

OMB Control No: 0970-0307

## **Washington State Court Improvement Program 2016 Annual Self-Assessment Report**

*This assessment creates an opportunity for each Court Improvement Programs (CIPs) to reflect on its work, why the work is being done and if efforts are having the intended results. Questions are designed to solicit candid responses that help you identify what is working well, areas that need improvement and the type of support that would be most helpful. This is intended to be a helpful tool for all CIPs and a resource for the Children's Bureau to identify how best to use federal resources.*

*The report is comprised of seven sections with corresponding questions. Section I asks CIPs to identify two high resource and or high priority projects and discuss them in-depth from a CQI perspective. Section II focuses on current priority areas and driving forces within your state that may be affecting your work. Section III requests a concise accounting of projects/activities in specific topical areas. Section IV focuses on collaborative efforts. Section V asks about CQI needs. Section VI asks you to do a self-assessment of your CIP's current capacity. Section VII provides a space for you to report on your timeliness and other performance measures.*

### **I. CQI Analyses of Projects**

*Identify **two (2)** of your highest priority/highest resource CIP projects that were in some stage of the CQI process in FY 2016. Review and respond to the questions below about these projects. We understand you may be early in the process and may not be able to answer all of these questions. If applicable, indicate where you were in the process when the fiscal year ended and what plans you have for furthering the work. For each project identified, please complete the following seven steps.*

## **Project # 1 - PARENTS FOR PARENTS (P4P) PROGRAM**

Parents for Parents is an early engagement, peer mentoring and education program that promotes the safe and timely reunification of children with their parents, or an alternative permanency outcome when reunification is not a viable goal. Parent Allies, who have successfully navigated the child welfare system, provide outreach and mentoring for the program. Beginning with a Pierce County pilot project in 2005, CIP funds have supported the implementation of P4P programs, which has expanded to 11 out of 39 counties in Washington State.

1. ***Identify and assess needs.*** There is a need to engage both mothers and fathers earlier in the dependency process so that permanency for children is not delayed. The goal was to provide accurate information and encouragement to the parents about the dependency process from sources which are credible to them (parents who have successfully navigated the dependency system and reunited with their children.) Initially, statistics for the Pierce County region indicated that there was a much higher reunification rate for children who are returned to their parents within 12 months of their original date of placement. Immediate engagement in services and the court process is critical. Of the 179 dependency petitions filed November 2004 through February 2005, 63% were not in compliance with court ordered services at the first review hearing.
2. ***Develop theory of change.*** Early outreach and education helps shift the attitudes of parents involved in the dependency court system from anger and resentment to acknowledgment and acceptance, enhances parents' engagement in court-ordered plans in the dependency system, and increases the likelihood of family reunification.
3. ***Develop/select solution.*** Initially, the Pierce County pilot project included a coordinator and parent ally, who attend the shelter care hearings. Dependency 101 classes were offered and a Dependency 101 video was created.
4. ***Describe the implementation of the project.*** After seeing the success of the Pierce County pilot project, other counties gradually came on board via a CIP funded contract with Children's Home Society (CHS). CHS not only expanded the program into ten other counties, but also developed a start-up guide and ensures consistency in program design and implementation by working with each county to develop structure which includes the following:
  - P4P leadership team comprised of key stakeholders and a veteran parent leader.
  - Organization to sponsor the P4P program
  - Written guidelines on starting P4P
  - Training and technical assistance for startup and implementation.
  - Program incorporates essential program standards and builds on local interests and

resources.

- Provide payment for part-time parent ally leadership as well as program and administrative costs.

Once this structure is in place, the following services can be provided:

- Outreach and support to parents at dependency-related hearings, beginning with the shelter care hearing
- A class that educates parents about the dependency system they must navigate in order to have their children returned, empowers them with tools and resources they need to be successful with their case plan, and provides information that helps them understand and support the needs of their children
- Ongoing individual peer support to help parents involved with the child welfare system
- Curriculum-based peer support groups.
- In 2016 a learning community was developed for the Parents for Parents programs to share information and resources across programs through statewide conference calls.
- One program developed a Dependency 101 video tape to take to corrections facilities on a monthly basis and assist incarcerated parents involved in dependency cases.

While CIP funds were used for implementation, each program was responsible to find a sustainable funding source. Most were able to contract with Children's Administration (CA), however, due to impending budget cuts, in 2014 CA announced they would no longer be able to fund the P4P programs. The various P4P stakeholders and proponents (including many judicial officers) were influential in legislation that was passed to fund the existing P4P programs. The 2015 legislation also included a component for further evaluation.

5. ***Describe any monitoring/evaluations/assessments of your project and how you intend to apply the findings.***

- March 2009 – Partners for our Children conducted an evaluation of the Pierce County Parent to Parent Program, which concluded that participation in the program created a more positive working relationship between parents and social workers, as well as greater empathy of the stakeholders in their work with parents. There was a preponderance of evidence suggesting that the program has promise and should be tested with a more rigorous design.
- September 2011 – The National Council of Juvenile and Family Court Judges (NCJFCJ) conducted an evaluation of the Parent to Parent program in King County, which concluded that the program appears to be a useful tool in changing attitudes of participants involved in the child welfare system and may also be helpful in improving case outcome.

- October 2011 – NCJFCJ conducted an evaluation of the Parent to Parent program outcomes in King County, which concluded that the program encourages parental engagement in areas that have previously been shown to improve outcomes, such as increased parental participation in the hearings and compliance with visitation and case plans. It was recommended that future research explore the program further to specifically examine any differences that may occur in case outcomes as a result of participation in Dependency 101.
- September 2013 - NCJFCJ conducted an evaluation which included an additional examination of case outcomes and racial differences in the King County Parents for Parents program. The evaluation concluded that parents who participated in Dependency 101 were more likely to be reunified compared to all other outcomes compared to families who did not participate. Caucasian families who participated in Dependency 101 were more likely to be reunified than to have their parental rights terminated. No association was found for African American families or Native American families. However, it was recommended that due to the small sample size, further evaluation is needed.
- As required by the 2015 legislation mentioned above, the Children’s Home Society contracted with Chapin Hall, University of Chicago, to conduct a more thorough evaluation. The initial evaluation will look at whether or not parents who receive support at dependency court through the program have increased rates of attendance at court hearings, compliance with court-ordered services and visitation, and it will identify what the participants’ overall understanding is of the dependency court process. This evaluation will be conducted on P4P programs in at least three different counties. A subsequent evaluation will be completed by December 2019 which will include statistics demonstrating the effect of the program on reunification rates and lengths of time families were engaged in the dependency court system before achieving permanency. The results of these evaluations will be provided to the legislature and other stakeholders, to determine if the P4P program should be implemented statewide and what portions of the program are key components for success.
- In 2016 CIP funds were used to contract with CHS to provide ongoing support and technical assistant to programs to ensure model fidelity and maintain statewide data that tracks program participants in Parents for Parents activities and parent ally demographics. CIP funds were also used it assist with the implementation of the P4P program in Whatcom County.

6. Is this project a priority for you in 2016?    Yes     No

7. Would you like a CQI consult around this project? Yes     No

## **Project # 2 - ESTABLISHING BIOLOGICAL PATERNITY EARLY PILOT PROJECT**

The purpose of the Establishing Biological Paternity Early Pilot Project is to significantly reduce the time to determine paternity in dependency and termination cases. The five pilot courts provide no-cost, easily accessible and rapid DNA testing to alleged fathers in dependency and termination cases.

1. ***Identify and assess needs.*** In Washington State there is no statutory authority to appoint counsel for alleged fathers in dependency cases. Pro se litigants trying to negotiate the process of establishing paternity find that it tends to be very time consuming and prohibits the alleged fathers from being parties in the case, which extends the time before an alleged father can be ordered into services and ultimately prolongs the establishment of permanency for children.
2. ***Develop theory of change.*** If the courts could provide reliable, fast, and inexpensive paternity test results, which will greatly reduce the number of days to determine paternity, this will allow fathers to engage earlier in the dependency process. Early identification enables:
  - a. Courts to place children with fathers and paternal relatives at the beginning of a case in appropriate situations.
  - b. Courts to order early and frequent visitation with fathers.
  - c. Fathers to participate in the case plan and services without delay.
  - d. Courts to better meet the ASFA timelines.
3. ***Develop/select solution.*** The Office of Public Defense (OPD), Attorney General's Office (AGO), judicial officers and others from the pilot counties worked together to develop a proposal which was submitted to the CIP Director. The proposal included information listed above, as well as estimated numbers of tests per pilot site.
4. ***Describe the implementation of the project.***
  - a. The CIP Director vetted the project through the CIP Steering Committee.
  - b. A contracted testing rate of \$30/test was negotiated with a national testing facility.
  - c. Each court worked with the Attorney General/Prosecutor's office to estimate the number of cases filed with alleged fathers to estimate the funds needed to provide testing to all alleged fathers over one year.
  - d. The CIP Director met with court research staff to develop a process for evaluating the project, which included the use of special docket codes.
  - e. Each of the five pilot counties developed an implementation plan that met the needs for their dependency system, and also met the evaluation criteria, which included

the use of special docketing codes for tracking timeliness.

5. ***Describe any monitoring/evaluations/assessments of your project and how you intend to apply the findings.***

- a. Progress reports were due every six months that included the number of tests completed, average time between the request for a DNA test and the results, and any barriers that had arisen during the project.
  - b. It took a while to get the program started and there weren't as many tests as expected, so it was decided to continue the program for another year. Also one of our larger counties requested to join the pilot project, which provided a larger sample size for evaluation purposes.
  - c. A new spreadsheet was created for collecting the data to assist in the evaluation.
  - d. At the end of the first year, a web-conference call was held with the CIP Director, research analyst, OPD project lead, and pilot project stakeholders to review the importance of using the docketing codes and discuss barriers each county had experienced, along with solutions.
  - e. OPD worked with ATG regarding case files to review for a comparison study to length of time for cases prior to the pilot project.
  - f. The pilot projects ended August 31, 2016 and final project reports were submitted. The results will be reviewed and developed into an evaluation to be distributed to pilot project leadership, CIP Steering Committee, Superior Court Judges Association Family and Juvenile Law Committee, Commission on Children in Foster Care, and juvenile court partners throughout Washington State to determine if this project should be replicated statewide. A preliminary look at the reports shows the pilot project resulted in cost savings and increased placement with biological fathers and paternal relatives.
6. Is this project a priority for you in 2016?     Yes     No
7. Would you like a CQI consult around this project?  Yes     No

**II. Trainings, Projects, and Activities** For questions 1-9, provide a **concise** description of work completed or underway in FY 2016 (October 2015-September 2016) in the below topical subcategories.

For question 1, focus on significant training events or initiatives held or developed in FY 2016 and answer the corresponding questions.

**1. Trainings**

<i>Topical Area</i>	<i>Did you hold or develop a training on this topic?</i>	<i>Who was the target audience?</i>	<i>What were the intended training outcomes?</i>	<i>How did you evaluate this training?</i>
Data	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	FJCIP courts that do not currently track dependency data.	Improve use of available data for systems improvement.	Customer satisfaction.
Hearing quality	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Judicial Officers	Improved understanding of the relationship between health and decision-making, also training on implicit bias.	Subjective opinions of training participants
Improving timeliness/permanency	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Judicial Officers FJCIP Coordinators	Better practice around the safety framework and parent-child visitation.	Subjective opinion of training participants.
Quality legal representation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parent Attorneys	Better practice regarding parent-child visitation.	Subjective opinion of training participants.
Engagement & participation of parties	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Judicial Officers FJCIP Coordinators	Deeper understanding of experience and engagement practices for working with youth and parents in dependency system.	Subjective opinion of training participants.
Well-being	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Judicial Officers FJCIP Coordinators	Deeper understanding of trauma experienced by youth in the dependency system.	Subjective opinion of training participants.
ICWA	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Judicial Officers, FJCIP Coordinators Social Workers, Agency, Parent and Child Attorneys	Increase knowledge of new ICWA regulations and increase relationships between states and tribes.	Subjective opinion of training participants.
Sex Trafficking	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

<i>Topical Area</i>	<i>Did you hold or develop a training on this topic?</i>	<i>Who was the target audience?</i>	<i>What were the intended training outcomes?</i>	<i>How did you evaluate this training?</i>
Other: Annual Children’s Justice Conference	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Multi-Disciplinary stakeholders in statewide dependency system	Several, including regular annual updates on legislation and case law, reporting on system innovation around foster youth transition planning, parent engagement, to trauma responsive courts.	Subjective evaluation of training.

*Questions 2-9 ask you to indicate (yes/no) if you worked on a project or activity in a specific topical area. If the answer is yes, that you conducted a project or activity in the area, please complete the table. If the answer is no, skip to the next question. For each project/activity worked on, please provide a brief description, categorize the project by selecting one of the sub-categories available in the drop down menu (e.g., for quality hearings, the sub-categories include court observation/assessment, process improvements, specialty/pilot courts, court orders/title IV-E, mediation, appeals, other) and identify the stage of your work by selecting the appropriate stage from the drop down menu (identifying and assessing needs, developing a theory of change, selecting a solution, implementing your project, or assessing/evaluating your work)<sup>1</sup>.*

*In the space provided under Project Description, please describe the purpose of the project or activity and how the project or activity will contribute to continuous quality improvement (CQI) in the identified area. Use the “other” categories to include specific projects that are important to you but do not necessarily fit as part of the CQI process. **If you have a project/activity that fits into multiple categories (e.g., youth engagement and well-being), please choose the category you think fits it best and only report the project once.***

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<sup>1</sup> A description of each stage of work is available in Appendix A of this document.



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

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

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<p><b>WA Dependency Data Share Efforts</b> - Child data is extracted from the WA Children’s Administration’s FAMLINK data system. This data is then used to match back to WA Administrative Office of the Courts (AOC) SCOMIS case file data. The resulting combined data feeds into the performance reporting system of the Annual Dependency Timeliness Report and the monthly online, interactive Dependency Data Dashboards. The combined data also supports analysis and reporting related to multi-system involved youth.</p>	<p>Agency Data Sharing Efforts</p>	<p>Evaluation/Assessment</p>
<p><b>WA Annual Dependency Timeliness Report to the Legislature</b> – Provides annual analyses of dependency court operations with respect to statutorily mandated timelines. Click <a href="#">here</a> to find the 2015 Annual Report.</p>	<p>Case management systems</p>	<p>Evaluation/Assessment</p>
<p><b>WA Dependency Data Dashboards/Reports</b> - Interactive reports use Microsoft Excel pivot tables that allow the user to view state and individual county data for broad comparisons or person/case-specific information.</p>	<p>Data dashboards</p>	<p>Evaluation/Assessment</p>
<p><b>WA FJCIP Evaluation</b> - The Family and Juvenile Court Improvement Program (FJCIP) coordinates efforts on family and juvenile cases, to strategically implement principles of Unified Family Court, as well as state and federal timelines related to processing dependency cases. Washington State Center for Court Research in conjunction with WA Department of Social and Health Services Research and Data Analysis, evaluated the Spokane FJCIP compared to other FJCIP courts and to the state as a whole. Click <a href="#">here</a> for the report on Pages 24-31.</p>	<p>Other</p>	<p>Identifying/Assessing Needs</p>

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<p><b>Multi-system Youth Collaboration and Coordination</b> – Continuing research to address court-level results and involvement of status offenders who are currently or previously involved in child welfare. Click <a href="#">here</a> to access Multi-system Youth in Washington 2014 and 2015 reports.</p>	Other	Identifying/Assessing Needs

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Do you have **data reports** that you consistently view?  Yes  No

If *Yes*, around which topics?

Hearing quality  Timeliness Permanency Well-being Education  Engagement of youth Engagement of Parents Other Engagement  Quality Legal Representation ICWA DCST Runaway Youth Other: \_\_\_\_\_  
Other: \_\_\_\_\_

How are these reports used (to further the Court Improvement Project's priorities)?

These reports are used in our Permanency CQI Workgroup to assist in determining areas of focus for improvement. The data reports are also used by and with the FJCIP Coordinators for work with their specific child welfare stakeholders around system improvement.

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

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

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<b>Grays Harbor Table of Ten</b> – Engagement of dependency stakeholders on county-wide therapeutic courts committee.	Specialty/Pilot Courts	Selecting Solution
<b>King County Early Childhood Table of Ten</b> – Changes made to court forms to provide information about whether or not young children (birth to 3 years) have been referred to Early Intervention and what, if any, services are needed.	Well-being	Implementation
<b>Pierce County Best for Babies Pilot Project</b> – Assign judicial officer to new baby calendar to enable more frequent review hearings for cases involving young children.	Specialty/Pilot Courts	Implementation

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

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

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<b>Permanency Summits</b> – Held at county level with all child welfare stakeholders to improve permanency and develop action plans.	General/ASFA	Implementation
<b>Yakima Table of Ten</b> – Timely adjudication efforts, including setting trial dates at the start of dependency cases.	Continuances	Implementation
<b>Snohomish Table of Ten</b> – Bringing all dependency review hearings into court	General/ASFA	Implementation
<b>Pierce County Oversight of Legally Free Cases</b> - FJCIP Coordinator facilitates monthly adoption workgroup meetings to address/eliminate barriers.	General/ASFA	Implementation
<b>Grays Harbor Table of Ten</b> – Timely adjudication efforts including setting trial dates at the start of dependency cases.	Continuances	Implementation
<b>Grays Harbor Table of Ten</b> – Implementing solution-based casework conference.	General/ASFA	Implementation
<b>Cowlitz County</b> – Permanency project focused on increasing use of shared planning meetings to move cases more quickly toward permanence.	General/ASFA	Implementation/Planning
<b>CIP Oversight of the Family and Juvenile Court Improvement Program (FJCIP)</b> – CIP Director now provides oversight of the state-funded FJCIP program, which encompasses innovative practices of the 13 participating counties with more of an emphasis on being data informed and CQI driven.	General/ASFA	Implementation

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

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

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<b>Region 10 Parent Representation Leadership Forum</b> – Working with American Bar Association and other Region 10 staff and CIP Directors to plan for this forum to raise the bar regarding parent representation.	Other	Implementation
<b>Creating Communities of Practice among attorneys representing children and youth</b> - The University of Michigan, as the National Quality Improvement Center on the Representation of Children in the Child Welfare System (QIC-ChildRep), in partnership with Chapin Hall, conducted a 3-year study of the impact of specific training on attorneys representing children in dependency cases. Washington was one of two sites. Communities of Practice were created to continue training child attorneys after the study was completed.	New Practice Models	Implementation

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

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

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<b>Foster Parent and Caregiver Notification</b> - Implement new state legislation.	Foster Family Engagement	Implementation
<b>Snohomish Table of Ten</b> – Increase child and youth participation in court	Youth Engagement	Identifying/Assessing Needs
<b>King County Table of Ten</b> – Collaboration between court, child welfare and early childhood services to increase participation of parents in the evaluation and provision of early intervention and early learning services to their children.	Parent Engagement	Identifying/Assessing Needs
<b>Clark County Permanency Project</b> – Creating sustainable Parents for Parents program to engage and support parent engagement in dependency cases	Parent Engagement	Develop/Select Solution
<b>Spokane Table of Ten</b> - Protein for All project provides healthy nutrition to parents at court to help them function better in hearings.	Parent Engagement	EvaluationAssessment

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

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

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<b>Annual Foster Youth and Alumni Leadership Summit</b> – Youth are able to articulate their thoughts and ideas to improving the foster care system and create an action plan for creating awareness and policy/legislative change.	Other	Implementation
<b>Washington State Court Special Immigrant Juvenile Status (SIJS) Bench Book and Resource Guide</b> – 2015 Developed guide in conjunction with Washington Law Institute and Columbia Legal Services. 2016 provided judicial webinar training.	Immigration/Unaccompanied Minors	Implementation
<b>Grays Harbor Table of Ten</b> – Developing Baby Team to work with cases involving very young children	Early Childhood Development	Selecting Solution
<b>Snohomish Table of Ten</b> – Cross-system training on early brain development and services available to support healthy development and relationships	Early Childhood Development	Implementation
<b>Pierce County Best for Babies Pilot Project</b> – FJCIP Coordinator and CASA Coordinator provide ongoing training to court staff and social workers to share best practice principles in addressing the special needs of birth to three population.	Early Childhood Development	Implementation



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

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

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<b>Judicial Training</b> – Tribal Court Judges invited to all state court judicial trainings.	Tribal Collaboration	Implementation
<b>Children’s Administration Indian Policy Advisory Committee</b> – CIP Director participates in monthly meetings which includes representation from tribes throughout Washington State regarding child welfare.	Tribal Collaboration	Implementation
<b>Peacemaking Practice in Dependency Court Training</b> – Training on key components of peacemaking provided to state and tribal dependency court practitioners at annual ICWA conference	Tribal Collaboration	Implementation

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

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

<b>Project Description</b>	<b>How would you categorize this project?</b>	<b>Work Stage (if applicable)</b>
<b>CSEC Statewide conference of Regional CSEC Task Forces</b> – Facilitated by the University of Washington Court Improvement Training Academy	Sex Trafficking	Selecting Solution

**III. Priority Areas & CIP Resources**

1. What would you consider your top **two** priority areas for FY 2016?

- Data projects
- Hearing quality
- Timeliness/permanency
- Quality of legal representation
- Engagement of Parties
- Well-being
- Preventing Sex Trafficking & Strengthening Families
- ICWA
- Other: \_\_\_\_\_

2. Are there any outside driving forces that determine your priorities or consume a lot of your time? (For example, legislative involvement or directives, budget concerns, consent decrees and class action litigation, highly publicized child fatalities, unaccompanied minors, etc.)

The outside driving forces are lack of funding for data and training projects. Because data helps to drive priorities regarding timeliness and permanency, it has now become a priority over some of the projects we were hoping to implement.

**IV. CIP Collaboration and Participation in Child Welfare Program Planning and Improvement Efforts**

1. For FY2014, you described how the CIP planned to assist with and participate in round three of the CFSR and program improvement process. We are interested in your progress or any changes to this plan.

a. Has your plan changed? If so, how?

The plan has not changed.

b. How have you moved this plan forward in FY2015?

The Permanency CQI Workgroup that is co-chaired by the CIP Director and Children's Administration, is working towards making improvements in CFSR measures in preparation for the review.

c. What barriers have you encountered (if any) in increasing your participation with round three of CFSR?

Lack of invitation to CFSR planning efforts at the administrative level. However once invited, it will be difficult to find time, with ever-increasing responsibilities, to devote to the efforts.

d. Have you received any technical assistance on this issue? If so, what was it and how was it helpful to you?

No, we have not received technical assistance.

2. For FY2014 you described how the CIP will assist with and participate in the CFSP/APSRS processes with the child welfare agency in an ongoing fashion. We are interested in your progress or any changes to this plan.

a. Has your plan changed? If so, how?

The plan has not changed.

b. How have you moved this plan forward in FY2015?

The Permanency CQI Workgroup mentioned above is moving the plan forward.

c. What barriers have you encountered (if any) to working with the child welfare agency in the CFSP/APSRS process in an ongoing fashion?

Same as listed above in 3.c.

d. Have you received any technical assistance on this issue? If so, what was it and how was it helpful to you?

No, we have not received technical assistance.

3. How are you involved, if at all, with the child welfare agency's CQI efforts?

Contributing data       Receiving data       Jointly using data

Collaborative meetings       Collaborative systems change project(s)

Other: \_\_\_\_\_

## V. CQI Current Capacity Assessment

1. How is the CIP progressing with CQI overall? Please provide a brief description of how you integrate CQI into your work.

Use of data to examine systems, use of facilitation to coordinate and manage innovation, development of research-based logic models to develop theory of change, use of data to inform oversight function to determine need for adjustment to innovation as well as inform plans to increase or decrease resources devoted to innovation based on demonstrated success.

2. Which of the following CBCC Events/Services have you/your staff engaged in in the 2016 Fiscal Year?

Annual CIP Meeting       CQI Consult (*Topic: \_\_\_\_\_*)

CQI Workshop – Quality Legal Representation       CQI Workshop – Quality Hearings

Constituency Group – ICWA                       Constituency Group – Anti-Trafficking

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

CIP All Call — *What % of All Calls does your CIP participate in? \_99\_ %*

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

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

a University partnership       Contracts with external agencies to assist with CQI efforts

Other resources: \_\_\_\_\_

3. Describe the largest challenges your CIP faces with implementing CQI into your work.

While we currently have CIP staff with data evaluation experience and a partnership with the University law school, unfortunately with the cuts to the data and training grants, these resources are at stake. Beyond that, capacity (time and resources) to perform facilitation and coordination across multiple implementation sites, where our absence usually corresponds with decrease in energy and follow-through with projects. We notice that in this overworked and very stretched system, where participants are regular litigation practitioners, the role of a neutral facilitator who can keep eye on complexity-based management plans, facilitate and document discussion and planning of teams, and engage in-between coordination/support is extremely valuable. Teams often tend to lose energy and follow-through when we are not able to perform these roles due to capacity.

4. Please review the list of capacities below. Select the ***three*** capacity areas that you would like to increase your knowledge of or enhance your ability to do in the next fiscal year.

- |   |   |
|---|---|
| <input type="checkbox"/> CQI generally                                    | <input type="checkbox"/> Data collection methodologies              |
| <input type="checkbox"/> Data analysis                                    | <input type="checkbox"/> Understanding/applying data                |
| <input checked="" type="checkbox"/> Evaluation design                     | <input type="checkbox"/> Tool development                           |
| <input type="checkbox"/> Policy change implementation                     | <input type="checkbox"/> CQI commitment (buy-in)                    |
| <input type="checkbox"/> Collaboration w/agencies                         | <input type="checkbox"/> Data-driven decision-making                |
| <input type="checkbox"/> Participation in CFSR process                    | <input type="checkbox"/> Performance measurement                    |
| <input type="checkbox"/> Participation in CFSP/APSR process               | <input type="checkbox"/> Community partnership                      |
| <input checked="" type="checkbox"/> Awareness of evidence-based practices | <input type="checkbox"/> Research partnerships                      |
| <input type="checkbox"/> Leadership                                       | <input type="checkbox"/> Data systems                               |
| <input type="checkbox"/> Currently available data (e.g., AFCARS)          | <input checked="" type="checkbox"/> Tracking implementation/changes |
| <input type="checkbox"/> Training evaluation                              |   |

*Evaluation/CQI efforts specific to:*

- |  |   |
|--|---|
| <input type="checkbox"/> Preventing Trafficking and Strengthening Families Act |   |
| <input type="checkbox"/> Quality legal representation                          | <input checked="" type="checkbox"/> Hearing quality |
| <input type="checkbox"/> Timeliness/Permanency                                 | <input type="checkbox"/> Well-being                 |
| <input type="checkbox"/> Engagement/Presence of Parties                        | <input type="checkbox"/> ICWA                       |
| <input type="checkbox"/> Other: _____  |   |

## VI. Self-Assessment – Capacity

We would like the Court Improvement Program administrator to assess their current capacities related to knowledge, skills, resources, and collaboration by responding to the following 3 sets of questions.

### 1. Please indicate your level of agreement to the following statements.

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

### 2. How frequently do you engage in the following activities?

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
We use data to make decisions about where to focus our efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
We meet with representatives of the child welfare agency to engage in collaborative systems change efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
We evaluate newly developed or modified programs/practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use evaluation/assessment findings to make changes to programs/practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CQI is integrated into all our projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**3. Please review the descriptions of the different levels of collaboration. Using the scale provided, please indicate the extent to which you currently interact with each other partner identified below.**

	Networking <b>1</b>	Cooperation <b>2</b>	Coordination <b>3</b>	Coalition <b>4</b>	Collaboration <b>5</b>	
Relationship Characteristics	--Aware of organization --Loosely defined roles --Little communication --All decisions made independently	---Provide info to each other --Somewhat defined roles --Formal communication --All decisions made independently	--Share information and resources --Defined roles --Frequent communication --Some shared decision making	--Share ideas --Share resources --Frequent and prioritized communication --All member have a vote in decision-making	--Members belong to one system --Frequent communication is characterized by mutual trust --Consensus is reached on all decisions	
	No Interaction at all <b>0</b>	Networking <b>1</b>	Cooperation <b>2</b>	Coordination <b>3</b>	Coalition <b>4</b>	Collaboration <b>5</b>
State Child Welfare Agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tribal Child Welfare Agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tribal Courts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department of Education/ School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law enforcement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile justice agency (e.g., DOJ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral/mental health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse/addictions management agency	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <u>Region 10 CIP</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other: <u>Parent &amp; Child Attorneys</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## VII. Timeliness Data & Performance Measurement

The purpose of asking all the CIPs to report on timeliness measures has been to prompt you to identify available data, examine how you are currently doing, and make comparisons to how you have done in the past on specific measures. The goal is to help you identify where you are and encourage you to use data in a meaningful way in your systems change efforts. As such, we have restructured the timeliness requirements so that you can still report on the timeliness measures but have the option to report on other measures that you have found particularly meaningful in your work.<sup>2</sup>

1. **Timeliness.** Provide a narrative below describing where you are getting data and how you are calculating the timeliness measures you report. What is your universe of cases (e.g., what is your sample, exit or entry cohort, etc.)? Is the data from the agency (e.g., SACWIS), from a court case management system (e.g., Odyssey) or from another source? Do you have any concerns with the accuracy of the data?

Child data is extracted from the WA Children’s Administration’s FAMLINK data system. This data is then used to match back to WA’s AOC SCOMIS case file data. Once 'matches' have been identified (merge rate from 2000 forward has an approximate 90% match rate from FAMLINK to SCOMIS - indicating that a person with the same name, gender, and birth date was associated to both system case records), a complex date/time range routine is done to associate the 'best fit' FAMLINK placement to the child and the SCOMIS court case. This is necessary as a child could have many placements over time, as well as, many court cases. These are currently not directly connected in any way. Once the child has been matched on case and placement, the necessary FAMLINK data is merged to the record for analysis and reporting.

	<b>Baseline Measure (2013)</b>	<b>2014</b>	<b>2015</b>	<b>2016 (YTD)</b>	<b>CIP Projects Targeting Measures (if applicable)</b>
<b>Required Timeliness Measures</b> <i>(Based on calendar year, not fiscal year)</i>					
4G. Time to First Permanency Hearing	9.9 months	9.9 months	9.7 months	9.7 months	Grays Harbor/Snohomish/Yakima Counties set hearings at beginning.
4H. Time to Termination of Parental Rights Petition	13.0 months	12.8 months	12.4 months	11.3 months	
4I. Time to Termination of Parental Rights	21.9 months	21.9 months	22.2 months	22.59 months	
4A. Time to Permanent Placement	22 months	21 months	22 months	22 months	Permanency Summits
<b>Optional Measures</b>					

<sup>2</sup> The OJJDP Toolkit that includes these performance measures is available online at: <http://www.ojjdp.gov/publications/courttoolkit.html>

<i>Time to Reunification</i>	15 months	14 months	16 months	15 months	Parents for Parents
<i>Time to Adoption</i>	29 months	29 months	29 months	30 months	Pierce County Adoption Workgroup
<i>Time to Guardianship</i>	22 months	23 months	23 months	26 months	
<i>Time to Emancipation</i>	39 months	44.5months	39 months	34 months	
<i>Time to Subsequent Permanency Hearings</i>	294 days	295 days	294 days	301 days	
<i>1B. Percentage of Cases that Re-enter within 1 year</i>	2.4%	3.3%	3.4%	2.9%	

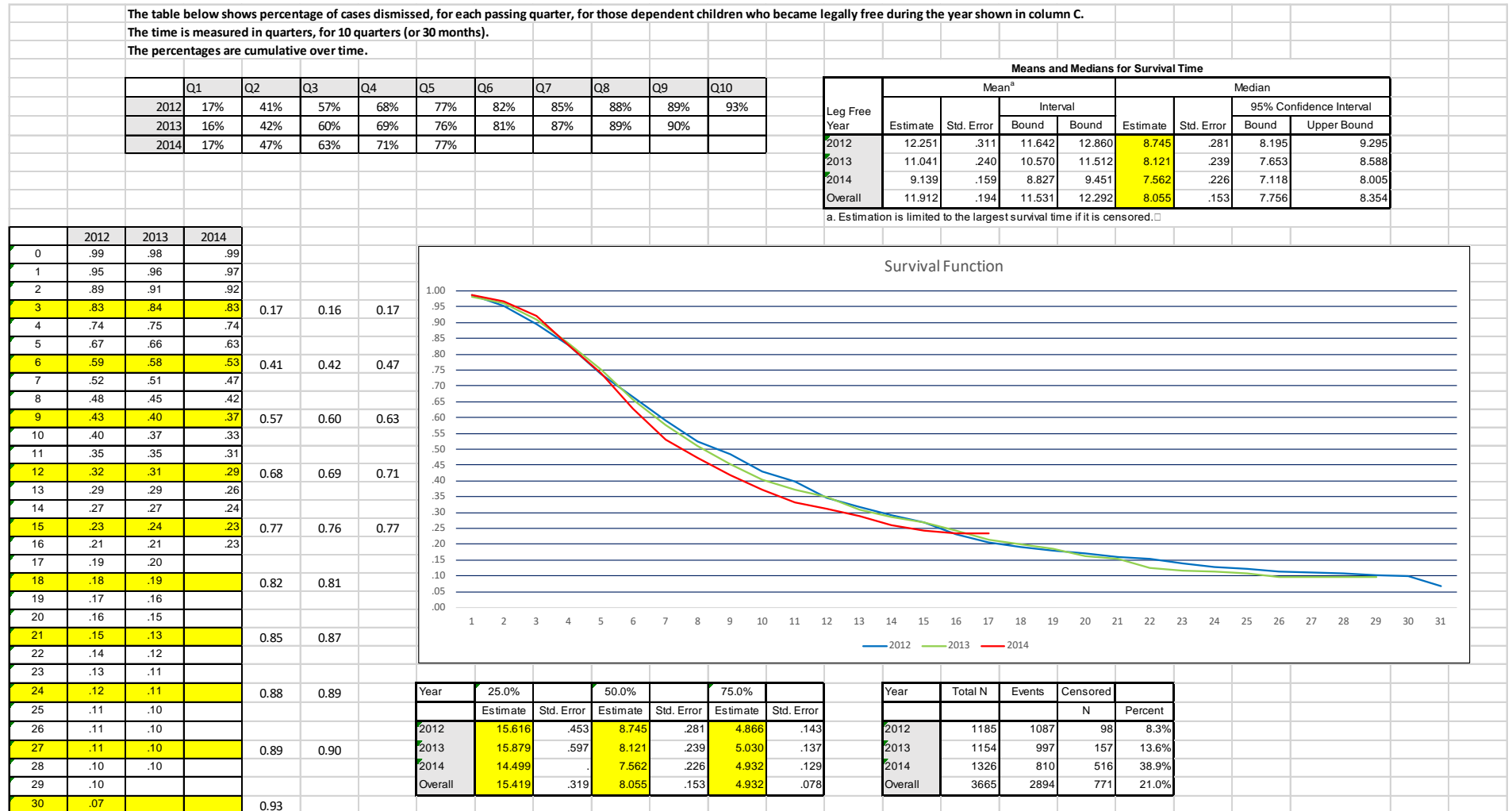
2. **Other Measures.** What other measures do you collect that you find particularly useful?

**Other measures (updated monthly statewide and for all jurisdictions)**

- Number and rate of dependency filings per month per filing year. Includes dismissal counts and case counts showing activity
- Total number of continuance counts per year of continuance activity on dependency cases.
- Pending dependency case counts
- Active dependency case counts
- Pending termination case counts
- Legally free termination case counts
- Termination filing counts per month per filing year.
- Number of cases by extended foster care status
- Reason for dismissal counts and median time to dismissal on dependency cases
- Summary outcomes measure dashboards with race breakouts and jurisdiction rankings

Do you currently or have you recently collected any data on quality legal representation or quality court hearings that you would be willing to discuss and share?

The following dashboard was prepared for our Child Representation Program which provides attorneys to represent the stated interests of children who remain in the foster care system six months following the termination of their parents' legal rights. The program has been in place since 2014.

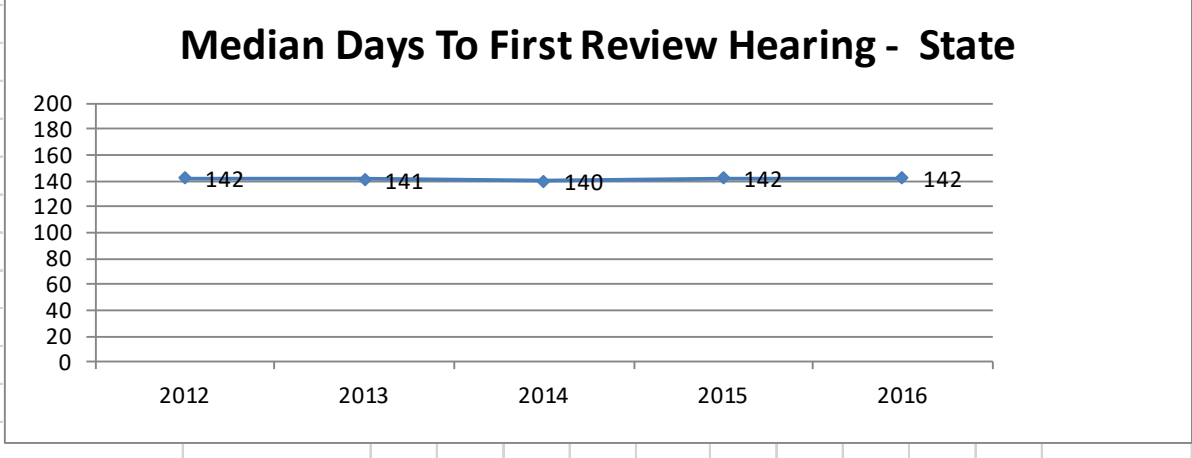




**First review hearing within 6 months (updated monthly)**

Calculated as an entry cohort for all dependency petitions filed by year to calculated due date for first review hearing. Reported by calendar due year for first review hearing statewide and all jurisdictions:

Court Name	State	RH Year Due				
Values		2012	2013	2014	2015	2016
Median Time Days		142	141	140	142	142
Percent Compliant		84%	86%	85%	85%	84%



**First permanency planning hearing within 12 months (updated quarterly)**

Calculated as an entry cohort for all dependency petitions filed by year using the WA Children’s Admin FAMLINK case management system placement episode begin date to calculated due date for first permanency planning hearing. Reported by calendar due year for first permanency planning hearing statewide and all jurisdictions:

Court Name	State	PP Year Due				
Values		2012	2013	2014	2015	2016
Median Time Months		10.0	9.9	9.9	9.7	9.6
Percent Compliant		84%	87%	84%	88%	87%

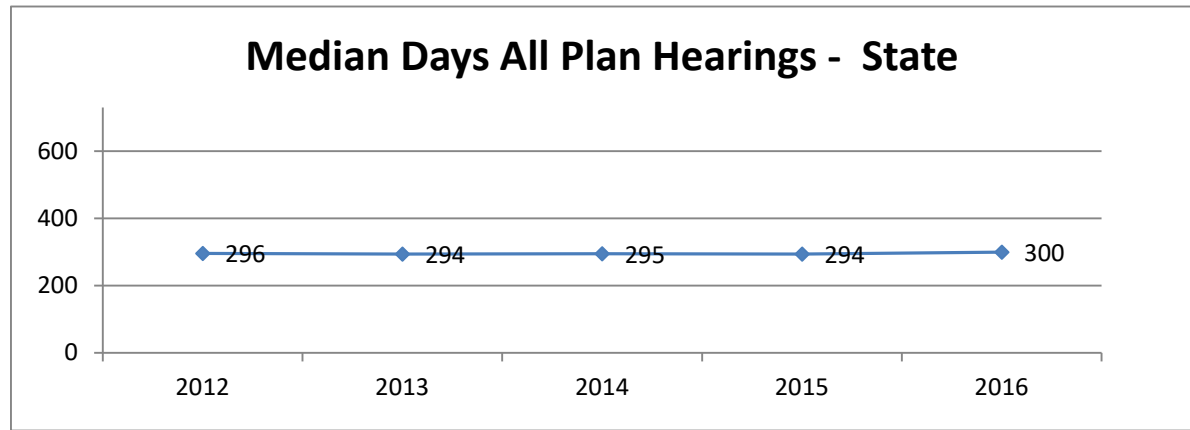
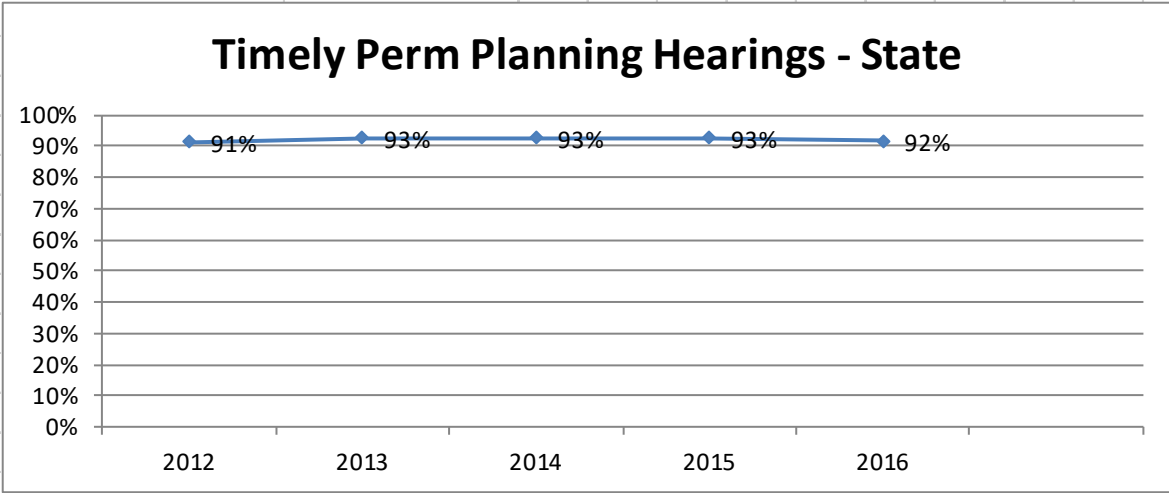
**Median Months To Perm Plan Hearing - State**

Year	Median Time Months
2012	10.0
2013	9.9
2014	9.9
2015	9.7
2016	9.6

**Subsequent permanency planning hearings every 12 months (updated monthly)**

Calculates percent of all permanency planning hearings held within 12 months by year of perm planning hearing held statewide and all jurisdictions:

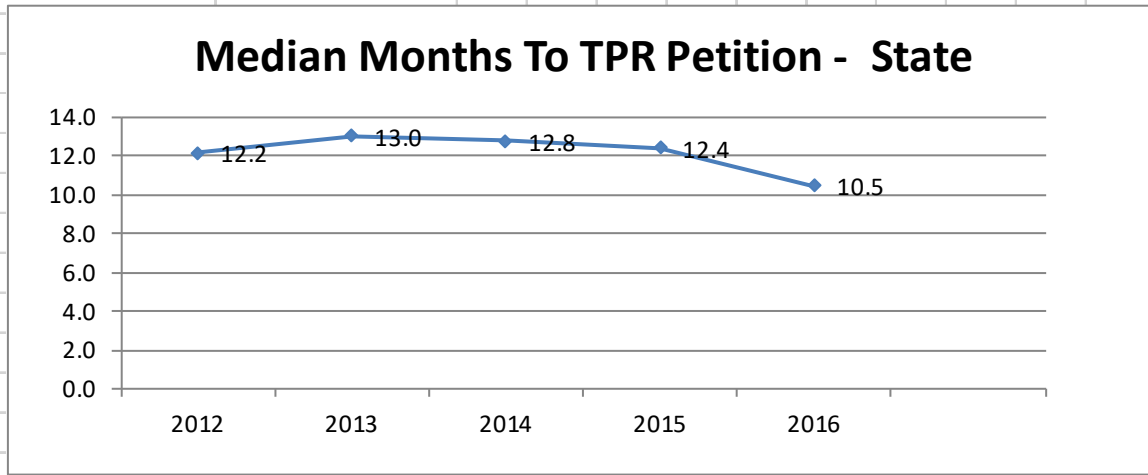
Court Name	State								
Perm Plan Year		2012	2013	2014	2015	2016			
Percent Within 12mths		91%	93%	93%	93%	92%			



**Termination of parental rights petition filed within 15 months of out-of-home care (updated quarterly)**

Calculated as an entry cohort for all dependency cases filed by year to calculated Fed Term Due Date = WA Children’s Admin FAMLINK case management system placement episode begin date plus 60 days or Order of Dep - whichever is earliest. Reported by calendar due year for termination petitions within 15 months statewide and all jurisdictions:

Court Name	State									
		Temp year due								
<b>Values</b>		<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>				
Median Time Month		12.2	13.0	12.8	12.4	10.5				
Percent Compliant		66%	66%	64%	64%	73%				





**Case tracking from dependency filing to legally free status (updated monthly)**

Calculated as an exit cohort for all dependency cases filed by year to calculated legally free date. Median months from dependency filing to legally free termination date - cases resolved by approved petition statewide and all jurisdictions:

Court Name	State						
		<b>Leg Free Year</b>					
<b>Values</b>		<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Median Time Months		19.59	20.12	21.91	21.90	22.19	22.41
Count of TER Cases		1191	1306	1326	1428	1370	807

Year	Median Months
2011	19.59
2012	20.12
2013	21.91
2014	21.90
2015	22.19
2016	22.41

**Permanency achieved before 15 months of out-of-home care (updated quarterly)**

Calculated as an exit cohort for all dependency cases using the WA Children’s Admin FAMLINK case management system original placement date and placement episode outcome date. Median days/months statewide and all jurisdictions:

Court Name	State					
		CY Exit				
FAMLINK Episode Outcome	Values	2012	2013	2014	2015	2016
<b>Adoptions</b>	Median Days	834	886	903	907	945.5
	Median Months	27	29	29	29	31
	% < 15 Months to Outcome	6%	5%	4%	4%	4%
<b>Age of Majority/Emancipation</b>	Median Days	1176.5	1194	1380.5	1191	1418
	Median Months	38	39	44.5	39	46
	% < 15 Months to Outcome	11%	11%	10%	16%	18%
<b>Guardianships</b>	Median Days	686	686	707	728	807.5
	Median Months	22	22	23	23	26
	% < 15 Months to Outcome	29%	29%	28%	23%	21%
<b>Reunifications</b>	Median Days	466	484	441.5	505	500
	Median Months	15	15	14	16	16
	% < 15 Months to Outcome	49%	48%	52%	44%	46%





## APPENDIX A: DEFINITIONS

### Definitions of Evidence

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

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

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

### Definitions for Work Stages

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

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

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

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

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