/Latino
 Asian/Pacific Islander Native American Other: _____

Appendix D – Example Court Observation Tool²

The following is an excerpt from a court observation tool used to assess hearing practice in review hearings. The top portion gathers descriptive data regarding when the hearing was held, who was present, the scheduled start and end time, as well as the child’s current placement. The bottom portion focuses just on what was discussed at the hearing.

Date						
MONTH	DAY	YEAR	Inquiry about parties not present? Who? _____	(N) (Y) (NA)	Site	(1) (2) (3) (4) (5) (6) (7)
(J) J			Explanation from agency to locate missing parties? _____	(N) (Y) (NA)	Scheduled Time:	
(F) F					Start Time:	
(M) M	(0) (0) (0) (0)		Parties Present/ Spoke at Hearing		End Time:	
(A) A	(1) (1) (1) (1)		(Y) (S) Judge	(Y) (S) Treatment Provider	Current Placement	
(M) M	(2) (2) (2) (2)		(Y) (S) Child(ren)	(Y) (S) State's Atty	(1) Home	
(J) J	(3) (3) (3) (3)		(Y) (S) Caseworker	(Y) (S) Agency Atty	(2) Relative/Kin	
(J) J	(4) (4) (4) (4)		(Y) (S) Attorney <i>ad litem</i>	(Y) (S) Mother	(3) Pre-Adoptive Home	
(A) A	(5) (5) (5) (5)		(Y) (S) GAL	(Y) (S) Father	(4) Foster Care	
(S) S	(6) (6) (6) (6)		(Y) (S) CASA	(Y) (S) Mother Atty	(5) Group Home	
(O) O	(7) (7) (7) (7)		(Y) (S) Foster Parent	(Y) (S) Father Atty	(6) Treatment Facility	
(N) N	(8) (8) (8) (8)		(Y) (S) Relative Caretaker	(Y) (S) Other: _____	(7) UD	
(D) D	(9) (9) (9) (9)		(Y) (S) Extended Family	(Y) (S) Other: _____		

For each of the discussion items below, use the 0 to 2 scale to identify how much discussion occurred in the hearing. 0 = No discussion, 1=statement only/little discussion, 2=more than a statement/substantive discussion.

Well-Being

Educational needs being met	(0) (1) (2) (NA)
Educational placement appropriate	(0) (1) (2) (NA)
Physical well-being	(0) (1) (2) (NA)
Mental health needs	(0) (1) (2) (NA)
Special needs	(0) (1) (2) (NA)
Independent Living Plan	(0) (1) (2) (NA)

² More information about this tool and measuring ICWA compliance generally can be found in the Measuring Compliance with the Indian Child Welfare Act: An Assessment Toolkit, Available online at: <http://www.ncjfcj.org/resource-library/publications/measuring-compliance-indi-an-child-welfare-act-assessment-toolkit>

Appendix E – ICWA Compliance Tool²

NCJFCJ ICWA Performance Measurement Court Observation Tool							
Court Case File Number	Type of Hearing	Coder	Tribe(s) of Child		Date		
Judicial Officer	County/Jurisdiction	State	Num of children	# child selected:	M	O	
Parties Present at Hearing <input checked="" type="checkbox"/> Mother <input checked="" type="checkbox"/> Mother's Atty <input checked="" type="checkbox"/> Child <input checked="" type="checkbox"/> Relatives <input checked="" type="checkbox"/> Interpreter <input checked="" type="checkbox"/> Foster Parent <input checked="" type="checkbox"/> Father <input checked="" type="checkbox"/> Father's Atty <input checked="" type="checkbox"/> Social worker <input checked="" type="checkbox"/> Child's Atty <input checked="" type="checkbox"/> Tribal Representative <input checked="" type="checkbox"/> CASA <input checked="" type="checkbox"/> Treatment Prov <input checked="" type="checkbox"/> State's Atty <input checked="" type="checkbox"/> Atty for Tribe <input checked="" type="checkbox"/> GAL <input checked="" type="checkbox"/> Other:							
Was an attorney appointed at this hearing for: the mother? <input checked="" type="checkbox"/> <input type="checkbox"/> the father? <input type="checkbox"/> <input type="checkbox"/> the child? <input type="checkbox"/> <input type="checkbox"/>							
ICWA Applicability							
1. Application of ICWA						Yes	No
1a. Did the judge inquire about the applicability of ICWA?						<input checked="" type="checkbox"/>	<input type="checkbox"/>
Who was asked?							
1b. Has the child's tribe(s) been identified?						<input type="checkbox"/>	<input type="checkbox"/>
1c. Is the child a member, or eligible for membership of a federally recognized tribe?						<input type="checkbox"/>	<input type="checkbox"/>
1d. Did the judge make a finding orally on the record that ICWA does/does not apply?						<input type="checkbox"/>	<input type="checkbox"/>
1e. Does ICWA apply in this case? (even if no finding)						<input type="checkbox"/>	<input type="checkbox"/>
2. Jurisdiction						Yes	No
2a. Did the judge make a finding <i>on the record</i> that the tribe(s) received formal notice of petition filing?						<input type="checkbox"/>	<input type="checkbox"/>
2b. Is the child a ward of a tribal court?						<input type="checkbox"/>	<input type="checkbox"/>
2c. Is the child domiciled or living on the reservation?						<input type="checkbox"/>	<input type="checkbox"/>
2d. Does the state court have jurisdiction?						<input type="checkbox"/>	<input type="checkbox"/>
***If this is not the initial hearing, is there indication that this is an ICWA case?						<input type="checkbox"/>	<input type="checkbox"/>
ICWA Compliance							
3. Findings on the Record & Placement						Finding Made	Notice Given
3a. Did the judge make a finding that the tribe(s) received notice of this hearing?						<input checked="" type="checkbox"/>	<input type="checkbox"/>
3b. Did the judge make a finding that the mother received notice of this hearing?						<input checked="" type="checkbox"/>	<input type="checkbox"/>
3c. Did the judge make a finding that the father received notice of this hearing?						<input checked="" type="checkbox"/>	<input type="checkbox"/>
3d. Did the judge make a finding that the Indian custodian received notice of this hearing?						<input type="checkbox"/>	<input type="checkbox"/>
3e. Did the judge order the child in to (or to remain in) out of home placement?						<input type="checkbox"/>	<input type="checkbox"/>
3f. Did the judge make a finding that emergency removal was necessary to prevent imminent physical damage or harm to the child?						<input type="checkbox"/>	<input type="checkbox"/>
3g. Was there qualified expert witness testimony presented at this hearing?						<input type="checkbox"/>	<input type="checkbox"/>
3h. Did the judge make a finding that there was clear and convincing evidence that the child was likely to suffer serious emotional or physical damage if continued in the custody of the parent?						<input type="checkbox"/>	<input type="checkbox"/>
3i. Did the judge make a finding of active efforts <input checked="" type="checkbox"/> <input type="checkbox"/> to prevent removal? <input checked="" type="checkbox"/> <input type="checkbox"/> to return the child home?						<input type="checkbox"/>	<input type="checkbox"/>
3j. Was there discussion of why child was not placed with relatives?						<input type="checkbox"/>	<input type="checkbox"/>
3k. Did the judge make a finding of good cause not to follow the placement preferences? If yes, why?						<input type="checkbox"/>	<input type="checkbox"/>
4. Tribal Intervention						Yes	No
4a. Did the tribe petition or move to intervene in the case?						<input type="checkbox"/>	<input type="checkbox"/>
4b. Did the judge grant the tribe's petition or motion to intervene in the case?						<input type="checkbox"/>	<input type="checkbox"/>
4c. Did the tribe have a recommendation to present to the court?						<input type="checkbox"/>	<input type="checkbox"/>
4d. Did the judge allow the tribe to present its recommendation to the court?						<input type="checkbox"/>	<input type="checkbox"/>
4e. Did the judge adopt all <input checked="" type="checkbox"/> adopt some <input checked="" type="checkbox"/> or not adopt <input checked="" type="checkbox"/> the tribe's recommendation?						<input type="checkbox"/>	<input type="checkbox"/>
5. Transfer to Tribal Court						Yes	No
5a. Did a party request a transfer of the case to tribal court at this hearing?						<input type="checkbox"/>	<input type="checkbox"/>
5b. Did the judge make a decision about the transfer to tribal court? <input checked="" type="checkbox"/> <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Deny <input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>
5c. Did the judge make a finding of good cause to deny the request to transfer the case? If yes, why?						<input type="checkbox"/>	<input type="checkbox"/>
6. Engagement of Tribe						Yes	No
6a. Was there discussion of how the tribe has been involved in case planning?						<input type="checkbox"/>	<input type="checkbox"/>
6b. Was there discussion of culturally appropriate services for the family?						<input type="checkbox"/>	<input type="checkbox"/>
6c. Was there discussion of how the tribe has been involved in locating relatives?						<input type="checkbox"/>	<input type="checkbox"/>
Child Placement Order: <input checked="" type="checkbox"/> New order <input checked="" type="checkbox"/> Continuation Is this an adoptive home? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
<input checked="" type="checkbox"/> Home/Parent <input checked="" type="checkbox"/> Indian Home <input checked="" type="checkbox"/> Treatment Facility <input checked="" type="checkbox"/> Relative <input checked="" type="checkbox"/> Non-Indian Home <input checked="" type="checkbox"/> Unable to Determine <input checked="" type="checkbox"/> Tribal Home <input checked="" type="checkbox"/> Group Home							

² More information about this tool and measuring ICWA compliance generally can be found in the *Measuring Compliance with the Indian Child Welfare Act: An Assessment Toolkit*, Available online at: <http://www.ncjfcj.org/resource-library/publications/measuring-compliance-indian-child-welfare-act-assessment-toolkit>

Appendix F --Sample Child Safety Initial Hearing Checklist

Date: _____ Coder: R L Sched. Start Time: _____ Start Time: _____ End Time: _____

PARTIES PRESENT:

- Mother
- Father
- Child(ren)
- Child Advocate A G C
- Foster Parent
- Relative: _____
- Tribal Rep
- Other: _____

ICWA Finding? Yes No

CHILD DISCUSSION TOPICS:

- Child Placement H R FC (0 1 2)
- Child education- general N/A (0 1 2)
- Child educational placement N/A (0 1 2)
- Child physical health (0 1 2)
- Child mental health (0 1 2)
- Child other well-being (0 1 2)
- Child safety** (0 1 2)
- Visitation P S (0 1 2)
- Efforts to reunify/prevent removal (0 1 2)

INITIAL HEARING DISCUSSION TOPICS:

- Parents' rights (0 1 2)
- Permanency timeframes (0 1 2)
- Review of the petition (0 1 2)
- Paternity (0 1 2)
- Diligent search (0 1 2)
- Relative resource (0 1 2)
- Safety planning** (0 1 2)
- Prevent child from returning home today? (0 1 2)
- Judge ask about Native American heritage? (0 1 2)

ENGAGEMENT:

- Overall Mother engagement N/A (0 1 2)
- Overall Father engagement N/A (0 1 2)
- Overall Child engagement N/A (0 1 2)

SERVICES:

- Mother N/A (0 1 2)
- Father N/A (0 1 2)

SAFETY TOPICS:

- Threats of Danger** (0 1 2)
- Present threats identified? Y N
 - Impeding threats identified? Y N
- If identified, were threats considered in:**
- Placement? Y N Safety plan? Y N
 - Visitation plan? Y N Service plan? Y N

Threats of Danger:

- Vulnerability** (0 1 2)
- Vulnerabilities identified? Y N
- If identified, were threats considered in:**
- Placement? Y N Safety plan? Y N
 - Visitation plan? Y N Service plan? Y N

Vulnerabilities:

- Protective Capacities** (0 1 2)
- Cognitive capacities identified? Y N
 - Behavioral capacities identified? Y N
 - Emotional capacities identified? Y N

- If identified, were protective capacities considered in:**
- Placement? Y N Safety plan? Y N
 - Visitation plan? Y N Service plan? Y N

Protective Capacities:

Note



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