Washington State Court Improvement Program 2018 Annual Self-Assessment Report

This self-assessment is intended as an opportunity for Court Improvement Programs (CIPs) to review progress on required CIP projects, joint program planning and improvement efforts with the child welfare agency, and ability to integrate CQI successfully into practice. Questions are designed to solicit candid responses that help CIPs apply CQI and identify support that may be helpful.

I. **CQI Analyses of Required CIP Projects** (Joint Project with Agency and Hearing Quality Project)

Joint Project with the Child Welfare Agency:

Provide a concise description of the joint project selected in your jurisdiction.

Permanency Summits. Using the criteria of counties with longest length of stay of children in out of home care that lack system improvement resources, such as state Family and Juvenile Court Improvement Program (FJCIP) grants and Court Improvement Training Academy (CITA) Tables of Ten stakeholder groups, the Permanency CQI Workgroup determines which counties to focus on. Judicial officers and Department of Children, Youth and Families (DCYF) local management provided leadership and the workgroup co-chairs facilitate discussions with the local stakeholder group to share information and plan for a permanency summit. The summit day includes a data presentation, roles and responsibilities presentation, presentations on identified barriers to permanency, all of which include parent and child voices. The day also includes a team building activity, identifying priorities, and individual and group action planning. The goal is to provide two to three summits per year, depending on available resources.

Identify the specific safety, permanency, or well-being outcome this project is intended to address.

Decrease time to permanency.

Approximate date that the project began:

March 2016

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

Phase V: Evaluate and Apply Findings

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

In May of 2015, the Permanency CQI Workgroup was formed with the Children's Administration and CIP Director co-chairing the effort. The workgroup consists of representatives of the judiciary, tribes, parent attorneys, child attorneys, agency attorneys, CASAs, Casey Family Program, the Court Improvement Training Academy (CITA) and several high-level staff from Children's Administration. The goal of the group is to increase the number of children achieving timely reunification/permanency. The workgroup meets monthly to review data provided by Children's Administration (CA) and the courts. The focus of the review is on length of stay for children in out of home care. To focus improvement efforts, information was gathered regarding child welfare stakeholders in areas that had high length of stay as well as low length of stay, to identify commonalities and differences. Through this process, an increase in social worker turnover was observed and root causes were explored. The workgroup identified a need for child welfare system professionals to gather in a forum outside of the courtroom setting to develop an understanding of each other's roles in the child welfare process. The workgroup also wanted to provide an opportunity for local stakeholders to address system issues, share ideas for system improvement, and inspire and build champions for permanency.

What is the theory of change for the project? (Phase II)

If we bring together child welfare stakeholders in a community and show them their data, allow them to make meaning of the data, and provide resources to host a permanency summit addressing issues they find relevant, they will make an action plan and create champions for permanency at a local level, which will ultimately decrease lengths of stay for that jurisdiction.

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

Using the process described above, we plan on providing two to three permanency summits per year. We also discovered a need to provide resources for the FJCIP counties to hold permanency summits (up to five FJCIP permanency summits per year).

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

Following the protocols listed above, permanency summits have been held in Clark/Cowlitz Counties in September 2016; Grant County in May 2017; Benton/Franklin Counties in September 2017; and Okanogan County in July 2018. Planning efforts are underway to hold a permanency summit in Kittitas County in October 2018. For the FJCIP counties, the Court Improvement Training Academy is working with the FJCIP coordinators to plan and facilitate

permanency summits, which were held in June 2018 for King County and Chelan County. FJCIP permanency summits are planned for Clallam/Jefferson Counties and Snohomish County in August and September 2018. Support is also being provided for projects that the local groups identify.

What is being done or how do you intend to monitor the progress of the project? (Phase V)

A follow-up meeting with the local planning committee is held to discuss whether the permanency summit provided the desired outcome for the local stakeholders. A tracking mechanism has been developed for following up on each county's action plans. Data will be collected comparing length of stay before and after the permanency summits. The Permanency CQI Workgroup will continue to monitor the progress of the counties that host the permanency summits.

What assistance or support would be helpful from the CBCC or Children's Bureau to help move the project forward?

In each county where we have held permanency summits, they have expressed a strong desire and need for the Parents for Parents program. Some communities are so desperate they are trying to begin the work without funding. We are continuing to seek state funding through the legislature, but would appreciate assistance in finding ways to leverage federal funds in order to increase the availability of parent mentors through the Parents for Parents program statewide.

Hearing Quality Project:

Provide a concise description of the joint project selected in your jurisdiction.

Facilitate local cross-system stakeholder meetings and trainings to develop community-specific plans for implementing the revised parent-child visitation policy in order to improve the quality of court hearings regarding visitation.

Approximate date that the project began:

November 2016

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

Phase IV: Plan, Prepare, and Implement

How was the need for this project identified?

The Court Improvement Program sponsored a Region 10 (Alaska, Idaho, Oregon and Washington) Parent Representation Leadership Forum in November 2016. The forum was convened to improve parent representation and focused on visitation, the Indian Child Welfare Act, and serving parents in rural areas. Each state worked with their stakeholder teams to create an action plan. Washington State determined that, while an improved visitation policy was recently enacted, most dependency court partners are not aware of the new provisions, nor are they implementing the revised visitation policy. It was determined that education and focused work needs to happen at the local level to ensure implementation of the revised visitation policy. The education and local improvement plans should facilitate a more meaningful discussion of parent-child visitation before and during hearings. Judicial officers will be better prepared to ask the right questions during hearings, understanding the requirements of the revised policy, and litigants will be better prepared to answer. By putting these elements in place, it is more likely that a quality court hearing or review will occur, protecting the rights and safety of children and parents to spend quality time together. Higher quality legal representation should result from working with DCYF and the court to improve visitation planning and implementation.

What is the theory of change for the project?

If local cross-system stakeholder meetings and trainings are held to identify local barriers to effective visitation and develop community-specific plans for implementing the revised parent-child visitation policy, it will improve the quality of court hearings and reviews regarding visitation, which is a key contributor to faster, lasting reunification.

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

The identified solution is to facilitate parent-child visitation forums at a local level to provide training on the revised visitation policy, using safety guidelines to address visit supervision, practice decision making skills using scenarios in multidisciplinary groups, and discuss community needs and available resources.

What has been done to implement the project?

A planning group consisting of key staff from DCYF, Office of Public Defense, Attorney General's Office, Court Improvement Training Academy and the Court Improvement Program developed the curriculum for the all-day forum. Between November 2017 and May 2018, __ parent-child visitation forums were held in Grays Harbor, Thurston/Mason, Grant, Whatcom/Skagit. These forums were provided in a collaborative effort to implement a new DCYF pilot project to contract with a certain number of visitation providers for supported visits.

What is being done or how do you intend to monitor the progress of the project?

Data will be measured before and after communities participate in cross-system training and implement their local plans. The data will help determine if local visitation practice has improved, and if it meets the intent of the revised policy, including the requirement that visits are to be unsupervised unless present danger, risk or safety concerns exist. Also pre and post surveys are completed by the participants to gage their knowledge of the new policy and culture of visitation. This data will be reported to the local stakeholder groups, statewide stakeholder leaders, CIP Steering Committee, Permanency CQI Workgroup, the Commission on Children in Foster Care, and the legislature.

What assistance or support would be helpful from the CBCC or Children's Bureau to help move the project forward?

No assistance needed at this time.

II. Trainings, Projects, and Activities For questions 1-9, provide a *concise* description of work completed or underway to date in FY 2018 (October 2017-June 2018) in the below topical subcategories.

For question 1, focus on significant training events or initiatives held or developed in FY 2018 and answer the corresponding questions.

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	Family and Juvenile Court Improvement Program Judges, Supervisors and Coordinators	12	Interactive Webinar	Improved use of the interactive dependency timeliness report for tracking purposes.	☐S ☐L ☒B ☐O ☐N/A
Hearing quality	☒Yes ☐No	See Dependency Boot Camp below				☐S ☐L ☐B ☐O ☐N/A
Improving timeliness/ permanency	☒Yes ☐No	Judicial officers, attorneys, CASAs, social workers	215	Permanency Summits	Create champions for permanency in order to reduce time to permanency	☐S ☐L ☐B ☒O ☐N/A
Quality legal representation	☒Yes ☐No	Judicial officers, attorneys, CASAs, social workers	143	Parent-Child Visitation Forums	Improved quality of court hearings and reviews regarding visitation	☐S ☐L ☒B ☐O ☐N/A
Engagement & participation of parties	☒Yes ☐No	Judicial officers FJCIP Coordinators	26	Engaging Older Youth Training	Fostering resilience and hope for youth in care.	☐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
Well-being	☒Yes ☐No	(see Engaging Older Youth and Dependency Boot Camp)				☐S ☐L ☐B ☐O ☐N/A
ICWA	☒Yes ☐No	(see Engaging Older Youth and Dependency Boot Camp)				☐S ☐L ☐B ☐O ☐N/A
Sex Trafficking	☒Yes ☐No	(see Engaging Older Youth and Dependency Boot Camp)				☐S ☐L ☐B ☐O ☐N/A
Other: Dependency Boot Camp	☒Yes ☐No	Judicial officers and FJCIP Coordinators	27	Training	Basic Dependency training on all areas listed above, plus judicial leadership.	☒S ☐L ☐B ☐O ☐N/A
Children's Justice Conference (CJC)	☒Yes ☐No	Multi-disciplinary	CIP sponsored 12 judges 6 FJCIP Coord. Over 1,000 multi-disciplines attended	Conference	Broad range of dependency topics, including legal track	☒S ☐L ☐B ☐O ☐N/A

On average, with ordinary funding levels, how many training events do you hold per year? 14

What is your best prediction for the number of attorneys and judges that attend a training annually? 550

The Families First Prevention Services Act amends 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 have in effect a rule requiring State courts to ensure that foster parents, pre- adoptive parents, and relative caregivers of a child in foster care under the responsibility of the State are notified of any proceeding to be held with respect to the child, 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, and shall submit to the Secretary an application at such time, in such form, and including such information and assurances as the Secretary may require, including–*

Please briefly describe your plan to meet this requirement and any updates you may have, including the status of discussion with state agency leadership on prospective timelines.

The CIP Director discussed FFPSA implementation plans with DCYF leadership, who plan on taking the option to use Title IV-E funds for prevention services beginning October 1, 2019. A proposal has been submitted to the Superior Court Judges' Association Education Committee to provide a session on this topic at the annual Spring Conference for judges and court commissioners to be held April 28 - May 1, 2019.   The Court Improvement Training Academy will provide a session on the subject at the Children's Justice Conference attended by judges, attorneys and other legal personnel in child welfare cases, to be held May 13-14, 2019. Also, a Dependency Practice Tip will be developed in collaboration with DCYF and will be emailed to judicial officers, attorneys, and other court partners.

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[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).

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)

Project Description	How would you categorize this project?	Work Stage (if applicable)
WA Dependency Data Share Efforts - Child data is extracted from the DCYF FAMLINK data system. This data is then used to match back to WA Administrative Office of the Courts (AOC) SCOMIS case file data.	Agency Data Sharing Efforts	Evaluation/Assessment
WA Annual Dependency Timeliness Report to the Legislature – Provides annual analyses of dependency court operations with respect to statutorily mandated timelines. Click here to find the 2017 Annual Report.	Case management systems	Evaluation/Assessment
WA Dependency Data Dashboards/Reports - 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. A new public facing Dependency Dashboard was created in November 2017 using Tableau software. The dashboard is updated monthly with court data and quarterly with agency data. Click here to access the new dashboard.	Data dashboards	Evaluation/Assessment

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

   (b) How are these reports used to support your work?
   Reports are used to assist in determining which jurisdictions may need some assistance in focusing their efforts on certain aspects of their dependency practice, as well as observing jurisdictions with high performance measures to determine what is working well that may be shared with others. Reports are shared with child welfare stakeholders.

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)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Facilitate parent-child visitation forums at a local level to provide training on the revised visitation policy, using safety guidelines to address visit supervision, practice decision making skills using scenarios in multidisciplinary groups, and discuss community needs and available resources in order to improve the quality of court hearings regarding visitation.	Process Improvements	Implementation
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

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)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Local Permanency Summits designed to increase collaboration among dependency court partners, review data, identify barriers to permanency, and create action plans.	General/ASFA	Evaluation/Assessment
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

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)

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

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

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

Project Description	How would you categorize this project?	Work Stage (if applicable)
Continuing to monitor data and educate attorneys and clerks to document whether adequate notice was provided for caregivers and if a caregiver report was provided to the court.	Caregiver Engagement	Evaluation/Assessment
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

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)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Annual Youth Leadership Summit – Proposals addressing all topics listed above presented by the youth to the Commission on Children in Foster Care, legislators and other stakeholders.	Other	Evaluation/Assessment
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

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)

Project Description	How would you categorize this project?	Work Stage (if applicable)
Began discussion with DCYF regarding court requirements section of the 2015 Indian Child Welfare Case Review to perform root cause analysis and develop an action plan for courts.	Other	Planning
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

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

Project Description	How would you categorize this project?	Work Stage (if applicable)
Update Non-offender Juvenile Bench Book to include a chapter on child sex trafficking.	Sex Trafficking	Implementation
Updated Non-offender Juvenile Bench Book to include information regarding the reasonable and prudent parent standard and normalcy for youth.	Reasonable & Prudent Parent	Evaluation/Assessment
	Choose an item.	Choose an item.

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

Please describe how the CIP was involved with the state's CFSP due June 30, 2018.

CIP Director was asked for input on the ICW section of the action plan.
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.

The eligibility waiver for Washington State is scheduled for review in 2019. The department will involve the CIP prior to the review date.

Please describe how the CIP is or was involved in preparing and completing round 3 of the CFSR and PIP, if required, in your state. Please check all the ways that the CIP or Court Personnel were involved (or plan to be involved) in the CFSR and PIP Process. Feel free to add additional narrative to explain your involvement in the process.

☐ were not involved at all
☐ were involved in planning the statewide assessment
☐ were CFSR reviewers
☒ were interviewed for CFSR
☐ were invited to the exit conference at the close of the CFSR review
☐ were invited to the final CFSR results session at the conclusion of the report
☐ Final CFSR report was shared with you
☐ Final CFSR report shared with courts broadly across the state
☐ were a part of a large group of stakeholders engaged to assist in design of the PIP
☐ high level of inclusion during the entire PIP process
☐ made suggestions for inclusion in the PIP
☐ suggestions made by CIP for inclusion in the PIP were put forward by the child welfare agency
☐ court strategies are contained in the current version of the PIP
☐ court/agency shared strategies (e.g., joint project) are contained in the current version of the PIP
☐ had an opportunity to review and provide feedback on the PIP before it was submitted
☐ meet (or plant to meet) ongoing with the child welfare agency to monitor PIP Implementation

Washington State is in the middle of the third round of the CFSR and PIP. CIP has been informed of progress through the Permanency CQI Workgroup meetings. CIP participated in the interview process and also assisted with making connections with judicial officers to be interviewed.   CIP will be involved with PIP planning and is working with CFSR staff from DCYF to use our Permanency CQI Workgroup to perform some root cause analysis on our low permanency numbers and draft some solutions/action plans.

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 Permanency CQI Workgroup is a very collaborative, multi-disciplinary group that is innovative and action oriented. The permanency summits and parent-child visitation forums

have really engaged local dependency stakeholders to notice areas needing improvement and acting on them, even if resources are limited, especially in our rural areas. Our rural counties have been very open and appreciative to receive any support we can offer.

What barriers exist in your state that make effective joint child welfare program planning and improvement challenging?

Lack of time. We have been very fortunate that our busy professionals prioritize our joint-planning efforts and move initiatives forward, but this can be taxing on the individuals over time.

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? No
        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?

        Not at this time. However, we may work together in the future to develop a plan that includes professional partner training as part of the IV-E training plan.

Which category or categories of activity best describe current CIP data efforts with the child welfare agency?
☐ Contributing data   ☐Receiving data   ☒Jointly using data
☒ Collaborative meetings   ☒ Collaborative systems change project(s)
☐ Other:_____

IV. CQI Current Capacity Assessment
1. Has your ability to integrate CQI into practice changed this year? If yes, what do you attribute the increase in ability to?

    Yes. We are continuing to use the CQI/Change Management Phase tool and have been able to better develop the evaluation processes for our CIP projects.

2. *Which of the following CBCC Events/Services have you/your staff engaged in in the 2018 Fiscal Year?*
    ☐ Designing & Evaluating Effective Trainings Workshop
    ☐ CQI Consult   (*Topic*:_____)

☒ Constituency Group- Hearing Quality   ☒ Constituency Group- Safety Decision Making

☒ Constituency Group- CFSR   ☒ Constituency Group- Quality Legal Rep

☒ 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?* __90__%

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 individuals or organizations to assist with CQI efforts
☐Other resources:_____

4. *Consider 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?*

Assessments and evaluations.

5. *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.)*

More information and practice on how to incorporate project evaluation into the planning process and best practices for evaluating different types of projects.

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.