

State Court Improvement Program 2019 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) *It is ok to cut and paste responses from last year, but please update according to where you currently are in the process.*

Joint Project with the Child Welfare Agency:

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

The joint project is intended to improve the timeliness of adoptions by bringing a 25% increase in the percentage of children who have a finalized adoption within one year of becoming legally-free in federal fiscal year (FFY) 2016 to 59.5% by the end of the two-year Program Improvement Plan (PIP) that Oregon's Department of Human Services (DHS) is submitting in response to the 2016 Child and Family Services Review (CFSR).

The increase will be accomplished through alerts to caseworkers on the steps they need to take to finalize the adoptions on their caseload; submission of documentation on the status of the adoption paperwork to courts and citizen review boards (CRBs); and training for judges, CRBs, and stakeholders on the adoption process and ways to provide constructive oversight and assist in finalizing adoptions more quickly.

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

The project is intended to improve Permanency Outcome 1: Children Have Permanency and Stability in their Living Situations. More specifically, to increase the percentage of children who have a finalized adoption within one year of becoming legally free.

Approximate date that the project began:

We began identifying and assessing needs in August 2016.

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

We are currently in two stages of the CQI process. We are collecting and sharing data with our local Model Court Teams about their progress and the effectiveness of their plans. And we are implementing a new Adoption Tracking Sheet because the previous one was difficult to read and understand. We are providing supports in the way of training.

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

The need for the project was identified through joint analysis of JCIP and DHS data as part of the work of the Permanency Committee for DHS's CFSR PIP. Over a series of meetings, JCIP staff worked with DHS Central Office and field staff to use statistical reports and custom data analysis from DHS and JCIP to identify strategies to bring Oregon into conformity with national performance for timely permanency.

The analysis showed that Oregon's biggest issues were with timeliness of adoptions and guardianships, and that, while there were also issues with timeliness of filing and adjudication of TPR petitions, many counties in Oregon particularly took a long time to finalize adoptions after a child became legally free for adoption. As this is an issue that has been raised anecdotally by judges, is a piece of the permanency process that is the responsibility of the both the courts and DHS, and would contribute to addressing an issue identified in the 2016 CFSR, JCIP and DHS chose improving the timeliness of adoptions for children who become legally free as an area for joint CQI work

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.*

TRACKING AND TRAINING	TICKLER
DHS will create an automated Adoption Tracking Sheet that populates information on the status of adoption paperwork from its OR-Kids system, and mandate submission of the report to courts and CRB, and DHS and the CIP will train judges, Citizen Review Board (CRB) volunteers, attorneys, and stakeholders on the adoption process and Adoption Tracking Sheet	DHS Central Office will send tickler emails with reminders of next steps in the adoption process to case workers who have cases where the permanency plan is adoption

SO THAT courts, CRBs, attorneys, and other stakeholders have greater understanding of where cases are in the adoption process	SO THAT caseworkers are aware of each of the steps and documents that need to be completed to move towards adoption finalization
SO THAT courts, CRBs, and attorneys, and other stakeholders provide more effective oversight to ensure that adoptions are finalized in a timely manner	SO THAT caseworkers can complete the process and submit paperwork more timely and remove any barriers delaying the processes
SO THAT court, DHS, attorneys, and stakeholders can effectively move cases toward finalization	SO THAT adoptions are finalized in a more timely manner
SO THAT the percentage of children who are adopted within one year of becoming legally free increases from 41% to 59.5%	
SO THAT the overall timeliness of adoption proceedings improves	
SO THAT children on adoption plans achieve permanency more quickly.	

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

The interventions planned to bring about the improvement are:

1. DHS will send tickler emails with reminders of next steps in the adoption process to case workers who have cases where the permanency plan is adoption
2. DHS will create an Adoption Tracking Sheet to pull information on the status of adoption paperwork from its OR-KIDS case management system, and begin submitting the Adoption Finalization Report to the court prior to all hearings concerning a child with a permanency plan of adoption, and to the Citizen Review Board (CRB) prior to all CRB reviews concerning a child with a permanency plan of adoption
3. JCIP and DHS will train caseworkers, judges, CRBs, and Model Court Teams on the adoption process, Adoption Finalization Report, and need to finalize adoptions more quickly

JCIP and DHS believe that the interventions above will decrease delays in adoption due to problems completing paperwork and improve the quality of court and CRB oversight over the adoption process. They also intend for the work with Model Court Teams to lead to local plans to improve percentage of children who become legally-free who have a finalized adoption within one year of becoming legally-free.

As the steps above are implemented, JCIP has begun disseminating DHS data to courts on progress on finalizing adoptions within one year of the child becoming legally-free, and will survey judges to determine: whether they are receiving the Adoption Finalization Report; whether the information in it useful; whether they need further training on the adoption process; and whether there are particular barriers in their jurisdiction to finalizing adoptions more quickly.

If some barriers are commonly identified across the state, JCIP will work with DHS to identify and implement solutions.

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

In September 2016, DHS began piloting its tickler system for notifying case workers of documents needed to finalize the adoption process and has since expanded the system to additional branches.

The project originally called for DHS to also submit screenshots of the OR-Kids Adoption Tracking Page, rather than an Adoption Finalization Report, to courts and CRBs prior to hearings and reviews involving children with permanency plans of adoption. To prepare judges and system partners for the efforts to improve adoption timeliness and the submission of the Adoption Tracking Page screenshots, JCIP collaborated with DHS on a training for Model Court Teams, which include judges, attorneys, DHS staff, CRB field managers, and court staff, on the adoption process, the plan for improving adoption timeliness, and the Adoption Tracking Screenshots that DHS was preparing to submit to courts and CRBs prior to hearings.

Respondents to an evaluation survey on the presentation, which was given at the August 2017 Model Court Summit, gave the session an average rating of 3.7 on a scale from 1 to 5, with 68% of responding attendees reporting that the session would be helpful in their Model Court Team's work to provide permanency through timely adoptions.

DHS began submitting the screenshots of the OR-Kids Adoption Tracking Page in stages between July 2016 and September 2017. Judges and CRB expressed concern that the screenshots were not submitted consistently and that those they did receive were either difficult to understand or illegible. JCIP discussed these concerns with DHS, and DHS's Assistant Child Permanency Program Manager stated that DHS could work with its technical team to explore developing an automated report that would pull information on the status of adoption paperwork directly from OR-Kids into a one-page checklist for submission to courts and CRB.

The JCIP Advisory Committee discussed the issue at its March 2018 meeting, and the judges on the Advisory Committee agreed that the screenshots that were currently submitted were not useful for understanding the status of the adoption. DHS's Assistant Child Permanency Program Manager acknowledged the concerns and said that she believed that DHS would be able to create an automated report within the coming months that would be both easier for caseworkers to create and easier for judges and CRB to understand.

JCIP received a draft of a new Adoption Tracking Sheet and solicited feedback on it from the JCIP Advisory Committee. JCIP hoped to be able to implement the report and hold a webinar on

it by the end of the 2018, and to survey judges, CRBs, and stakeholders on the usefulness of the materials, needs for further training, and barriers to timely finalization of adoptions in spring 2019.

DHS decided there was a need to pilot the Adoption Tracking Sheet before releasing it for statewide use. In August 2018, DHS reported issues with the test environments and decided to leave testing open longer than planned. They then worked on a guide for staff on how to view and print the Adoption Tracking Sheet and a glossary for it in October 2018. In December 2018, DHS sent a memo to staff with the documents attached and instructed them to provide the Adoption Tracking Sheet to the Court and CRB instead of the screen shots of the OR-Kids Adoption Tracking Pages. The memo recommended that caseworkers review the report at least a week prior to the date it will be sent to the Court and CRB to ensure all information is current. JCIP also received the Adoption Tracking Sheet in December 2018.

After the first of the year, we jointly began planning a presentation for the CRB *Every Day Counts Conference* in May and for a webinar. The presentation will include an adoption flowchart and a mockup of an Adoption Tracking Sheet. There is an accompanying power point that will suggest questions to be asked at each stage of the process. After that conference we will make any necessary revisions and repeat the presentation for the *JCIP Model Court Summit on Child Abuse and Neglect* in August 2019. JCIP staff finished the power point for the webinar, however DHS wants to review it for accuracy before we present it. Because of under staffing and illnesses, they have not completed the requested review at this time.

Ten Model Court Teams have developed plans around finalization of adoptions within 12 months of a child being legally free.

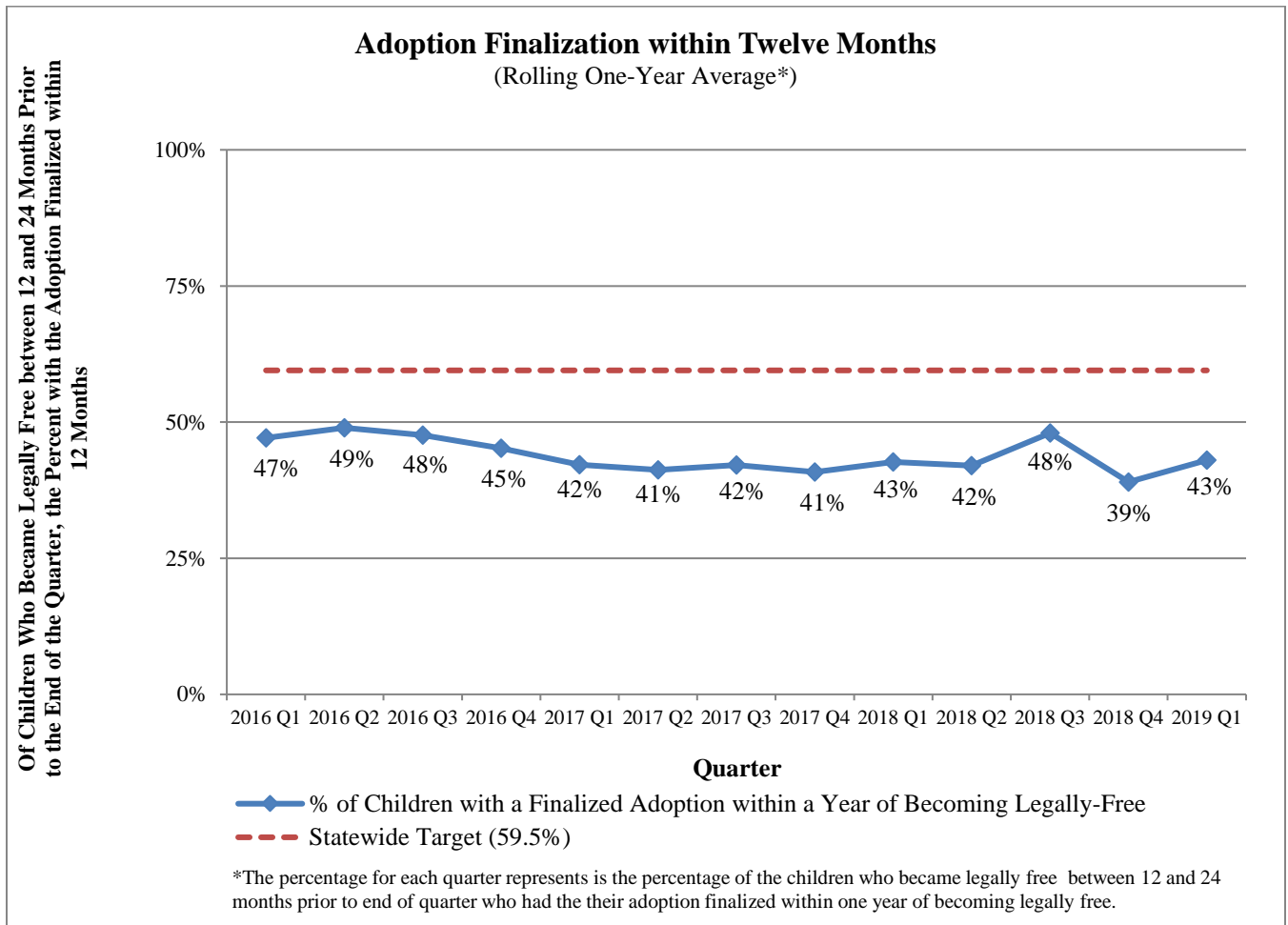
What is being done or how do you intend to monitor the progress of the project? (*Phase V*). *Be specific in terms of what type of evaluation (e.g., fidelity or outcome, comparison group, etc) or data efforts you have in place or plan to have in place to assess your efforts. If you have already evaluated your effort, how did you use this data to modify or expand the project?*

JCIP and DHS are monitoring progress using the *Adopted in less than 12 months of TPR* measure from the DHS Results-Oriented Management (ROM) site, which measures the percent of the children who became legally free 12 months ago who were discharged to a finalized adoption within 12 months of becoming legally free.

JCIP began including statewide and county-level data on the *Adopted in less than 12 months of TPR* measure in its quarterly data memo to courts and CRB field managers in December 2017 and has sent out updated data each quarter along with links to the JCIP statistical reports. Providing the data is intended to assist courts in monitoring the timeliness of adoption in their

jurisdiction and help incorporate the adoption finalization measure into ongoing CQI at the court level.

The chart on page 6 shows the rolling one-year percentage for the adoption measure for each quarter since the beginning of 2016. Each quarter's percentage represents the percentage of all children who became legally free between one and two years prior to the end of the quarter who have their adoption finalized within 12 months of becoming legally-free.



As the chart shows, the percentage of children with adoptions finalized within a year of becoming legally free showed little change in 2017 and the first two quarters of 2018 and was lower in those quarters than in federal fiscal year 2016. There was an increase in quarter 3 of 2018, a dip in quarter 4 and a partial recovery in the first quarter of 2019. This shows us that the original screen shots were less than helpful and with the introduction of the new Adoption Tracking sheet we began to improve. JCIP and DHS have addressed issues with materials submitted to courts and CRBs about the status of adoptions, and hope that the new Adoption Tracking Sheet, training on its use at two statewide conferences, a webinar and training materials

about the report and the adoption process, will help to improve the timeliness of adoption finalization.

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

None at this time.

Hearing Quality Project:

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

The project is intended to improve hearing quality in Oregon by monitoring and increasing:

1. The percentage of dependency and TPR hearings at which each type of party is present
2. The percentage of dependency and TPR hearings at which each type of party is represented by counsel.

JCIP intends to bring about change on this issue by:

- creating reports to measure how frequently parties are present and represented by counsel
- disseminating the reports to courts and stakeholders for use in CQI efforts
- encouraging courts with low rates of parent, child, or attorney attendance at hearings to change processes and use the data to monitor improvement
- using the data to:
 - advocate at the state level for improvement in representation
 - demonstrate the effectiveness and importance of full representation for parties to dependency cases.

Approximate date that the project began: October 2016

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

Develop/select solution

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

The need for increased party (particularly child) engagement, and for more consistent legal representation (particularly for DHS), at court hearings has been identified in Oregon over the

years by many judges and stakeholders. This project is an effort to not only effect change on party and attorney attendance at hearings, but to measure the extent of the problem and its potential effects on case timeliness and outcomes.

A main area of need for this project is determining how frequently DHS caseworkers appear in court without counsel, as this has long been standard practice in many jurisdictions, and has been cited by both judges and attorneys as a reason for delay in juvenile dependency cases. These concerns prompted the creation of two successive legislative task forces, with the latter of the two recommending full agency representation at all court hearings and the collection and reporting of data on representation at dependency hearings. These recommendations led to 2017 legislation providing funding for the first phases of a statewide roll-out of agency representation at all dependency hearings.

JCIP has also, for years, encouraged courts to have parents' and children's attorneys appointed and present at shelter hearings. Courts that have implemented this practice have reported that it has greatly improved the quality of their shelter hearings and aided in adjudicating cases in a timely manner, but JCIP currently has no method, aside from surveys of judges, of systematically determining how well the system is doing in ensuring that parents have representation at shelter hearings, or of linking representation at shelter hearings with improved outcomes.

Lastly, JCIP has long advocated for courts to encourage children to attend court hearings, believing that increased youth attendance in court hearings improves overall case outcomes. This push to improve engagement of youth in court proceedings also helped identify the need for this project, as JCIP has previously relied on occasional court observations to evaluate how frequently youth attend court, and has had little ability to tie youth attendance to outcomes.

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.*

JCIP will begin producing and disseminating data on the percent of dependency and TPR hearings at which each party is present and at which each party is represented by counsel so that party attendance and representation can be evaluated at both the state and local level, so that JCIP and Oregon's courts can implement and evaluate plans to increase party attendance and representation at key hearings, so that the percentage of hearings with all parties present and represented by counsel increases, so that the overall quality of Oregon's hearings improves.

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

The planned solution is that JCIP will increase the percentage of hearings at which all parties are present and represented by counsel by:

- creating reports to measure how frequently parties are present and represented by counsel
- disseminating the reports to courts and stakeholders for use in CQI efforts
- encouraging courts with low rates of parent, child, or attorney attendance at hearings to change processes and use the data to monitor improvements
- using the data to:
 - advocate at the state level for improvement in representation
 - demonstrate the effectiveness and importance of full representation for parties to dependency cases.

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

JCIP has initiated the development of a report that examines the percentage of hearings with various parties and attorneys present. The scheduled completion of the draft is December of 2019, with the implementation phase of the report scheduled to begin in January of 2020.

What is being done 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) or data efforts you have in place or plan to have in place to assess your efforts. If you have already evaluated your effort, how did you use this data to modify or expand the project?*

Once reports on the attendance of parties and legal representation at hearings have been developed and approved by courts, data from those reports will be used to monitor how frequently parties are appearing in courts, and how frequently they are represented by counsel. Data on the frequency with which parties and attorneys appear at hearings will then be compared with data on the timeliness of the proceeding to determine whether increased representation is associated with more timely permanency for children.

Once the work to create reports on hearing attendance and representation is complete, JCIP intends to also begin reporting on the percentage of dependency and TPR hearings that are continued or rescheduled. If and when such data become available, they would also be used to evaluate whether increased representation is successful in preventing delays due to continuances and rescheduling hearings.

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

JCIP remains interested in any national data or standards, or any data from other states, regarding how frequently parties (particularly children) are present at hearings and how frequently parties (particularly the child welfare agency and parents) are represented at hearings. JCIP aims to have representation for all parties all dependency hearings, but it would also be useful to have national standards or data against which to compare Oregon's performance.

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II. Trainings, Projects, and Activities For questions 1-9, provide a *concise* description of work completed or underway to date in FY 2019 (October 2018-June 2019) in the below topical subcategories.

For question 1, focus on significant training events or initiatives held or developed in FY 2019 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>How many persons attended?</i>	<i>What type of training is it? (e.g., conference, training curriculum/program, webinar)</i>	<i>What were the intended training outcomes?</i>	<i>What type of training evaluation did you do? S=Satisfaction, L=Learning, B=Behavior, O=Outcomes</i>
Data	<input type="checkbox"/> Yes <input type="checkbox"/> No					<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A
Hearing quality	<input type="checkbox"/> Yes <input type="checkbox"/> No					<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A
Improving timeliness/permanency	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	CRB, Judges, Agency staff, attorneys, CASAs and other stakeholders	The training was developed during the reporting period and will be delivered in May and August 2019	Conference, webinar	Improved judge and stakeholder understanding of the adoption process and adoption materials submitted by DHS; increase in the percentage of children who have an adoption finalized within one year of becoming legally free.	<input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> L <input type="checkbox"/> B <input checked="" type="checkbox"/> O <input type="checkbox"/> N/A Conference attendees will be asked to evaluate the quality of training, whether the training will be useful in their daily work, what one thing can they do to implement what they learned, etc. An evaluation of the webinar will cover most of the same things. We will be able to measure outcomes through the congregate data and individual court data for those courts attending.
Quality legal representation	<input type="checkbox"/> Yes <input type="checkbox"/> No					<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A

<i>Topical Area</i>	<i>Did you hold or develop a training on this topic?</i>	<i>Who was the target audience?</i>	<i>How many persons attended?</i>	<i>What type of training is it? (e.g., conference, training curriculum/program, webinar)</i>	<i>What were the intended training outcomes?</i>	<i>What type of training evaluation did you do? S=Satisfaction, L=Learning, B=Behavior, O=Outcomes</i>
Engagement & participation of parties	<input type="checkbox"/> Yes <input type="checkbox"/> No					<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A
Well-being	<input type="checkbox"/> Yes <input type="checkbox"/> No					<input type="checkbox"/> S <input type="checkbox"/> L <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> O <input type="checkbox"/> N/A

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<i>Topical Area</i>	<i>Did you hold or develop a training on this topic?</i>	<i>Who was the target audience?</i>	<i>How many persons attended?</i>	<i>What type of training is it? (e.g., conference, training curriculum/program, webinar)</i>	<i>What were the intended training outcomes?</i>	<i>What type of training evaluation did you do? S=Satisfaction, L=Learning, B=Behavior, O=Outcomes</i>
ICWA	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Tribal members, NICWA Conference attendees	25 -30 attendees	This was a National conference workshop	<p>Understand the purpose and the role of the Qualified Expert Witness</p> <p>Understand the qualifications and expectations of a Qualified expert witness</p> <p>Understand what the court wants to know from the QEW</p> <p>Understand the components of Oregon's QEW training</p> <p>Understand Oregon's protocol for obtaining a QEW.</p>	<input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A
Sex Trafficking	<input type="checkbox"/> Yes <input type="checkbox"/> No					<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> B <input type="checkbox"/> O <input type="checkbox"/> N/A

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

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

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

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—*

States have an option to delay implementation of the congregate care provisions by two years. The decision will have a direct impact on when judicial determinations and CIP training requirements must begin.

Do you know when your state plans to implement Family First? Yes No

If yes, when? **July 2020**

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.

JCIP staff participated on a legislative workgroup to develop Oregon law to implement the federal bill.

Have you been developing your Family First judicial training plan? Yes No

If yes, please describe what you have done.

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).

We have emailed judges various documents that describe family first. We have our annual judges conference and model court summit in August and have sessions on FFPSA at each of these conferences.

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)
Work with DHS to establish an automated transfer of data from Odyssey to OR-Kids	Agency Data Sharing Efforts	Selecting Solution
Provide Courts and Stakeholders with Data on Timeliness of Dependency Proceedings	Other	Evaluation/Assessment
Identify and implement ways to streamline processing of juvenile dependency cases in Odyssey	Case management systems	Identifying/Assessing Needs

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

(b) How are these reports used to support your work?

JCIP has a total of thirteen statistical reports that it runs and disseminates to trial courts on a quarterly and annual basis. The thirteen reports include six event statistics reports, each of which lists, by circuit court, the number of filings, number of various types of hearings, and average duration of each type of hearing, for a particular juvenile case type. The remaining seven reports measure the timeliness of the following events in juvenile court process:

- The first jurisdiction finding on the case
- Jurisdiction findings regarding both or all parents on the case
- The first permanency hearing
- Subsequent permanency hearings
- The filing of the TPR petition

- The resolution of the TPR petition
- Termination or relinquishment of both or all parents' parental rights

At the statewide level, JCIP uses the timeliness reports to identify measures and jurisdictions where performance needs improvement; inform decision-making about new initiatives and trainings; and evaluate the success of interventions and practice changes. JCIP uses its event statistics reports to monitor changes in juvenile court case loads, provide information to stakeholders on cases filed and hearings held, and assist courts in determining the amount of judicial time they need to effectively process their caseloads.

JCIP also disseminates its reports to Oregon's trial courts, and encourages Oregon's juvenile judges to share the reports with multidisciplinary Model Court Teams, and to use the statistics to inform program planning and evaluate the effectiveness of practice changes. To assist courts in utilizing the data in JCIP's reports, JCIP provides courts with technical assistance in understanding their court's data and in working to improve performance on measures identified as needing improvement.

JCIP also sends its statistical reports each quarter to DHS for dissemination to DHS district managers, program managers, and other leadership. JCIP also presents its statistical reports at each Advisory Committee Meeting, which gives leadership from other stakeholder organizations (e.g., the Department of Justice and the Office of Public Defense Services) information on the reports and sends the reports to other stakeholders on request.

Last, JCIP uses its statistics, and, when necessary, custom queries, to provide information to the Oregon Legislature on the caseload and performance on Oregon's juvenile courts, and to inform estimates, both from OJD and from stakeholder organizations, on the possible impacts of proposed changes to Oregon's juvenile code. In 2019, JCIP began the process of developing an interactive dashboard. The dashboard will update at regular intervals and allow for judges and approved court staff to directly access data reports and provide detail case reports on demand.

- 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)
Monitor and increase the percentage of hearings at which all parties are present and represented by legal counsel	Other	Selecting Solution
Coordinate the development, maintenance, and updating of legally sufficient model forms for juvenile dependency judgments	Courts Orders/Title IV-E	Evaluation/Assessment
Provide updates to juvenile judges on appellate decisions and changes to state and federal law dependency law	Appeals	Evaluation/Assessment

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)
Joint data project with DHS to increase the percentage of children who have their adoption finalized within 12 months of becoming legally free (see section I, above for details)	Perm Goal not APPLA	Evaluation/Assessment
Provide training, technical assistance, and data analysis to courts and interdisciplinary Model Court Teams	General/ASFA	Evaluation/Assessment

Collaborate with stakeholders to plan, deliver, and support trainings on issues in juvenile dependency cases for attorneys, DHS, CASAs, CRB volunteers, and other stakeholders	General/ASFA	Evaluation/Assessment
Assist with DHS's on-going Child and Family Services Reviews	General/ASFA	Evaluation/Assessment
Plan and deliver annual 2019 Oregon Model Court Summit on Child Abuse and Neglect	General/ASFA	Evaluation/Assessment

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)

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)

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)

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)
Plan and provide site visits to the Confederated Tribes of Umatilla Indians and the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians	Tribal Collaboration	Planning

Project Description	How would you categorize this project?	Work Stage (if applicable)
Participation in ICWA Compliance Workgroup. JCIP staff and a judicial referee participate on the state statute sub-committee, and JCIP staff participate on the training committee and the system mapping sub-committee	Other	Planning
QEW training	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

Project Description	How would you categorize this project?	Work Stage (if applicable)
Develop and disseminate Oregon-specific child sex trafficking bench card	Sex Trafficking	Selecting Solution

The Oregon-specific sex trafficking bench card now has an active planning committee which includes JCIP staff and a judge. The committee has set an internal goal of having the card finished and ready for distribution in August. The committee has decided that the card should be one page, and for use in all cases, not necessarily just juvenile cases. The decision came from feedback from a variety of judges at the most recent Judicial Education and Leadership Institution (JELI) conference regarding what they would like to see in a bench card. The judge on the bench card committee has indicated that she will craft a personal letter to all judges when it is disseminated to encourage use. The committee most recently met in May.

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, 2018.

a. Does the CFSP include any of the following:

legal/judicial strategies the CIP/Agency Joint Project the CIP Hearing Quality Project

If yes, please describe:

JCIP provided data for use in the Oregon CFSP and reviewed and provided input on sections of the CFSP that involve Oregon's court system.

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.

JCIP has historically partnered with DHS in conducting its IV-E Foster Care Eligibility Review, and during the most recent review in Oregon, which took place in 2013, JCIP assisted with planning for the review and had a staff person assist in reviewing cases. JCIP intends to continue to partner with DHS for future IV-E Reviews in Oregon.

3. 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 plan to meet) ongoing with the child welfare agency to monitor PIP Implementation

JCIP has had extensive involvement in both the Round 3 of the CFSR in Oregon, and in the development of DHS's PIP. Two JCIP staff and three CRB staff were reviewers for Round 3, conducted in 2016, and JCIP continues to be involved in the on-going reviews that DHS is conducting to establish a statewide baseline for evaluating progress on its PIP.

JCIP staff also participated in the discussion of the CFSR findings when the Children's Bureau presented them in Oregon, and served on several of the committees that DHS established to identify program improvement strategies. JCIP was particularly active in the Permanency Committee, which led to the development of the joint CIP-agency project plan described in Section I.

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

- court strategies court/agency shared strategies
- the court/agency joint project described above the CIP hearing quality project
- specific practice changes that judges will make
- specific practice changes that attorneys will make

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 combination of Round 3 of the CFSR, the ensuing process for drafting Oregon's PIP, and the new requirement for a joint DHS-JCIP plan was productive in bringing DHS and JCIP together for joint program planning. The new CIP grant cycle and requirement to develop a joint plan coinciding with the planning for DHS's PIP meant that JCIP and DHS came together for meaningful joint

planning, and writing the resulting plans into the JCIP Strategic Plan and DHS PIP will help ensure that they remained priorities for both JCIP and DHS.

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

JCIP and DHS do undertake joint planning for child welfare improvement, but there are barriers to improving joint child welfare program planning.

One barrier is inherent to joint planning between large organizations, and that is that there is not always sufficient communication between the two organizations (DHS and the court system) about planned initiatives. The size of the two organizations means that each may be planning or undertaking any number of projects of which the other agency may not be aware, or of which some individuals in one agency may be aware but not others.

The size of the two agencies also makes joint planning difficult in that, where DHS Central Office and JCIP have shared priorities for projects, both may struggle to bring practices in individual DHS offices and courts into line with the visions agreed upon by Central Office and JCIP. Implementing joint plans statewide requires the cooperation and investment of child managers and caseworkers; elected judges; and other stakeholders at the local level, and securing the participation of all system partners in even a single jurisdiction can be challenging.

DHS and the court system are also attempting to undertake joint planning in a context where both organizations' resources are limited. JCIP, for example, highly values opportunities to sit on DHS committees and having DHS represented on its committees, but staff availability sometimes limits the extent to which the two organizations can actively participate in all of the committees and projects that the other agency may be planning.

These resource constraints, and the large number of issues that DHS and court system may be facing at any given time, also hamper planning because the two organizations may prioritize different projects when allocating scarce resources, or may not have sufficient resources to move joint projects forward. For example, the agency and CIP are working together to improve the timeliness of adoption cases, but the competing demands for staff time from other projects at both JCIP and DHS have delayed efforts to create a new Adoption Tracking Report and create training and materials for judges and staff on the adoption process.

The differing roles of the court and child welfare agency can also lead to conflicting priorities, which can be problematic for joint planning. For example, the courts' role of providing oversight over DHS creates potential for conflict, as actions by judges or by the court system that, from the courts' perspective, may strengthen the court's capacity for oversight, may appear to the agency to be an impediment to their ability work with families and effectively move children toward permanency.

Last, there has been considerable change at DHS over the past several years, both in departure of high-level leadership and in changes of roles for other key child welfare staff at DHS Central Office. While the new DHS leadership is committed to engaging with JCIP, turnover in key roles at DHS Central Office has, at times, made it difficult to move projects forward or to identify the correct contacts for new initiatives.

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.

Yes. JCIP has met with DHS about utilizing professional partner training for judges, attorneys, and court personnel, and DHS is including reimbursement for OJD for general fund dollars used to train judges and stakeholders into its 2019 Child and Family Services Plan (CFSP).

If no, have you met with child welfare agency leadership to discuss and explore utilizing professional partner training for judges, attorneys and court personnel?

7. Have you talked with your agency about accessing Title IV-E funding for legal representation for parents or for children? Is the agency planning to seek reimbursement? If yes, describe any plans, approaches, or models that are under consideration or underway.

Yes, when this was announced, JCIP staff shared it with both DHS and the Public Defense Services Commission, and has encouraged both entities to work together to get this in place. JCIP staff see this as an opportunity to leverage state resources to further roll out the parent child representation project that has been implemented in 5 Oregon counties.

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?

JCIP's CQI ability has increased over the past year because the quality of the data on its statistical reports has continued to improve as courts become more experienced on Odyssey and gain more familiarity with the reports, how they work, and the data entry needed to produce high-quality data. Increased familiarity with and continued dissemination of the Odyssey reports has also increased the ability of the judges and court administrators to use the reports on their own for both caseload management and for local CQI.

As Oregon moves further away from the end of its staged implementation of Odyssey (2012-2016), JCIP also faces fewer and fewer challenges from its reports containing partial data due to problems reporting on cases converted from the old OJIN system. This also means that JCIP's ability to analyze both court and state performance over time is improving, since quality and comprehensiveness in 2017 and 2018 were much better than in the prior three years.

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?* 95-100%

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: _____

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

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?

The most challenging phase of the change management process for JCIP to integrate into practice is the evaluation phase.

It is often difficult to draw clear connections between system interventions and changes in performance measures. Child welfare systems are complex and ever-changing, and isolating the impact of a single change, such as institution of a DCM project or in-court settlement conferences, is difficult when so many other factors – changes in agency practice and staffing levels, increases in filings, changes in case law and attorney practice – are simultaneously affecting performance measures.

The complexity of the systems on which JCIP is attempting to effect and measure change causes a related issue with evaluation, which is the frequent need to collect project- or training-specific data in order to rigorously evaluate a project or training's effects on practice and outcomes. Collecting such data requires either custom queries of OJD's case management system, writing and disseminating surveys, or other forms of data collection which may be labor-intensive. The use of case management system data outside of JCIP's existing statistical reports additionally requires considerable work to evaluate data quality and determine the best way, given past and current data entry practices, to identify and measure a given phenomenon.

JCIP currently has 27 projects in its strategic plan and conducts many more trainings each year, with two of the trainings being conferences that cover a wide range of topics.

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.)

JCIP remains interested information on national and state-specific timeliness data on both system-wide measures and on measures more specific to courts. For example, at its most recent Advisory Committee meeting, a question came up during the discussion on the timeliness of adoptions and of termination proceedings as to whether Oregon has a higher removal rate than other states (our understanding is that it does) and whether Oregon is more likely to terminate parental rights than others states.

We aren't aware of any national data on what share of children entering foster care wind up having their parents' rights terminated, or any systematic comparison of timeliness measures across states, but, if such comparisons exist or could be created, they would be useful to JCIP and to Oregon's courts and child welfare system in evaluating Oregon's performance in a national context.

Self-Assessment – Capacity Continued

We would like you to assess your current capacities related to knowledge, skills, resources, and collaboration by responding to the following 2 sets of questions. In questions 6 and 7, we ask about CQI. When we say CQI we mean the entire change management process including root cause analysis, theory of change, strategy selection, implementation and evaluation.

6. 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have the resources we need to fully integrate CQI into practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

7. 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We create theories of change around systems change projects.	<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"/>
We evaluate (beyond monitoring outputs) our efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.