OMB Control No: 0970-0307
Expiration Date: 11/30/2022

State Court Improvement Program 2021 Annual Self-Assessment Report

This self-assessment is intended as an opportunity for Court Improvement Programs (CIPs) to review progress on CIP projects, joint program planning and improvement efforts with the child welfare agency, and the ability to integrate CQI successfully into practice. The self-assessment process is designed to help shape and inform ongoing strategic planning and should include meaningful discussion with the multi-disciplinary task force and candid reflection of key CIP staff. The self-assessment primarily focused on assessing efforts undertaken to date while the strategic plan maps out efforts going forward in more detail. Questions are designed to solicit candid responses that help CIPs apply CQI and identify support that may be helpful.

I. CQI Analyses of Required Projects *It is ok to cut and paste responses from last year, updating according to where you currently are in the process, and, if you do so, highlight text to show anything that is new.*

Joint Project with the Child Welfare Agency:
STATEWIDE JUVENILE DEPENDENCY MEDIATION PROGRAM

Provide a concise description of the joint project selected in your jurisdiction.
The purpose of the Statewide Juvenile Dependency Mediation Program (JDMP) is to improve system processing of dependency cases; to better engage families; thereby decreasing time to permanency and termination of parental rights (TPR). In so doing, it helps stabilize children's lives by getting them into safe, stable, and permanent homes in a timely manner consistent with the Adoption and Safe Families Act of 1997.

Mediation has been used to enhance the quality of the dependency process by providing the parties an opportunity to enter into a discussion in which the parties voluntarily resolve the issues that brought the family into the dependency system and produce a written agreement in lieu of a contested hearing. Contested hearings tend to be especially painful for children, as they may be required to testify against their parents. Mediations allow children to avoid this trauma, as mediations tend to focus on the family's strengths. Benefits of mediation in child dependency cases include: improved outcomes for children from decreased time to permanency to improved well-being, enhanced parental engagement to safely reunify with the child, time and cost savings, and system efficiency.

Identify the specific safety, permanency, or well-being outcome(s) this project is intended to address.
The specific outcome expected as a result of implementing a statewide juvenile dependency mediation program is to improve timeliness to permanency and TPR by improving case processing and parental engagement.

Approximate date that the project began:
July 1, 2016

Which stage of the CQI process best describes the current status of project work?
Implemented and continuously improving. The value of JDMP to the courts has been demonstrated to such an extent that the Nevada Supreme Court memorialized funding for JDMP in its budget, and the Nevada Legislature recently reauthorized that funding again for the next two fiscal years.

How was the need for this project identified? (Phase I)
Dependency Mediation was initially identified in the 2nd Judicial District's (JD) CIC action plan as a means to improve timeliness to permanency and termination of parental rights (TPR) by improving case processing and parental engagement. This area in need of improvement was identified during the Round Two of the Child and Families Services Review (CFSR) and, again, during Round Three of the CFSP (2019) resulting Program Improvement Plans (PIP).

What is the theory of change for the project? (Phase II) If you do not yet have a theory of change and/or would like assistance, please indicate such in the space below.
The engagement of all case parties in a non-adversarial dispute resolution process when disagreements occur (e.g., denial of the petition or TPR petition, and disagreements over case plan or placement), is expected to reduce contention among the parties, lead to agreement, and allow both the professionals and the parents to feel fully engaged and vested in the process. This is expected to lead to increased parental engagement in future hearings and increased likelihood that parents will work their case plans. This will, in turn, lead to long term outcomes such as improved time to permanency and reunification rates.

Court hearing quality studies, including those conducted in Nevada, indicate that hearings in which children, parents, and their attorneys are present are more likely to result in reunification. When parents are offered the opportunity to be heard, their children are less likely to age out of the system. When parents engage in discussion of efforts to reunify, the time to permanency for their children is decreased. If one extrapolates, such characteristics of quality hearings and positive outcomes to mediation, it would be expected that mediation would have similar positive impacts.

Some of the lack of timeliness to permanency and TPR may be due to the fact that parents may not be engaged in working their case plans. Research has demonstrated that not only is mediation

successful in producing agreement across a wide range of case types, but it also provides an atmosphere in which all parties feel heard. When parties are heard they are likely to become more engaged in the case with an increased likelihood of positive outcomes. Additionally, research has shown that time from petition to permanency is less for mediated cases when compared to a control group of cases not mediated.

Mediation is used to improve the quality of the dependency process by providing the parties an opportunity to enter into a discussion in which the parties voluntarily resolve the issues that brought the family into the dependency system and produce a written agreement in lieu of a potentially traumatic contested hearing. Mediations tend to focus on the family's strengths. Benefits of mediation in child dependency cases include: time savings, efficiency, parental engagement, and improved outcomes for children.

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

Yes, Statewide Juvenile Dependency Mediation (JDMP) implemented in a consistent manner using a facilitative, co-mediation model with continual quality improvement. The JDMP is administered by a highly qualified mediator with a specifically trained mediation panel.

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

CIP contracted with Waterhole to develop an online JDMP Mediation Training to continue to educate child welfare staff and court stakeholders to effectively participate during court ordered dependency mediation. The online training occurred statewide in all 11 court jurisdictions. CICs are updated with program changes and are provided with data reports by CIP which helps guide their JDMP practices as Nevada does not have a unified court system.

How are you or how do you intend to monitor the progress of the project? (Phase V). Be specific in terms of what type of evaluation (e.g., fidelity or outcome, comparison group, etc.) and what results you have, if any. If you have already evaluated your effort, how did you use these data to modify or expand the project?

As part of the CIP CQI efforts and to ensure fidelity of implementation, data tracking and analysis conducted by CIP is provided quarterly to the Statewide Quality Improvement Committee (SQIC). CIP maintains its yearly JDMP evaluation contract with Data Savvy Consulting (Sophia Gatowski, PhD & Alicia Summers, PhD) to monitor progress.

For instance, per the recommendations of the 2019 Nevada Statewide JDMP Mediation Outcome Evaluation (Appendix A) that was conducted by Data Savvy, CICs were encouraged to utilize mediation in earlier stages of the case process. There has been an increase in mediations at the petition stage of the case, particularly for 2nd JD. Gatowski & Summers (2019) also made the following recommendations for future measurement, practice change, improvement and fidelity, which CIP has applied or continues to implement:

- Updated the JDMP stakeholder and participant surveys
- Mediator quality assessment (mediator surveys)
- Child welfare and court stakeholder training
- Annual enhanced mediator training and monthly peer support meetings
- Updated Case Data Sheet
- Updated Excel spreadsheet and modified outcome formula

Additionally, in light of the COVID-19 pandemic JDMP implemented remote mediation and additional new processes. CIP contracted with Data Savvy Consulting to do a secondary analysis of Nevada's JDMP's data collection forms for post COVID-19 process and outcomes (e.g., mediation agreements, parent survey forms). These data will be compared to previously collected data on Nevada's JDMP's process and outcomes (pre COVID-19) and analyzed for differences.

During state fiscal year (FY) 2020 (the fourth year of implementation) with all counties in the State participating, 347 dependency mediations were ordered across the state, 272 mediations were facilitated. The difference in cases from ordered to actual facilitated mediations are due to parties reaching an agreement before mediation, mediations being postponed and mediations being cancelled/vacated. There has been an increase in mediations from FY2019 to FY2020. In FY 2019, 232 mediations were facilitated in comparison to the 272 facilitated mediations in FY2020

JDMP is growing and successful:

- Since the inception of the program, JDMP has facilitated 1,612 mediations resulting in 1,103 agreements.
- The overall agreement rate for JDMP is 75%

FY 2020 July 1, 2019 – June 30, 2020

- Facilitated 272 mediations
- 183 Agreements
- Eliminated 135 hearings
- 478 children were helped

COVID-19 Highlights FY 2020 (March 16, 2020 – June 30, 2020):

- COVID-19 agreement rate 72%
- Facilitated 72 mediations
- 52 agreements
- Eliminated 31 hearings, assisting with court backlog due to in-person court hearings being unavailable
- 139 children were helped

Have there been notable factors that delayed or accelerated this effort?

The COVID-19 global pandemic delayed mediations for a brief period of time during the year. However, with assistance from CIP we were able to provide distance mediation training to our mediators and allocate funds for technology so distance mediations could continue to be held.

What assistance or support would be helpful from the CBCC or the Children's Bureau to help move the project forward?
Nevada would like to collaborate with other CIPs interested in piloting the dependency mediation modeled in Nevada to determine the effectiveness of such a program in other jurisdictions. After several states have piloted JDMP, CBCC assistance in assessing a more global effectiveness would be appreciated.

Hearing Quality Project:
REMOTE HEARING STUDY

Provide a concise description of the hearing quality project selected in your jurisdiction.
In response to COVID-19 and the need to implement virtual hearings to avoid delaying court proceedings, CIP contracted with Dr. Alicia Summers from Data Savvy Consulting, and Dr. Sophie Gatowski with Systems Change Solutions, Inc. to survey our child welfare court and agency professionals' with a separate survey being provided to parents involved in child welfare cases. The goal of the study was to evaluate the efficiency and effectiveness of remote hearings, while identifying areas for improvement (Appendix B).

The professionals' survey was designed for judges, state attorneys, parent attorneys, child advocates, and child welfare professionals who are currently working in the child welfare court system. The survey including questions about participant:

- Role
- Platform used for virtual hearings
- Perception of parties' presence at hearings
- Perception of access challenges for parents and youth
- Identification of any successes they have had engaging parents and youth
- How they share evidence
- Whether they want to continue virtual hearings
- Perceptions of differences between remote and in-person practice

The parent surveys focused on parents' perceptions of the court process, whether they had an attorney for the process, and they were asked to rate their agreement on a 5-point scale ranging from strongly disagree to strongly agree on 15 statements related to their access, wait time, understanding, and general perceptions of the virtual process.

Approximate date that the project began:

December 2020

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

How was the need for this project identified? (Phase I)
In March of 2020, the COVID-19 global pandemic drastically affected everyday life. In efforts to reduce the spread of the virus, governments issued guidance on public interactions that included stay at home orders and closing of many types of businesses. Child welfare court hearings, which have long occurred primarily in-person at court houses, had to make changes to practice to ensure safety of professionals and all parties alike. Responses to the pandemic varied, including delaying court hearings, moving court hearings to hybrid in-person/virtual formats, and moving to a completely virtual hearing process (Summers & Gatowski, 2020).

Participants were asked if they wanted to continue virtual hearing practice once business goes back to you normal and the study confirmed the following:

- Yes, all hearings – 18%
- Yes, discrete hearings – 8%
- Yes, on a case-by-case basis – 52%
- No – 22%

In summary, 78% of participants said yes to the continuation of virtual hearings, with the majority (52%) confirming they would consider it on a case-by-case basis.

Benefits of Virtual Hearings

- Facilitates greater attendance of parties
- Reduced delays
- Improved efficiency and productivity
- Improved communication among hearing participants
- Improved communication with the judge
- Less stressful
- Provided options
- Improved access to representation

Negatives of Virtual Hearings

- Effective communication negatively impacted
- More difficult for attorneys to prepare
- Virtual courtroom management issues
- Not suitable for some hearing types

Things to Consider

- Complexity of the case
- Domestic violence cases
- Needs of parents

What is the theory of change for the project? (Phase II) *If you do not yet have a theory of change and/or would like assistance, please indicate such in the space below.*
The theory is that by providing the judiciary and their Community Improvement Council's (CICs) data to help them identify what works and what doesn't in regards to providing virtual hearings, judges and fellow court stakeholders will be better equipped when determining if and when to continue to allow virtual hearings as an option for future essential hearings.

Have you identified a solution/intervention that you will implement? If yes, what is it? (Phase III)
Yes. Nevada does not offer a unified court system and as such, each Judicial District will determine how and when they will allow virtual hearings in the future. By conducting the remote hearing study and providing the results to each of the jurisdictions, they will be better informed as they determine what works best for their jurisdiction.

What has been done to implement the project? (Phase IV)
CIP has provided each of the Dependency Judges as well as the Community Improvement Councils (CIC's) with a copy of the study and the Chief Justice has requested the studies be added to the Public Comment section of the upcoming ADKT 0581: In the Matter of the Creation of a Commission to Study Best Practices for Virtual Advocacy in Nevada's Courts.

How are you or how do you intend to monitor the progress of the project? (Phase V). Be specific in terms of what type of evaluation (e.g., fidelity or outcome, comparison group, etc.) and what results you have, if any. If you have already evaluated your effort, how did you use these data to modify or expand the project?
Remote hearings will be included as an Action Item for each of the jurisdiction at this years' annual CIC Summit. By including this item, each jurisdiction will be able to continue monitoring the use of remote hearings and provide their data for future surveys and/or studies.

Have there been notable factors that delayed or accelerated this effort?
No. Nevada is only now beginning to open up so most jurisdictions are in the "discussion" phase of how future essential hearings will be held.

What assistance or support would be helpful from the CBCC or the Children's Bureau to help move the project forward?
No assistance or support is needed from the CBCC or CB at this time.

Quality Legal Representation Project:

THE QUALITY OF LEGAL REPRESENTATION IN DEPENDENCY CASES IN NEVADA

Provide a concise description of the quality legal representation project selected in your jurisdiction.

Evaluate current representation models and quality of legal representation for all parties in dependency cases in Nevada.

Approximate date that the project began:

March 2020

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

Implemented, evaluating, and fine tuning.

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

Quality legal representation is central to ensuring due process and thus it is essential for all parties in a child welfare proceeding. However, CIP understands this is not always achieved and wants to better understand the current representation models, as well as the quality of legal representation in child welfare cases.

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

The theory is that by providing high-quality legal representation to children and parents in dependency cases, the following will occur (Ensuring High-Quality Legal Representation for Parents and Children, 2021):

- Leads to more timely family reunifications and use of kinship care.
- Helps ensure a well-functioning child welfare system
- Ensures judges have the information they need to make informed decisions in court cases involving children and families.
- Ensures parties' rights are protected, their voices are heard in court, and the legal system treats them fairly.
- Promotes greater understanding of the court process by parties.
- Saves the system money.
- Promotes positive case outcomes for parties by increasing presence and participation in court.

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

No, due to COVID-19 we are in the early stages of implementing this project.

What has been done to implement the project? (Phase IV)
CIP contracted with Dr. Alicia Summers and Dr. Sophie Gatowski to conduct an exploratory and baseline assessment of legal representation for parents and children in dependency cases (Appendix C). The goal of the study was to provide a list of performance measures that can be used in future evaluations. Additionally, the study was to provide baseline data about parents' and children's attorneys' performance that can be used in future evaluation efforts assessing interventions, trainings, or other practice improvements focused on enhancing parent and child representation.

How are you or how do you intend to monitor the progress of the project? (Phase V). Be specific in terms of what type of evaluation (e.g., fidelity or outcome, comparison group, etc.) and what results you have, if any. If you have already evaluated your effort, how did you use these data to modify or expand the project?
As part of the CIP continual quality improvement efforts, CIP contracted with Drs. Alicia Summers and Sophia Gatowski to conduct an exploratory and baseline study of legal representation for parents and children in dependency cases (Appendix C). As our state begins holding in-person hearings we will disseminate another survey to continue evaluating quality legal representation in dependency cases in Nevada. By evaluating the comparison data, CIP will be able to identify the resources, workgroups or training needed for stakeholders to improve Nevada's QLR efforts

Features of high-quality legal representation for parents based on survey respondents:

- Being well-versed in the facts of the case and the law
- Frequently meeting with clients
- Being a strong advocate in hearings
- Assisting parents with understanding the court process
- Understanding the issues faced by families involved in the child welfare system

How parents' attorneys can improve, based on survey respondents:

- Better communication with clients
- More frequent and meaningful contact with clients
- More training on child welfare law, topics, and issues facing families in dependency cases (particularly for private attorneys)
- Better understanding of the child welfare agency's policies and practice model
- Better understanding of collaborative team/problem-solving approach in child welfare cases

How children's attorneys/advocates can improve, based on survey respondents:

- Meeting with the child/youth they represent more frequently
- More training on trauma

- Better understanding of available community resources
- Reduced caseloads in order to facilitate more frequent and meaningful engagement with the child/youth

Have there been notable factors that delayed or accelerated this effort?
Yes, complications due to practice and priority changes because of COVID-19 made a more in-depth study impractical.

What assistance or support would be helpful from the CBCC or the Children's Bureau to help move the project forward?
Once new comparison data is evaluated, CIP may need assistance with workgroups, trainings or resources and perhaps new practice implementation.

II. Trainings, Projects, and Activities For questions 1-12, provide a ***concise*** description of work completed or underway to date in FY 2020 (October 2019-June 2020) in the below topical subcategories. For question 1, focus on significant training events or initiatives held or developed in FY 2020.

1. Trainings

Topical Area	*Did you hold or develop a training on this topic?*	*Who was the target audience?*	*How many persons attended?*	*What type of training is it? (e.g., conference, training curriculum/program, webinar)*	*What were the intended training outcomes?*	*What type of training evaluation did you do? S=Satisfaction, L=Learning, B=Behavior, O=Outcomes*
Data	☒Yes ☐No	Courts/Stakeholders/Community Improvement Councils	90	Conference	Identify areas in need of improvement and development of Action Plan to improve timeliness, permanency, and hearing quality	☐S ☐L ☐B ☒O ☐N/A
Hearing quality	☒Yes ☐No	Courts/Stakeholders/Community Improvement Councils	90	Conference	Identify areas in need of improvement and development of Action Plan to improve timeliness, permanency, and hearing quality	☐S ☒L ☐B ☐O ☐N/A
Improving timeliness/ permanency	☒Yes ☐No	Courts/Stakeholders/Community Improvement Councils	90	Conference	Identify areas in need of improvement and development of Action Plan to improve timeliness, permanency, and hearing quality	☐S ☐L ☐B ☒O ☐N/A

Topical Area	*Did you hold or develop a training on this topic?*	*Who was the target audience?*	*How many persons attended?*	*What type of training is it? (e.g., conference, training curriculum/program, webinar)*	*What were the intended training outcomes?*	*What type of training evaluation did you do? S=Satisfaction, L=Learning, B=Behavior, O=Outcomes*
Quality legal representation	☒Yes ☐No	Courts/Stakeholders/Community Improvement Councils	90	Conference	Identify areas in need of improvement and development of Action Plan to improve timeliness, permanency, and hearing quality	☐S ☒L ☐B ☐O ☐N/A
Engagement & participation of parties	☒Yes ☐No	Courts/Stakeholders/Community Improvement Councils	480	Online	Increase knowledge of all NRS 432B stakeholders on the basics and benefits of juvenile dependency mediation	☐S ☐L ☐B ☒O ☐N/A
Well-being	☐Yes ☒No					☐S ☐L ☐B ☐O ☐N/A
Disparity/Disproportionality	☒Yes ☐No	Courts/Stakeholders/Community Improvement Councils	90	Conference	Identify areas in need of improvement and development of Action Plan to improve timeliness, permanency, and hearing quality	☐S ☒L ☐B ☐O ☐N/A
ICWA/Tribal collaboration	☐Yes ☒No					☐S ☐L ☐B ☐O ☐N/A
Sex Trafficking	☐Yes ☒No					☐S ☐L ☐B ☐O ☐N/A
Normalcy/Reason. Prudent Parent	☐Yes ☒No					☐S ☐L ☐B ☐O ☐N/A

Topical Area	*Did you hold or develop a training on this topic?*	*Who was the target audience?*	*How many persons attended?*	*What type of training is it? (e.g., conference, training curriculum/program, webinar)*	*What were the intended training outcomes?*	*What type of training evaluation did you do? S=Satisfaction, L=Learning, B=Behavior, O=Outcomes*
Prevention	☐Yes ☒No					☐S ☐L ☐B ☐O ☐N/A
Safety	☐Yes ☒No					☐S ☐L ☐B ☐O ☐N/A
Other:	☐Yes ☒No					☐S ☐L ☐B ☐O ☐N/A

On average, how many training events do you hold per year?
Two or three training events are held each year with additional webinars and on-line trainings recorded and available. However, all events were held virtually this past year due to COVID-19.

What is your best prediction for the number of attorneys and judges that will participate in a training annually?
400 attorneys and judges have been trained by our various trainings annually. We witnessed a slight increase this year, most likely due to the increase in virtual trainings that were made available as well as the increase in recorded trainings, and the ability to attend at a time that was convenient for the individual.

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

> (1)[1] IN GENERAL.— In order to be eligible to receive a grant under this section, a highest State court … *shall provide for the training of judges, attorneys, and other legal personnel in child welfare cases on Federal child welfare policies and payment limitations with respect to children in foster care who are placed in settings that are not a foster family home…–*

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

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

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

FFPSA has been a topic of discussion during monthly Statewide Quality Improvement Committee meetings, DCFS provides regular updates to the CIP Select Committee, and DCFS provided an update at the 2020 virtual Community Improvement Council Summit.

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

If yes, please describe what you have done.

Nevada was originally planning to implement FFPSA in October 2019, CIP developed and conducted our Family First judicial training September 2019. Since that time, further delays have impeded the progress of implementing FFPSA, but the Nevada Department of Health and Human Services is hoping to have their plan submitted and approved by the Children's Bureau for implementation by October 2021.

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

   Do you have a data project/activity? ☒ Yes ☐ No

Project Description	**How would you categorize this project?**	**Work Stage (if applicable)**
CFS775 Reports: The purpose of this project is to provide court performance measure data near real-time to help manage caseloads and thereby achieve additional key milestones and improve outcomes for children (Appendix D).	Data dashboards	Implementation
Judicial Data Summaries (Appendix E)	Data dashboards	Implementation
Weekly Short Stayer Report (2nd JD) (Appendix F)	Data dashboards	Implementation

   (a) Do you have data reports that you consistently view? X Yes ☐ No

   (b) How are these reports used to support your work? All decisions, projects, activities and support to courts and CIC's undertaken by CIP is data driven. The CIC's regularly reference their data during meetings and when assessing the impact of their activities. CIP uses all the data sources to determine where CIC's may wish to focus their efforts.

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

   Do you have a hearing quality project/activity? ☒ Yes ☐ No

Project Description	How would you categorize this project?	Work Stage (if applicable)
Remote Hearing Study (Appendix G)	Process Improvements	Implementation
432 Legislative Subcommittee (NRS 432B) – Makes various language changes to the protection of children	Process Improvements	Implementation
Statewide Court Order Templates (ADKT 0581)	Process Improvements	Implementation

4. **Improving Timeliness of Hearings or Permanency Outcomes.** Timeliness and permanency projects include any activities or projects meant to improve the timeliness of case processing or achievement of timely permanency. This could include general timeliness, focus on continuances or appeals, working on improvement in specific outcomes such as around reunification, guardianship, adoption or a focus on APPLA and older youth.

   Do you have a timeliness or permanency project/activity? ☒ Yes ☐ No

Project Description	How would you categorize this project?	Work Stage (if applicable)
PIP 3.4.1 Workgroup: TPR Barriers	Continuances/Delays	Develop Theory of Change
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

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

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

Project Description	How would you categorize this project?	Work Stage (if applicable)
Juvenile Dependency Mediation Program	Parent Engagement	Evaluation/Assessment
PIP 3.1.2: Court Process Guide for Families (Attachment H)	Caregiver Engagement	Implementation
PIP 3.1.2 Court Process Road Map (Attachment I)	Caregiver Engagement	Implementation

6. **Well-Being.** Well-being projects include any efforts related to improving the well-being of children and youth. Projects could focus on education, early childhood development, psychotropic medication, trauma, social network support, cultural connections, or other well-being related topics.

   Do you have any projects/activities focused on well-being? ☒ Yes ☐ No

Project Description	How would you categorize this project?	Work Stage (if applicable)
Boosted Diplomas	Education	Implementation
Secondary Trauma	Social network supports	Evaluation/Assessment
	Choose an item.	Choose an item.

7. **Disparities/Disproportionalities.** These projects include any efforts related to improving equity in child welfare systems whether around race, sexual orientation or gender identity, national origin or immigration status, persons with disabilities, geographic or otherwise.

   Do you have any projects/activities focused on disparities/disproportionalities? X Yes ☐ No

Project Description	How would you categorize this project?	Work Stage (if applicable)
Disparity/Disproportionality	Race	Identifying/Assessing Needs
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

8. **ICWA/Tribal collaboration.** These projects could include any efforts to enhance state and tribal collaboration, state and tribal court agreements, data collection and analysis including of ICWA practice.
   Do you have any projects/activities focused on ICWA or tribal collaboration? ☐ Yes ☒ No

Project Description	How would you categorize this project?	Work Stage (if applicable)
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

9. **Preventing Sex Trafficking.** These projects could include work around domestic child sex trafficking, a focus on runaway youth, collaboration with other agencies around this topic, data collection and analysis, data sharing, or other efforts to fully implement these sections of the Preventing Sex Trafficking and Strengthening Families Act into practice.
   Do you have any projects/activities focused on preventing sex trafficking/runaways? ☒ Yes ☐ No

Project Description	How would you categorize this project?	Work Stage (if applicable)
Collaboration with CJA Task Force	Sex Trafficking	Identifying/Assessing Needs
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

10. **Normalcy/Reasonable and Prudent Parent.** These projects could include any work around normalcy or the reasonable and prudent parent standard or practices, collaboration with other agencies around this topic, data collection and analysis, data sharing, or other efforts to fully implement these sections of the Preventing Sex and Strengthening Families Act into practice.

    Do you have any projects/activities focused on normalcy/reasonable prudent parenting? ☐ Yes ☒ No

Project Description	**How would you categorize this project?**	**Work Stage (if applicable)**
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

11. **Prevention.** Prevention projects include work around preventing child maltreatment including primary prevention (preventing maltreatment from occurring in the first place), secondary, and tertiary prevention.

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

Project Description	**How would you categorize this project?**	**Work Stage (if applicable)**
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

12. **Safety.** Safety projects are those that focus on decision-making around safety including decision-making practices in substantiation, removal, family time/visitation, and decisions about safety in out of home placements.

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

Project Description	How would you categorize this project?	Work Stage (if applicable)
Statewide Quality Improvement Committee (SQIC)	Collaboration with other agencies	Implementation
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

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

1. Please describe how the CIP was involved with the state's CFSP due June 30, 2021.

a. Does the CFSP include any of the following:

☒ the CIP/Agency Joint Project
☒ the Hearing Quality Project
☒ the Legal Representation Project
☒ other judicial strategies
☒ other attorney strategies

If *yes*, please describe.
CIP has and continues to participate in the Statewide Quality Improvement Committee (SQIC), is part of the DCFS Core PIP Team and attends the Children's Bureau's NV-CFSR monthly meetings.

CIP/Agency Joint Project: Online Juvenile Dependency Mediation Program training was developed and provided to all stakeholders including child welfare staff who regularly participate in mediations.

Hearing Quality Project: In response to COVID-19 and the governments' guidance on public interactions, which included stay at home orders and the closing of many businesses, including courthouses, a Remote Hearing Study was conducted to evaluate the effectiveness of virtual hearings.

CIP 432B Legislative Subcommittee made language changes to multiple NRS 432B statutes related to the protection of children. This resulted in the unanimous passage of AB426 during the 2021 Legislative Session.

Legal Representation: An initial study was conducted but due to COVID-19 and the impact it had on our ability to gather the data needed to properly evaluate, CIP is in the process of re-launching this project.

Judicial/Attorney Strategies: As part of CIP's activities toward improving the outcome of Nevada's children in abuse and neglect cases, it developed a set of standardized forms/court order templates. These forms are designed to increase compliance with federal law and regulations, and make practice in abuse and neglect cases consistent across Nevada. The forms were adopted by the Nevada Supreme Court April 2021.

2. Please describe how the CIP was or will be involved in the most recent/upcoming title IV-E Foster Care Eligibility Review in your state. Nevada and CIP have been focused on the CFSR, PIP activities, along with CIP's annual self-assessment and strategic plan that IV-E Review has not been discussed.

3. Please describe how the CIP was or will be involved in preparing and completing round 3 of the CFSR and PIP, if required, in your state.

- CIP is a member of the CORE PIP team, the SQIC and the Juvenile Dependency Mediation Program is deeply embedded in both the PIP and the CFSR as the joint agency/court CIP project. To ensure all agency personnel who regularly participate in mediations are well trained on expectations and how to participate successfully in mediations, DCFS Leadership put forth an Information Memorandum requiring attendance at CIP produced trainings.

- The Community Improvement Councils are an integral part of the PIP as they have become integral in the dependency system.

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

☒ the CIP/Agency Joint Project
☐ the Hearing Quality Project
☐ the Legal Representation Project
☒ other judicial strategies
☒ other attorney strategies

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

- The Community Improvement Councils and annual CIC Summit are inclusive of all dependency stakeholders.
- There is amazing support and collaboration between DCFS and CIP that allows for easy flow of information between the two

5. What barriers exist in your state that make effective joint child welfare program planning and improvement challenging?
None

6. Does the state child welfare agency currently offer professional partner training to judges, attorneys, and court personnel as part of its Title IV-E Training Plan?
If yes, please provide a brief description of what is provided and how.

If no, have you met with child welfare agency leadership to discuss and explore utilizing professional partner training for judges, attorneys and court personnel? This was discussed previously, but due to COVID-19 and addressing those immediate needs, there have been no further discussions regarding using IV-E for training. However, in collaboration with the child welfare agency we developed training that addresses permanency, which included Concurrent Planning, Reasonable Efforts, Compelling Reasons and KinGAP , specifically for our dependency judges, but have encouraged other court stakeholders to take the course in an effort to provide consistency across the state.

Have you talked with your agency about accessing Title IV-E funding for legal representation for parents or for children? Is your state currently planning to seek or currently receiving reimbursement? If yes, describe any plans, approaches, or models that are under consideration or underway.
The Child Welfare Legal Representation program to fund youth and/or parent attorney's fees through Title IV-E funding was included in DCFS' Public Assistance Cost Allocation Plan (PACAP) and submitted to our federal partners on April 21, 2021 with an effective date of April 1, 2020. With submission of the PACAP, the program is fully functional and we now have the ability to issue reimbursement payments to existing subrecipients.

IV. CQI Current Capacity Assessment

1. Has your ability to integrate CQI into practice changed this year? If yes, what do you attribute the change to?

2. Which of the following CBCC Events/Services have you/your staff engaged in this past year?

☐ Judicial Academy
☐ CQI Consult (*Topic*:_____)
☐ Virtual Evidence-Building Workshop

☒ Constituency Group - Data/Evaluation
☒ Constituency Group - Family First Prevention Services Act
☒ Constituency Group - Hearing Quality
☒ Constituency Group - ICWA
☒ Constituency Group - New Directors
☒ Constituency Group - Virtual Hearings/Court Processes
☐ Constituency Group - Other _____

☒ CIP All Call –- *What % of All Calls does your CIP participate in? 95%*

3. Do you have any of the following resources to help you integrate CQI into practice?
☒ CIP staff with data expertise
☒ CIP staff with evaluation expertise
☒ Consultants with CQI expertise
☒ a University partnership
☒ a statewide court case management system
☒ Contracts with external individuals or organizations to assist with CQI efforts
☒ Other resources: SQIC Committee/DCFS

3a. Do you record your child welfare court hearings? ☒ Yes ☐ No
If yes, are they ☒ audio ☒ video

3b. Can you remotely access your court case management system? *For example, Odyssey systems often allow remote access to case files.*

☐ Yes ☒ No

3c. What court case management software does your state use? If multiple, please indicate the most common:
Odyssey

3d. Have you employed any new technology or applications to strengthen your work?

CIP provided Vaddio Bridges to multiple jurisdictions so they could conduct virtual hearings; ensured JDMP mediators had Zoom accounts to conduct distance mediations; and secured statewide agreement with Optima, the software provider for CASA/GAL programs.

4. Please describe any continuity planning the CIP has led or has been involved in if not noted above. Continuity planning includes prevention and recovery planning for threats such as public health crises, natural disasters, or cyber-attacks. This may include, for example, technology support for remote hearings or legal representation, developing guidance, coordinating with other agencies, or otherwise ensuring back-up approaches are in place to ensure needed services are able to continue. Continually evaluating the effectiveness of virtual hearings.

5. Considering the phases of change management and how you integrate these into practice, are there phases of the process (e.g., Phase I-need assessment, Phase II-theory of change) that you struggle with integrating more than others? Phase V – how to monitor effectiveness of project/process.

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

- How to evaluate training effectiveness.
- How to effectively share data between child welfare agencies and the courts.

DEFINITIONS

Definitions of Evidence

Evidence-based practice – evidence-based practices are practice that have been empirically tested in a rigorous way (involving random assignment to groups), have demonstrated effectiveness related to specific outcomes, have been replicated in practice at least one, and have findings published in peer reviewed journal articles.
Empirically-supported- less rigorous than evidence-based practices are empirically-supported practices. To be empirically supported, a program must have been evaluated in some way and have demonstrated some relationship to a positive outcome. This may not meet the rigor of evidence-base, but still has some support for effectiveness.
Best-practices – best practices are often those widely accepted in the field as good practice. They may or may not have empirical support as to effectiveness, but are often derived from teams of experts in the field.

Definitions for CQI Phases

Identifying and Assessing Needs – This phase is the earliest phase in the process, where you are identifying a need to be addressed. The assessing needs phase includes identifying the need, determining if there is available data demonstrating that this a problem, forming teams to address the issue.
Develop theory of change—This phase focuses on the theorizing the causes of a problem. In this phase you would identify what you think might be causing the problem and develop a "theory of change". The theory of change is essentially how you think your activities (or intervention) will improve outcomes.
Develop/select solution—This phase includes developing or selecting a solution. In this phase, you might be exploring potential best-practices or evidence-based practices that you may want to implement as a solution to the identified need. You might also be developing a specific training, program, or practice that you want to implement.
Implementation – the implementation phase of work is when an intervention is being piloted or tested. This includes adapting programs or practices to meet your needs, and developing implementation supports.
Evaluation/assessment – the evaluation and assessment phase includes any efforts to collect data about the fidelity (process measures: was it implemented as planned?) or effectiveness (outcome measures: is the intervention making a difference?) of the project. The evaluation assessment phase also includes post-evaluation efforts to apply findings, such as making changes to the program/practice and using the data to inform next steps.

Paperwork Reduction Act

Under the Paperwork Reduction Act of 1995 (P.L. 104-13), an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid Office of Management and Budget (OMB) Control Number. The OMB control number for this collection is 0970-0307 and it expires 11/30/2022. The estimated time to complete the CIP Complete Application is 92 hours