

A NATIONAL CURRICULUM FOR CASEFLOW MANAGEMENT IN JUVENILE DEPENDENCY CASES INVOLVING FOSTER CARE

Presented by

**HON. NANCY SALYERS, CO-DIRECTOR
FOSTERING RESULTS**

UNIVERSITY OF ILLINOIS CHILDREN AND FAMILY RESEARCH CENTER IN THE SCHOOL OF SOCIAL WORK

***DOUG SOMERLOT, VICE PRESIDENT,
THE JUSTICE MANAGEMENT INSTITUTE***

and

**MAUREEN CONNER, EXECUTIVE DIRECTOR,
THE JERITT PROJECT**

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Juvenile Dependency Caseflow Management Workshop **Learning Objective Version of 2.5 Day Agenda**

MARCH 2005

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FOREWORD

Recently we re-read *A National Agenda for Prompt and Affordable Justice in the 21st Century*, developed by a national working group including representatives of many of the organizations who participated in this project and published in 1998. Two introductory statements from that document are particularly salient to the purposes of this curriculum:

The consequences of excessive litigation costs and case processing delay are especially severe in cases involving those least able to protect their own interests – including children, victims of domestic violence, people with fixed incomes, the poor, and the elderly.

Despite the solid base of knowledge and experience supporting the efficacy of pre-judgment delay reduction strategies in civil and criminal cases, relatively few jurisdictions have employed these strategies to address problems of delay on a sustained basis, or employed them in courts that deal with family issues.

It is to encourage the use of the proven techniques of caseload management to juvenile dependency cases that this project was directed.

Judge Nancy Salyers, Co-Director of Fostering Results, approached Doug Somerlot of The Justice Management Institute and Maureen Conner of the JERITT Project about developing a caseload management curriculum specifically geared for use with multi-disciplinary, inter-agency teams of practitioners dealing with juvenile dependency cases involving children in foster care.

Initial development of the curriculum, exercises, and evaluation instruments was followed by a critique of the drafts by a committee of experts from the field representing many of the organizations active in the improvement of the juvenile dependency justice system on a national level. The names of the members of our Steering Committee are included in these materials. Our thanks to each of them for the time, effort, and collaborative spirit that they gave to this project. Following the initial round of review, the curriculum was pilot tested in Flagstaff, AZ for teams from three of the state's counties. Our thanks to the Bill Stanton, Director of the Children's Services Division of the Arizona Administrative Office of the Courts and his staff for making the pilot test happen, to the faculty members and facilitators who participated in that project whose names are listed elsewhere in these materials, and to the members of the teams from the Cochise, Maricopa, and Yavapai County Juvenile Dependency Court systems for participating in the pilot workshop and offering their suggestions and feedback. Following the pilot test, the Steering Committee met again to discuss the results of the test and recommend final changes in the curriculum, materials, and evaluations.

The product of all of this effort is presented on the following pages. Like any model curriculum, it is meant to be revised to fit local circumstances and used. We hope you find it to be a helpful catalyst in achieving prompt and affordable justice in your juvenile dependency justice system.

NS, DS, MC

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Steering Committee

<p>Pauline Abernathy Assistant Director, Health and Human Services The Pew Charitable Trusts</p>
<p>David K. Byers Administrative Director Supreme Court of Arizona</p>
<p>Dr. Maureen E. Conner Executive Director, The JERITT Project School of Criminal Justice Michigan State University</p>
<p>Kay Farley Government Relations Director National Center for State Courts</p>
<p>Ms. Rosalyn W. Frierson Director South Carolina Court Administration</p>
<p>Mark Hardin Director, National Child Welfare Resource Center on Legal and Judicial Issues ABA Center on Children and the Law¹</p>
<p>Steven W. Hanson Family Law Caseflow Management Manager Supreme Court of Ohio</p>
<p>Carole Johnson Program Officer The Pew Charitable Trusts</p>
<p>Alicia G. Key Administrative Director Office of Court Administration</p>
<p>Anita B. Light</p>

<p>Director of NAPCWA American Public Human Services Association</p>
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<p>Melissa Ludington Fostering Results UIUC Children and Family Research Center in the School of Social Work</p>

<p>Mary Mentaberry Executive Director National Council of Juvenile and Family Court Judges</p>

<p>Diane Nunn Center for Families, Children & the Courts California Administrative Office of the Courts</p>
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<p>Peter J. Passidomo Chief Magistrate White Plains, NY</p>
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<p>Mitchell Regenbogen Deputy Chief Court Attorney New York, NY</p>
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<p>Hon. Nancy Salyers Co-Director, Fostering Results UIUC Children and Family Research Center in the School of Social Work</p>

<p>Douglas K. Somerlot Vice President The Justice Management Institute</p>

<p>Bill Stanton Director, Dependent Children's Services Division Arizona Supreme Court</p>

¹ [This material has not been approved by the American Bar Association House of Delegates or Board of Governors and thus the viewpoints contained herein do not necessarily represent the official positions or policies of the ABA](#)

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Richard Van Duizend

Principal Court Management Consultant
National Center for State Courts

Marvin Ventrell

Executive Director
National Association of Counsel for Children

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Arizona Juvenile Dependency Caseflow Management Workshop Faculty Roster

Aimee Baehler

Team Facilitator
Program Manager
The Justice Management Institute
Denver, CO

Sharon S. England, Esq.

Panel Presenter and Team Facilitator
Attorney
Richmond, VA

Gary “BO” Fairman

Panel Presenter
Clerk of the Court, Third District Juvenile Court
Salt Lake City, UT

Wanda Rogers

Panel Presenter and Team Facilitator
Chief of Services Programs, Dept of Social
Services
Hampton, VA

Hon. Nancy Sidote Salyers

Plenary Presenter, Group Facilitator
Co-Director, Fostering Results
UIUC Children and Family Research Center
Chicago, IL

Douglas K. Somerlot

Lead Faculty and Program Moderator
Vice President
The Justice Management Institute
Yorkville, Illinois

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Ray Wahl

Plenary Presenter and Team Facilitator
Utah Juvenile Court Administrator
Utah Administrative Office of the Courts
Salt Lake City, Utah

Hon. A. Ellen White

Panel Presenter and Team Facilitator
Campbell County Juvenile and Domestic
Relations District Court
Rustburg, Virginia

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Juvenile Dependency Caseflow Management Workshop

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PURPOSES AND GOALS:

Despite many efforts, children remain too long in foster care during the time their dependency cases are pending in juvenile courts. Part of the reason for this passage of time is unnecessary delay in the court process. As has long been recognized, any delay in the processing of cases that is not related to preparing for or presenting the events necessary to complete the case is unnecessary and should be eliminated². The goal of this project is to improve the juvenile justice system's ability to oversee the movement of dependency cases involving foster care through the entire juvenile justice system in order to shorten the time needed for children to reach appropriate permanent placement. This goal will be achieved by applying proven caseflow management techniques that make better use of data from multiple sources in order to manage and monitor the processing of dependency dockets and track the movement of individual dependency cases throughout all phases of the process.

ATTENDEES:

The attendees at the workshops will be the members of the steering committee appointed in each state to oversee the process and multi-disciplinary, inter-agency teams from the juvenile justice system in five to seven local courts selected by the steering committee. The members of each team will be selected by the local court and will include, to the extent possible, approximately 8 people. It is recognized that some courts may not have this many people involved in the local process. However, the preferred list of attendees is as follows:

- A judge with juvenile dependency jurisdiction who will have responsibility for implementation of the improvement plan designed as a result of the workshop;
- A court manager with responsibility for juvenile dependency cases who will have responsibility for managing the implementation of the improvement plan;
- A court or clerk's office staff member with responsibility for providing information technology services for use by the court in juvenile dependency cases;
- A court or clerk's office staff member with responsibility for maintaining records in juvenile dependency cases;
- An attorney from the organization that represents the state in juvenile dependency cases;
- An attorney from the organization that represents the parents in juvenile dependency cases;
- An attorney from the organization that represents the child or children in juvenile dependency cases; and
- A representative of the local child welfare agency active in juvenile dependency cases.

² ABA Commission on Standards of Judicial Administration, Standards Relating to Trial Courts, Standard 2.50,(1985)

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FORMAT, STYLE, AND COVERAGE:

The workshop will consist of a mix of plenary presentations, plenary discussions, and facilitated small group activities. All phases of the workshop will be fast paced, high energy, and highly interactive. The format will model adult learning theory by conveying knowledge and information followed by application and reflection. Segments will be sequenced to provide opportunity for the attendees to put the knowledge they have gained during the plenary sessions into practice considering the needs and dynamics of their own jurisdictions.

The workshop is designed to foster collaborative planning among representatives of a wide variety of public and private agencies and entities involved in the juvenile dependency justice system. It is assumed that the attendees come from multiple educational and experiential backgrounds and that each has expertise in their own area of professional responsibility. In many cases the roles that the attendee team members execute in their day-to-day relationships with each other will reflect the adversarial system in the courts. In order for the collaborative process to succeed the attendees from each team must remain advocates of the perspective that their education, experience, and affiliation provides while suspending their adversarial role in favor of a system improvement focus.

The 2.5 day workshop will examine the juvenile dependency case process from the point where the matter first comes to the attention of the law enforcement or child welfare agency through the point when custody of the child is returned to his or her care giver or the child is adopted or placed into the permanent custody of an alternate caregiver not a part of the foster care system. The workshop is centered on preparing a plan for making needed changes in the way each individual court's system processes juvenile dependency cases from the beginning to the end of the cases. Each segment of the workshop will contribute knowledge and experience needed to develop the improvement plan. A substantial portion of the facilitated small group time will be specifically devoted to plan development.

WORKSHOP LOCATION AND FOOD FUNCTIONS:

To the extent possible the workshops will be held in hotels, universities, or conference sites that are not located in the home city of any of the teams. The opportunity for the team members to network on an interpersonal level will have a positive impact on their ability to function as a team both during the workshop and, more importantly, on their return home. The team members will be expected to attend the entire program and to remain at the conference site overnight during the program. The sponsors should consider including luncheons with speakers and providing at least one evening group meal.

ROLES OF FACULTY AND FACILITATORS:

Faculty: Someone needs to fill the role of workshop moderator and lead faculty member. This person will be present at each session as a presenter, introducer, time keeper, and

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director. An expert on information systems in juvenile dependency cases will present on the first day. A panel composed of individuals who have been involved in local juvenile courts that successfully utilize caseload management will present on the second day of the workshop. These presenters will all be from courts or organizations that have previous experience in implementing a caseload management based system for processing juvenile dependency cases. Because of their dual roles as faculty and facilitators, this group should remain for the entire duration of the program. The agenda provides for a keynote speaker at a luncheon on the first day of the workshop and a panel composed of children who have had experience with the foster care system is suggested for a group lunch on the second day. These presenters may or may not remain for the duration of the program, depending on the other roles that they may be playing. The pilot test of the curriculum did not use a child experience panel due to school schedules. However, a panel of adults who had experience in the system as children may be an effective way to present this point of view.

The faculty members need to be made aware of the learning objectives of each plenary and group session and how the individual session objectives fit together to achieve the overall goal of the workshop. The workshop evaluation instrument is designed to measure the degree to which each session met its declared objectives. There is no script for this workshop, as the experiences of individual presenters will be the strength and the source of the program's energy. However, the learning objectives, if adhered to, will reduce repetition of presentations and ensure the value of the workshop.

Facilitators: Each team will have a facilitator assigned who will be responsible for coordinating the execution of the exercises described in the instructions and in the version of the curriculum that follows. The workshop moderator, technology presenter, panel members, and keynote speaker can all be used as team facilitators.

The primary role of the facilitators is to bring out the expertise of the team members. The facilitators are not chosen because of their local expertise and should not undertake that role in the team sessions. However, several of the sessions revolve around the ability to identify and make use of information to manage the movement of cases and require knowledge of local case law, statutes, procedures, and policies. The inclusion of information technology staff on each team, and the availability of state level information technology staff and legal experts to answer questions during the workshop will be a helpful addition.

As with the faculty members, the facilitators need to be aware of the learning objectives of each plenary and group session and how the individual session objectives fit together to achieve the overall goal of the workshop. The workshop evaluation instrument is designed to measure the degree to which each plenary and small group session met its declared objectives.

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The agenda assumes that a meeting of the faculty and facilitators will be held at the end of each day's activities. The purposes of these meetings will be to review the progress of the individual teams and to suggest areas that the next day's presenters should emphasize.

PRE-WORKSHOP EXPECTATIONS:

Attendees will be given a copy of the agenda in advance of the workshop to familiarize them with the topics and exercises. The agenda will be accompanied by a letter that suggests information that they might wish to assemble prior to attending the workshop, including caseload data, local forms, rules, and procedures, and relevant materials to be shared among their team. Each attendee should bring his/her appointment calendar so that meetings following the workshop can be scheduled.

POST-WORKSHOP EXPECTATIONS AND EVALUATIONS:

At the conclusion of each day of the workshop the attendees will be asked to complete an evaluation of that day's presentations. The program evaluation form designed for this workshop is built to measure the success of the sessions in reaching the learning objectives rather than being based on the presentation skills of the faculty members.

Also included in the materials is a document for preparing an evaluation of the impact of the Workshops. Because the curriculum is intended to be modified to meet the needs of the jurisdictions hosting the workshops, and because the goals of the improvement plans developed by the individual teams will be unique to the issues facing that team, this document is designed as a plan to allow each team and each host to obtain follow-up data that will be most helpful to them.

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Day 1 [Date]		
Time	Activity and Presenter(s)	Tab Number
8:00 AM	REGISTRATION AND CONTINENTAL BREAKFAST <i>[Location]</i>	
8:30 AM	<p><i>Plenary Session:</i> WELCOME; INTRODUCTIONS; PURPOSE OF WORKSHOP; FORMAT OF WORKSHOP</p> <p><i>Presenters:</i> <i>[Location]</i></p> <p><u>Purposes:</u> By the end of this session the attendees will:</p> <ul style="list-style-type: none"> • Understand the purposes and format of the workshop and the roles of the faculty and facilitators • Experience the interactive style to be used during the workshop • Meet their team facilitator • Meet all of the attendees from the other teams <p><u>Process:</u> Attendees will be seated at round tables of sufficient size to hold all team members. A sign will be on each table indicating the team that will be seated there. In addition to the local team members a group facilitator will be assigned to each team and will be seated with the team throughout the workshop beginning at the first session. The team facilitator will work with the team during small group sessions. The moderator will open the session, introduce Judge Salyers for comments from Fostering Results and introduce a representative of the funding agency for comments. The moderator will then ask each individual to introduce themselves indicating:</p> <ul style="list-style-type: none"> • Name • Job title • Experience • One expectation from the workshop (which will be recorded on newsprint and taped on the walls in the front of the plenary session room). <p><u>Facilities Requirements:</u></p> <ul style="list-style-type: none"> • Rounds of sufficient size to hold all team members including the facilitator • A sign holder on each table. • A head table large enough to hold 4 people • A separate table with power to hold the laptop and projector <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for presenter • Wireless hand-held mic. for attendees • Computer • Digital projector with wireless remote 	<p>Tab Number ____</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Program agenda • Attendee roster • Bio -sketches of faculty • Descriptions of sponsors and funding agency

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- *Screen*
- *Easel and paper, markers, and masking tape*

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9:00 AM	<p>Plenary Session: THE FUNDAMENTAL PURPOSES OF COURTS</p> <p>Presenter: [Location]</p> <p><u>Learning Objectives:</u> By the end of this session the attendees will</p> <ul style="list-style-type: none"> • Know the fundamental purposes of juvenile courts • Be able to relate the fundamental purposes to management of the progress of juvenile dependency cases involving foster care. <p><u>Process:</u> The topic will be presented via a short individual exercise that is presented and debriefed by the presenter. In the debriefing, the presenter will summarize the comments and compare them with comments from others who have completed this exercise, The roles of courts as a part of the community will be emphasized, and the limitations on judicial activity imposed by the codes of ethics will be explored.</p> <p><u>Facilities Requirements:</u> Same as previous.</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for presenter • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape 	<p>Tab Number __</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Note-taking version of presenter's <u>PowerPoint</u> presentation • Exercise 1
9:30 AM	<p>Plenary Session: THE ELEMENTS OF CASEFLOW MANAGEMENT</p> <p>Presenter: [Location]</p> <p><u>Learning Objectives:</u> By the end of this session the attendees will:</p> <ul style="list-style-type: none"> • Know the elements of Caseflow Management • Define delay in juvenile dependency cases • Know the concept of meaningful events • Analyze the role of all three concepts in processing dependency cases <p><u>Process:</u> This will be an interactive lecture. The speaker will present the elements of caseflow management, the definition of delay, and the concept of meaningful events and will engage the attendees in a discussion on the applicability of each element to the dependency docket.</p> <p><u>Facilities Requirements:</u> Same as previous.</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for presenter • Wireless hand-held mic. for attendees • Computer • Digital projector with wireless remote • Screen 	<p>Tab Number __</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Note-taking version of presenter's <u>PowerPoint</u> presentation • Bibliography

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- Easel and paper, markers, and masking tape

10:15 AM

BREAK

[Location]

10:30 AM

Small Group Exercise

and Report Back:

MAKING THE FIRST EVENT MORE MEANINGFUL

Tab Number ___

Materials:
Exercise 2

Introducer:

[Location]

Purpose:

By the end of this exercise the attendees will

- Complete the initial steps of team development

Learning Objectives:

By the end of this exercise the attendees will

- Understand the use of meaningful events as an analytical tool to develop their local improvement plan
- Be able to apply the concept of meaningful events to the juvenile dependency case process

Process:

This segment will be a short exercise conducted in the plenary session room. The focus of the exercise will be on applying the concept of meaningful events to the first event in a juvenile dependency case. First event is defined as, the first court appearance where all parties are present and there is an opportunity for a contested hearing. It is as important that the teams become familiar with the facilitated small group process as it is that they come to a solution to this exercise.

The workshop leader will introduce the exercise following the break. The facilitators will lead the exercise for their team.

The facilitator will:

- **Set the ground rules** that will govern this and all future team meetings:
 - Everyone has knowledge, skills, and experience to offer
 - The team sessions will be a safe environment in which to discuss issues
 - No one team member will dominate the discussions
 - Everyone should be encouraged to participate but no one is required to participate
 - Only one conversation at a time
 - The facilitators will lead the discussions and keep the team on track.
- **Describe the tasks** that need to be achieved and keep the team on task. The instructions for the exercise will be in the materials distributed at the beginning of the workshop.
- **Define the time limits** and schedule for the exercise and keep the team on time. This exercise should be completed in no more than 30 minutes from the time the instructions are concluded.
- **Identify the Reporter.** A report will be made from the team table and should take no more than 3 minutes per team. **All reports will be**

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Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Agenda

	<p style="text-align: center;">completed by 11:30 AM in order to allow time for the hotel staff to set the room for lunch.</p> <p><u>Facilities Requirements:</u> Same as previous.</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for introducer • Hand-held wireless mic. for reporters • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape for each team 	
11:45 AM	<p>Plenary Session: LUNCH AND KEYNOTE ADDRESS</p> <p>Presenter: [Location]</p> <p><u>Purpose:</u> The purpose of this session is to inspire and energize the attendees. The presentation should emphasize that unnecessary delay in the processing of juvenile dependency cases (1) is a significant problem that needs to be addressed; and (2) that it can be successfully addressed through the collaborative efforts of stakeholders. The presenter should be someone who has lead or been actively involved in a similar <u>program</u>.</p> <p><u>Process:</u> Lunch service will begin at 11:45. The Moderator will bring the group to order at 12:15 and introduce the speaker even if some are still finishing their meals. The Presenter will be finished by 12:45. The Presenter will use such AV as they require. The Presenter may choose to take questions, but whether he/she will take questions will be decided upon in advance. Taking questions will not extend ending time for the session.</p> <p><u>Facilities Requirements:</u> The lunch will be served in buffet style with multiple service locations. The room will remain set up in rounds. An alternative seating pattern will be established so that attendees do not sit with their own team members.</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for Presenter • Other AV is at the request of the Presenter 	<p>Tab Number ___</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Note-taking version of presenter's PowerPoint presentation • At the direction of the presenter, supplemental reading materials may be included.
1:00 PM	<p>Small Group Exercise: “WALKING THE TRACKS”</p> <p>Introducer: [Location]</p> <p><u>Learning Objectives:</u> By the end of this session the attendees will</p> <ul style="list-style-type: none"> • Diagram the dependency case process in their jurisdiction • List the tasks that each agency/entity must perform, including timelines, in order to move a case through the dependency case process • Identify steps in the process where delay occurs and how the delay in one task or by one agency/entity impacts the entire process. <p><u>Process:</u></p>	<p>Tab Number ___</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Exercise 3

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	<p>After the lunch break the attendees will reconvene sitting with their teams. Following the introduction of the exercise in plenary session the teams will go into small groups to complete the exercise. This exercise will require the teams to develop flow charts of the dependency caseflow process in their own jurisdictions in as much detail as possible. Details will include all steps that all agencies take, who performs which tasks within each agency/entity, and the time required for completion of each task. The facilitators will lead them through the exercise. Even though no report will be made, the teams should arrange to take the flip chart developed during this exercise back to their home jurisdiction with them. The facilitator will:</p> <ul style="list-style-type: none"> • Describe the tasks that need to be achieved and keep the team on task. The instructions for the exercise will be in the materials distributed at the beginning of the workshop • Define the time limits and schedule for the exercise and keep the team on time. The exercise should be completed by 2:30 PM • No report back is planned for this exercise <p><u>Facilities Requirements:</u> The moderator will go over the room assignments for the groups.</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for introducer • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape for introducer • Easel and paper, markers, masking tape, and Post-It Notes for each team 	
2:30	<p>BREAK [Location]</p>	
2:45	<p>Plenary Session: USING INFORMATION TO MANAGE CASEFLOW Presenter: [Location]</p> <p><u>Learning Objectives:</u> By the end of this session the attendees will:</p> <ul style="list-style-type: none"> • Identify the types of case related data collected by multiple agencies and entities to monitor and manage the movement of dependency cases involving foster care from initial contact through re-unification or termination of parental rights and adoption • Identify the steps necessary to achieve an integrated data system <p><u>Process:</u> This will be an interactive plenary presentation by an individual or group from a dependency court that makes particularly productive use of computerized and/or manual data to monitor the progress of individual cases and manage the dependency case process where foster care is involved as well as a description of what was done to implement the system. In order to lead into the exercise which follows, the presentation should</p>	<p>Tab Number ___</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Note-taking version of presenter's <u>PowerPoint presentation</u> • Checklists or other tools that the attendee teams may use in planning • Supplemental reading materials may be included

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Juvenile Dependency Caseload Management Workshop

Learning Objective Version of 2.5 Day Agenda

emphasize:

- The information needed for success, not the technology
- The type and source(s) of data that indicates:
 - Progress toward completion,
 - Timeliness of completion, and
 - Quality of activity for each event.

Facilities Requirements:

The room will be set as earlier in the day.

AV Requirements:

- Wireless lapel mic. for presenter
- Computer
- Digital projector with wireless remote
- Screen
- Easel and paper, markers, Post-It Notes and masking tape

Plenary Session: **Demonstration of the Statewide Juvenile Dependency Court Information System**

Tab Number ___
Materials:

Presenters:
[Location]

Learning Objectives:

NOTE: THIS IS AN OPTIONAL SESSION. If the state has a statewide court information system for juvenile dependency cases this time would be used for an overview of that system by a presenter from the agency that administers that system.

By the end of this session the attendees will:

- Know the information currently available from the statewide juvenile dependency court information system to manage local juvenile dependency cases.

Process:

This will be an interactive plenary presentation by an individual or group from the organization that manages the statewide juvenile dependency court information system. The presentation will emphasize:

- The sources of input for the system,
- The reports available that indicate:
 - Progress toward completion in individual cases,
 - Timeliness of completion on individual cases,
 - Quality of activity for each event, and
 - Management of the entire dependency case docket and process.

Facilities Requirements:

The room will be set as for the preceding session.

AV Requirements:

- Wireless lapel mic. for presenter
- Computer
- Digital projector with wireless remote

- Note-taking version of presenter's PowerPoint presentation
- Checklists or other tools that the attendee teams may use in planning
- Supplemental reading materials may be included

3:30 PM
(Optional Session)

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Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Agenda

	<ul style="list-style-type: none"> • Screen • Easel and paper, markers, Post-It Notes and masking tape 	
<p>3:30 PM (or 4:00 PM if Optional Session is included)</p>	<p><i>Small Group Exercise:</i> REACHING CONSENSUS ON CHARACTERISTICS AND GOALS OF AN EFFECTIVE JUVENILE DEPENDENCY CASEFLOW MANAGEMENT INFORMATION SYSTEM</p> <p><i>Introducer:</i> <i>[Location]</i></p> <p><u>Learning Objectives:</u> <i>By the end of this session the attendees will</i></p> <ul style="list-style-type: none"> • <i>Be able to identify the information available in their jurisdictions, regardless of the source of the data. for monitoring the progress of individual cases and managing the movement of cases through the dependency process</i> • <i>Know the statutory and regulatory impediments in using the data</i> • <i>Understand the limits on accuracy and completeness of the data</i> <p><u>Process:</u> <i>This exercise will identify</i></p> <ul style="list-style-type: none"> • <i>What information is most important in managing the processing of dependency cases involving foster care</i> • <i>What data can be used to indicate that required actions are being completed on time and with high quality</i> • <i>How the required data can be obtained in the least difficult and most efficient manner</i> <p><i>The facilitators will lead the exercise for their team. The facilitator will</i></p> <ul style="list-style-type: none"> • Describe the tasks that need to be achieved and keep the team on task. The instructions for the exercise will be in the materials distributed at the beginning of the workshop • Define the time limits and schedule for the exercise and keep the team on time. The exercise should be completed by no later than 4:30 PM. • Identify the Reporter. The reports will be made from the plenary session tables and should take no more than 5 minutes per team. All reports will be completed by 5:00 PM <p><u>Facilities Requirements:</u> <i>This exercise will be conducted using both the plenary session space and break out space.</i></p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • <i>Wireless lapel mic. for introducer</i> • <i>Hand held wireless mic. for reporters</i> • <i>Computer</i> • <i>Digital projector with wireless remote</i> • <i>Screen</i> 	<p>Tab Number ___</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>Exercise 4</i> • <i>Transparency version of report form from exercise and grease pencils</i> • <i>Samples of data and information available from the local information systems of the team members</i> • <i>Copies of relevant statutes, rules, policy statements, and procedures concerning security, privacy, and confidentiality of information.</i>

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Juvenile Dependency Caseload Management Workshop

Learning Objective Version of 2.5 Day Agenda

- Easel and paper, markers, and masking tape for each team.

4:30 PM
(or 5:00
PM if
Optional
Session
is
included)

Plenary Session: **REPORT BACK ON EXERCISE**

Facilitator:
[Location]

Purpose:

Engage in a comparative analysis of possible data elements and monitoring information

Process:

This segment will allow a reporter from each team to list a few data elements and sources that the team will be adding to their information system as they design their improvement plans. The reporters may use the transparency version of the report form from the exercise or show the flip chart pages constructed during their discussion.

Facilities Requirements:

Same arrangement as previously

AV Requirements:

- Wireless lapel mic. for facilitator
- Wireless hand-held mic. for team reporter
- Easel and paper, markers, and masking tape
- Overhead projector
- Screen

Note: Time should be provided to allow the attendees to complete and return the daily evaluation form

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Juvenile Dependency Caseflow Management Workshop Learning Objective Version of 2.5 Day Agenda

<p>5:00 PM (or 5:30 PM if Optional Session is included)</p>	<p>RECESS FOR THE DAY</p>
<p>5:30 PM (or 6:00 PM if Optional Session is included)</p>	<p>FACULTY AND FACILITATORS MEETING [Location]</p> <p><u>Purpose:</u> The faculty meeting will deal with the following issues:</p> <ol style="list-style-type: none"> 1. What is the status of the teams – How are individual members relating to each other and how did they interact as they worked on the exercise? What progress did they make in their exercise? 2. How did the group lunch go? What was learned or exchanged? 3. What should the presenters on the following day emphasize or explain to make the workshop more valuable to the teams? 4. What unresolved questions should be addressed during the initial session on the following morning? 5. What might be done to strengthen the curriculum if it is presented again in this jurisdiction?

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Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Agenda

DAY 2 [DATE]

Time	Activity and Presenter(s)	Tab Number
8:00 AM	<p><i>Plenary Session:</i> CONTINENTAL BREAKFAST AND QUESTIONS FROM YESTERDAY</p> <p><i>Presenters:</i> [Location]</p> <p><u>Purpose:</u> By the end of this session the attendees will</p> <ul style="list-style-type: none"> • Become re-engaged in the learning process. • Discuss questions remaining from the previous day's activities. <p><u>Process:</u> While the attendees are eating their continental breakfast they will have a chance to raise any questions that came up during the previous day's session for discussion. The workshop leader will facilitate the discussion. In the absence of any questions, the workshop leader will have a few discussion questions prepared, such as:</p> <ul style="list-style-type: none"> • What item from the walking the tracks exercise was particularly surprising to the team members • What item of information currently collected that was identified during the data exercise was particularly surprising • Are any items from the expectation list posted at the beginning of the workshop in need of further elaboration or update? <p><u>Facilities Requirements:</u> Same plenary room set up as previous</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for presenter • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape <p><u>Materials:</u> None</p>	
8:30 AM	<p><i>Plenary Session:</i> PANEL DISCUSSION – LEARNING BY DOING</p> <p><i>Panel Moderator:</i></p> <p><i>Panel Members:</i> A judge, a child protective services staff member, an attorney representing the state, an attorney representing children, an attorney representing parents</p> <p>[Location]</p>	<p><u>Tab Number</u> —</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Note-taking version of presenters' PowerPoint presentations • Checklists or other tools

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Juvenile Dependency Caseload Management Workshop

Learning Objective Version of 2.5 Day Agenda

	<p><u>Learning Objectives:</u> <i>By the end of this session the attendees will</i></p> <ul style="list-style-type: none"> • Know that improvements in the case process can be made successfully • Be able to identify and describe how a more efficient system benefits children as well as all juvenile dependency system entities. <p><u>Process:</u> <i>The panel will be composed of persons employed by agencies similar to the various agencies and entities represented on the attendee teams, e.g., judge, administrator, information technology, state's attorney, defender, public guardian, child welfare agency. The panel members will be from court systems that have developed effective systems for managing the movement of dependency cases involving foster care. Each will emphasize how the managed system benefited the children, parents, the agency/entity they represent, and their own performance. Each presentation will feature portions of the managed system that are particularly innovative.</i></p> <p><u>Facilities Requirements:</u> <i>Head table will be set for a panel of at least 8 people. Attendee space will be set as previously.</i></p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for moderator • Table mics. For panel members • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape 	<p><i>that the attendee teams may use in planning</i></p> <ul style="list-style-type: none"> • Copies of rules, forms, and descriptions of the program developed by the panel member's court. • Supplemental reading materials may be included.
10:30 AM	<p>BREAK <i>[Location]</i></p>	
10:45 AM	<p><i>Small Group Exercise:</i> REACHING CONSENSUS ON THE TEAM'S PRIORITY AREAS</p> <p><i>Introducer:</i> <i>[Location]</i></p> <p><u>Purposes:</u> <i>By the end of this session the attendees will</i></p> <ul style="list-style-type: none"> • Reach preliminary agreement on the most significant issues confronting their jurisdiction's juvenile dependency case process • Establish the priority for addressing the issues. <p><u>Process:</u> <i>At this point the attendees will have heard presentations on the elements of caseload, the utilization of data to assist in managing, and the experiences of those who have implemented caseload management-based delay reduction programs. They also will have completed an analysis of their own current case processing and information systems. This exercise is an opportunity for the teams to reach <u>preliminary</u> consensus as to the most important issues that will be addressed by their improvement plans. The word <u>preliminary</u> is emphasized because the priorities may change as planning proceeds during the remainder of the workshop.</i></p>	<p>Tab Number ___</p> <p><u>Materials:</u></p> <p>Exercise 5</p>

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Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Agenda

The workshop leader will introduce the exercise. The facilitators will lead the exercise for their teams. The facilitator will

- **Describe the tasks** that need to be achieved and keep the team on task. The instructions for the exercise will be in the materials distributed at the beginning of the workshop
- **Define the time limits** and schedule for the exercise and keep the team on time. The exercise should be completed by noon. The exercise needs to be concluded by 11:45 to allow for time to set the room for lunch.
- **No report back is planned for this exercise**

Facilities Requirements:

Break out rooms and plenary room as used previously

AV Requirements:

- Wireless lapel mic. for presenter
- Computer
- Digital projector with wireless remote
- Screen
- Easel and paper, markers, and masking tape for presenter
- Easel and paper, markers, Post It Notes and masking tape for each team

12:00 PM

Plenary Session: **LUNCH AND SPEAKERS**

Introducer:

Presenters: **Children with Experience in Foster Care**

[Location]

Purpose:

By the end of this session the attendees will have heard the point of view of children who have experienced the dependency case process.

Process:

Lunch service will begin at 12:00. The moderator will bring the group to order at 12:30 and introduce the speakers even if some attendees are still finishing their meals. The presenters will be finished by 1:00. The presenters will use such AV as they require.

Facilities Requirements:

The lunch will be served in buffet style with multiple service locations. The room will remain set up in rounds. An alternative seating pattern will be established so that attendees do not sit with their own team members.

AV Requirements:

- Wireless lapel mic. for presenter
- Other AV is at the request of the presenter

Materials:

- Presenter's PowerPoint presentation set up to be used as a note-taking guide

Tab Number ___
Materials:

Note-taking version of presenter's PowerPoint presentation

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1:15 PM	<p><i>Small Group Activity:</i> PEER GROUP DISCUSSION</p> <p><i>Introducer:</i></p> <p><i>Group Facilitators:</i></p> <p><i>[Location]</i></p> <p><u>Purpose:</u> <i>By the end of this session the attendees will</i></p> <ul style="list-style-type: none"> • <i>Identify how each individual within the team can contribute to team success</i> <p><u>Process:</u> <i>This exercise will bring together members of each team who hold the same positions. As described at the beginning, groups may include :</i></p> <ul style="list-style-type: none"> • <i>Judges who will have responsibility for implementation of the plan;</i> • <i>Court managers who will have responsibility for managing the implementation of the plan;</i> • <i>Court and clerk’s office staff members with responsibility for providing information technology services;</i> • <i>Court and clerk’s office staff member with responsibility for maintaining records in juvenile dependency cases;</i> • <i>Attorneys from the organizations that represents the state</i> • <i>Private counsel and attorneys from the organizations that represents the parents;</i> • <i>Private counsel and attorneys from the organizations that represents the child or children; and</i> • <i>Representatives of the local child welfare agency</i> <p><i>The groups will be designated when the teams are known. The groups will focus on what problems and issues the members of each group bring to the implementation of a new program, and how the teams might deal with these problems.</i></p> <p><i>The facilitators, who will be persons who have held the position represented by each group, will lead the exercise. The facilitator will</i></p> <ul style="list-style-type: none"> • <i>Describe the tasks</i> that need to be achieved and keep the team on task. <i>The instructions for the exercise will be in the materials distributed at the beginning of the workshop</i> • <i>Define the time limits</i> and schedule for the exercise and keep the team on time. <i>The exercise should be completed by 2:30 PM</i> • <i>Identify the Reporter</i> <i>The report will be made from the front of the room and should take 5–8 minutes per group</i> <p><u>Facilities Requirements:</u> <i>Plenary session and break out room arrangements will be used in the same fashion that they are used for the team sessions. THE INTRODUCER WILL REMIND EVERYONE WHICH GROUPS ARE GOING TO MEET IN WHICH LOCATIONS.</i></p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • <i>Wireless lapel mic. for presenter</i> • <i>Computer</i> • <i>Digital projector with wireless remote</i> • <i>Screen</i> 	<p>Tab Number ___</p> <p><u>Materials:</u></p> <p>Exercise 6</p>
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Juvenile Dependency Caseflow Management Workshop

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	<ul style="list-style-type: none"> • Easel and paper, markers, and masking tape for each group <p><u>Materials:</u> Exercise</p>	
2:30 PM	<p>BREAK [Location]</p>	
2:45	<p>Plenary Session: REPORT BACK FROM EXERCISE Facilitator: [Location]</p> <p><u>Purpose:</u> By the end of this session the attendees will know and be able to describe the perspectives and issues of the other professional groups who are part of their local court team.</p> <p><u>Process:</u> A representative from each group will make an oral report on the discussion and conclusions reached in the group. The session facilitator will ask follow-up questions to explore the answers. The discussion will focus on what each group can do to accelerate the process while still maintaining their role.</p> <p><u>Facilities Requirements:</u> Plenary session will be arranged in the usual fashion.</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for presenter • Wireless hand-held mic. for attendees • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape 	
3:30 PM	<p>Small Group Exercise: ANALYZING FACTORS AFFECTING CHANGE AND INITIAL TASK IDENTIFICATION</p> <p>Introducer: [Location]</p> <p><u>Learning Objectives:</u> By the end of this session the attendees will</p> <ul style="list-style-type: none"> • Know the likely supporters and adversaries of the changes that will be made by the improvement plan • Develop strategies for utilizing the supporters and neutralizing or converting the adversaries <p><u>Process:</u> The teams will complete an exercise that identifies those agencies, entities, and individuals who will support or oppose the changes and rate the strength of the proponents and opponents. Based on the assessment the team will begin brainstorming how to utilize the supporters and neutralize the adversaries.</p> <p>The facilitators will lead the exercise for their team. The facilitator will</p>	<p>Tab Number __ <u>Materials:</u></p> <ul style="list-style-type: none"> • Exercise 7 • Transparency version of exercise forms and grease pencils

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Juvenile Dependency Caseload Management Workshop

Learning Objective Version of 2.5 Day Agenda

- **Describe the tasks** that need to be achieved and keep the team on task. The instructions for the exercise will be in the materials distributed at the beginning of the workshop.
- **Define the time limits** and schedule for the exercise and keep the team on time. **The exercise should be completed by 4:30 PM.**
- **Identify the Reporter**, The report back will be made from the front of the room. It will address the three agencies, entities, or individuals that are most likely to support or to oppose the changes suggested. The report should take no more than 5 minutes per team.

Facilities Requirements:

Break out rooms and plenary room as used previously

AV Requirements:

- Wireless lapel mic. for presenter
- Wireless hand-held mic. for attendees
- Computer
- Digital projector with wireless remote
- Screen
- Easel and paper, markers, and masking tape

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Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Agenda

4:30 PM

Plenary Session: **REPORT BACK FROM EXERCISE**

Facilitator
[Location]

Purposes:

By the end of this session the attendees will

- *Know and be able to describe the other teams' analyses of supporters and adversaries*
- *Know and be able to describe the other teams' strategies for dealing with supporters and adversaries.*

Process:

A representative of each team will report on the results of the discussion. The report will address the three entities that are most likely to support and to oppose the changes suggested. The report should take no more than 5 minutes per team. The facilitator, faculty, and other attendees will be invited to question and comment.

Facilities Requirements:

Plenary session will be arranged in the usual fashion.

AV Requirements:

- *Wireless lapel mic. for presenter*
- *Wireless hand-held mic. for attendees*
- *Computer*
- *Digital projector with wireless remote*
- *Screen*
- *Easel and paper, markers, and masking tape*
- *Overhead projector*

Note: Time should be provided to allow the attendees to complete and return the daily evaluation form

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Juvenile Dependency Caseload Management Workshop Learning Objective Version of 2.5 Day Agenda

5:00 PM	RECESS FOR THE DAY
5:30 PM	<p>FACULTY AND FACILITATORS MEETING</p> <p><i>[Location]</i></p> <p><u>Purpose:</u></p> <p><i>The faculty meeting will deal with the following issues:</i></p> <ol style="list-style-type: none"> 1. <i>What is the status of the teams – How are individual members relating to each other and how did they interact as they worked on the exercise? What progress did they make in their exercise?</i> 2. <i>How did the group lunch go? What was learned or exchanged?</i> 3. <i>What should the presenters on the following day emphasize or explain to make the workshop more valuable to the teams?</i> 4. <i>What unresolved questions should be addressed during the initial session on the following morning?</i> 5. <i>What might be done to strengthen the curriculum if it is presented again in this jurisdiction?</i>

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Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Agenda

DAY 3 [DATE]

Time	Activity and Presenter(s)	Tab Number
8:00 AM	<p><i>Plenary Session:</i> CONTINENTAL BREAKFAST AND QUESTIONS FROM YESTERDAY</p> <p><i>Presenters:</i> <i>[Location]</i></p> <p><u>Purposes:</u> By the end of this session the attendees will</p> <ul style="list-style-type: none"> • Become re-engaged in the learning process. • Discuss questions remaining from the previous day's activities. <p><u>Process:</u> While the attendees are eating their continental breakfast they will have a chance to raise any unresolved questions for discussion. The workshop leader will facilitate the discussion. In the absence of any questions, the workshop leader will have a few discussion questions prepared, such as:</p> <ul style="list-style-type: none"> • What decisions as to priorities for the plan were particularly surprising • Compare progress toward achievement of the expectations listed on the first day of the workshop. <p><u>Facilities Requirements:</u> The plenary session room will be set up the same as previous.</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for presenter • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape 	
8:15 AM	<p><i>Plenary Session:</i> MANAGING IMPROVEMENT PLAN DEVELOPMENT</p> <p><i>Presenter:</i> <i>[Location]</i></p> <p><u>Learning Objectives:</u> By the end of this session the attendees will</p> <ul style="list-style-type: none"> • Know and be able to describe the basic concepts of project planning. <p><u>Process:</u> This will be an interactive presentation illustrating techniques of project planning and management as tools to assist in monitoring the court improvement plan.</p> <p><u>Facilities Requirements:</u> Plenary Session room set as previously.</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for presenter 	<p><u>Tab Number</u> ___</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Note-taking version of presenter's <u>PowerPoint presentation</u> • Checklists or other tools that the attendee teams may use in planning

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Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Agenda

	<ul style="list-style-type: none"> • Wireless hand-held mic. for attendees • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape 	
9:00 AM	<p><i>Small Group Exercise:</i> DEVELOPING THE IMPROVEMENT PLAN</p> <p><i>Introducer:</i> [Location]</p> <p><u>Purpose:</u> By the end of this session each team will</p> <ul style="list-style-type: none"> • Complete the framework of their local plan for improving the way in which dependency cases involving children placed in foster care are handled by the juvenile justice system. The teams will return to their home jurisdictions and complete development and implementation of the plans begun at the workshop. <p><u>Process:</u> Using the exercise descriptions and forms provided, the teams will begin the process of planning their improvement plan.</p> <p>The facilitators will lead the exercise for their team. The facilitator will</p> <ul style="list-style-type: none"> • Describe the tasks that need to be achieved and keep the team on task. The instructions for the exercise will be in the materials distributed at the beginning of the workshop. • Define the time limits and schedule for the exercise and keep the team on time. The exercise should be completed by 10:30 AM. A break follows the exercise. • Identify the Reporter The report back will be made from the front of the room and should take no more than 8 minutes per team. <u>Note:</u> For this exercise, if possible, the team leader should make the presentation. <p><u>Facilities Requirements:</u> Break out rooms and plenary room as used previously</p> <p><u>AV Requirements:</u></p> <ul style="list-style-type: none"> • Wireless lapel mic. for presenter • Wireless hand-held mic. for attendees • Computer • Digital projector with wireless remote • Screen • Easel and paper, markers, and masking tape for presenter • Easel and paper, markers, and masking tape for each team. 	<p><u>Tab Number</u> ___</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Exercise 8 • Transparency version of exercise forms
10:30 PM	BREAK	
10:45 AM	<p><i>Plenary Session:</i> REPORT BACK FROM EXERCISE</p> <p><i>Facilitator</i> [Location]</p> <p><u>Purposes:</u></p>	

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Learning Objective Version of 2.5 Day Agenda

By the end of this exercise each team will:

- Know and be able to describe the priority areas and strategies agreed upon by the other teams
- Publicly acknowledge their jurisdiction's problems and publicly commit to the collaboratively developed solutions

Process:

A representative of each team will report on the results of the discussion. Presenting the plan orally in front of the group requires increased buy-in on the plan by all team members. The facilitator, faculty, and other attendees will be invited to question and comment.

Facilities Requirements:

Plenary session will be arranged in the usual fashion.

AV Requirements:

- Wireless lapel mic. for presenter
- Wireless hand-held mic. for attendees
- Computer
- Digital projector with wireless remote
- Screen
- Easel and paper, markers, and masking tape
- Overhead projector and screen.

Materials:

Exercise materials described above.

11:45 AM

Plenary Session: **LEADERSHIP AND TEAMWORK IN THE CHANGE PROCESS; FINAL COMMENTS; CLOSING**

Tab Number
Materials:

Presenter:
[Location]

Learning Objectives:

By the end of this session the attendees will:

- Understand the leader's role in collaborative planning
- Understand the team members' roles in making changes succeed

Process:

The presenters will make comments about leadership and the change process, thank the funder and the attendees, and close the workshop.

Facilities Requirements:

Plenary session will be arranged in the usual fashion.

AV Requirements:

- Wireless lapel mic. for presenter
- Computer
- Digital projector with wireless remote
- Screen
- Easel and paper, markers, and masking tape

Note-taking version of presenter's PowerPoint presentation

Note: Time should be provided to allow the attendees to complete and return the daily evaluation form

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12:30 PM **ADJOURN**

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Juvenile Dependency Caseflow Management Workshop
Learning Objective Version of 2.5 Day Version
Exercises

Learning Objective Version of 2.5 Day Version
Exercises

Exercise Number, Date, and Time: 1, First Day, 9:00 AM

Exercise Name and Location: **The Fundamental Purposes of Courts**

Length: 30 Min including introduction

- Individual Group
 Team Special Arrangement of Attendees

Location: At plenary tables

Report Back Required: Yes Discussion

Equipment required: None

Material required: Exercise Description only (See following page)

Juvenile Dependency Caseflow Management Workshop **Learning Objective Version of 2.5 Day Version** **Exercises**

Exercise 1

THE FUNDAMENTAL PURPOSES OF COURTS: Individual Exercise

TIME: Day One 9:00 – 9:30 AM

PURPOSE:

To consider the fundamental purposes of juvenile dependency courts where a child or children are placed in foster care, and to discuss how the passage of time in the case process impacts the reasons for the court's existence.

PROCESS and PRODUCT:

In the space below record your opinion of the three most fundamental purposes for the existence of juvenile dependency courts with authority to place a child or children in foster care. Be prepared to discuss why you selected these purposes and how the likelihood of accomplishing each purpose is impacted by the passage of time.

1.
2.
3.

Juvenile Dependency Caseflow Management Workshop

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Exercises

Exercise Number, Date, and Time: 2, Day 1; 10:30 AM

Exercise Name and Location: **Making the First Event More Meaningful**

Length: 60 minutes including introduction and report back

- Individual* *Group*
 Team *Special Arrangement of Attendees*

Location: At plenary tables

Report Back Required: Yes

Equipment required: Flip chart and markers for each team

Material Required: Exercise description only (See following page)

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Exercises

Exercise 2

MAKING THE FIRST EVENT MORE MEANINGFUL: Team Exercise

TIME: Day One 10:30 – 11:30 AM

PURPOSES:

1. To provide an opportunity for teams to consider steps that could be taken to make the first scheduled court hearing in a dependency case a more meaningful event.
2. To provide an opportunity for the teams to become familiar with the facilitated small group process that will be used throughout the workshop. As with all of the exercises that will follow, the facilitators will lead the exercise for their team. The facilitator will:
 - **Set the ground rules** that will govern this and all future team meetings:
 - Everyone has knowledge, skills, and experience to offer
 - The team sessions will be a safe environment in which to discuss issues
 - No one team member will dominate the discussions
 - Everyone should be encouraged to participate but no one is required to participate
 - Only one conversation at a time
 - The facilitators will lead the discussions and keep the team on track.
 - **Describe the tasks** that need to be achieved and keep the team on task.
 - **Define the time limits** and schedule for the exercise and keep the team on time.
 - **Identify the Reporter.**

PROCESS and PRODUCT:

Working as a team, answer the following questions:

1. List the reasons why the first hearing when all parties are present and there is an opportunity of a contested hearing might be rescheduled to a new date.
2. How could the reasons for rescheduling be addressed and eliminated? What agencies would have to change their processing habits in order to eliminate these reasons? How might the role of the Child Protective Agency change? The role of the State's Attorney? The role of the Clerk of Court?
3. Using the form attached, list all of the things that could be accomplished at the first hearing to move the case toward resolution. Indicate when each item on the list happens now. What agency/entity(s) would have to change processing habits for the event to occur at the first hearing?

Juvenile Dependency Caseflow Management Workshop
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Exercises

<i>Activity that could be accomplished at the first hearing</i>	<i>When it happens now</i>	<i>Who would have to change in order to make it happen at the first hearing?</i>

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Exercises

Exercise Number, Date, and Time: 3, First Day, 1:00 PM

Exercise Name and Location: **Walking the Tracks**

Length: 1 hour and 30 minutes including Introduction

- Individual* *Group*
 Team *Special Arrangement of Attendees*

Location: Use plenary session room and breakout room(s)

Report Back Required: No

Equipment required: Flip chart and markers for each team

Material required: Exercise description only (See following page)

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Exercises

Exercise 3

“WALKING THE TRACKS:” ANALYZING AND EVALUATING THE EXISTING CASEFLOW MANAGEMENT AND DOCKETING SYSTEMS: Team Exercise

TIME: Day One 1:00 – 2:30 PM

Note: In order for the team to complete this exercise in the time allotted the facilitator will need to keep the group on task and on time.

PURPOSE:

To begin the process of analyzing and evaluating your existing caseflow management system and organization. By creating diagrams that show key events/activities and the deadlines and usual processing times associated with them, the team will have a basis for proposing changes or enhancements.

PROCESS and PRODUCT:

Prepare a detailed flow diagram for the juvenile dependency case process for cases where foster care is involved from the time of first contact with the juvenile justice system through conclusion of the case by re-unification or termination of parental rights. Include all activities and steps, whether they are court events or activities conducted by other involved agencies. Be sure to show as much detail as you can.

Please address the following in preparing the flow diagrams:

- Key activities and events for both the court and other agencies (in addition to court events, hearings and activities which are the responsibility of other agencies, also show preparation of dockets, notices, etc. by court/clerk's office).
- Indicate who is the responsible party to assure this event or activity occurs as scheduled.
- Indicate who must be present for the event or activity.
- Note what occurs at that event to move the case forward.
- Indicate decision points in the flow (e.g., where disposition may occur or a case-progress decision is made, or cases are referred or diverted to another agency).
- Enter the estimated usual elapsed time between events.
- Estimate the number of cases (if any) usually disposed of at each step in the process.
- After completing the chart, go back and estimate how long it should take between each event.
- Do the chart, the description, and your group's discussion suggest other organizations or individuals who should be included on the team?
- Does your group know what organizations or individuals will favor your proposal? Oppose your proposal?

Juvenile Dependency Caseflow Management Workshop

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Exercises

Exercise Number, Date, and Time: 4 First Day, 3:30 PM

Exercise Name and Location: **Reaching Consensus on Characteristics and Goals of an Effective Juvenile Dependency Caseflow Management Information System**

Length: 1 hour including introduction

- Individual Group
 Team Special Arrangement of Attendees

Location: Use plenary session room and breakout room(s)

Report Back Required: Yes

Equipment required: Flip chart and markers for each team

Material Required: Exercise description only (See following page)

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Exercises

Exercise 4

REACHING CONSENSUS ON CHARACTERISTICS AND GOALS OF AN EFFECTIVE JUVENILE DEPENDENCY CASEFLOW MANAGEMENT INFORMATION SYSTEM:

Team Exercise

TIME: Day One 3:30 – 4:30 PM

PURPOSE:

To provide an opportunity for teams to consider the information currently available in their jurisdiction that might be shared in order to allow the court to monitor progress in individual cases and manage the entire caseload.

PROCESS and PRODUCT:

Working as a group the team should complete the following tasks:

1. Using the flow chart prepared earlier in the Walking the Track Exercise, the team should agree on the *key events* in the juvenile dependency caseflow process in their jurisdiction. For purposes of this exercise, *key events* are those which must be successfully completed in each case in order for the case to move to the next stage. *Key events* may occur prior to filing and are not necessarily court events. Remember that in order to monitor the progress of the cases and manage the entire process most effectively, the court should be looking at only a limited number of events.
2. For each *key event* that your team has chosen, indicate:
 - The purpose of the event,
 - What the team would accept as a measure of the completion of the event,
 - What the team would accept as a measure of the successful achievement of the purpose of the event, and
 - What the team would accept as a time standard within which the event should be completed in the routine case.
3. For each *key event* that the team has selected please indicate:
 - An item of data currently collected by any agency/entity in the system that would indicate that the purpose of the event is being completed to the desired degree
 - An item of currently data collected by any agency/entity in the system that would indicate that the event is progressing with the degree of quality directed by the court.
 - An item of data, currently collected by any agency/entity in the system, that would indicated that the event is happening at the pace directed by the court
4. For each item of data identified above, list any current statutory, policy, procedural, or practice limitation on the ability to share the data with other members of the team on an ongoing basis. Identify a strategy or strategies to deal with any identified security, privacy, or confidentiality limitations that your team has identified. **Note:**

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Exercises

Relevant published statutes, rules, and policies applicable in the jurisdiction are contained in the materials accompanying this exercise.

5. Each team should be prepared to describe one new data item that they will be collecting in order for the court to monitor the progress of individual cases and one new data item that they will be collecting in order for the court to manage the entire process.

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Learning Objective Version of 2.5 Day Version

Exercises

Exercise Number, Date, and Time: 5, Second Day, 10:45 AM

Exercise Name and Location: **Reaching Consensus on the Team's Priority Areas**

Length: 1 hour and 15 minutes including Introduction

Individual Group
 Team Special Arrangement of Attendees

Location: Use plenary session room and breakout room(s)

Report Back Required: No

Equipment required: Flip chart and markers for each team

Material Required: Exercise description only (See the following page)

Juvenile Dependency Caseload Management Workshop **Learning Objective Version of 2.5 Day Version** **Exercises**

Exercise 5

REACHING CONSENSUS ON THE TEAM'S PRIORITY AREAS: Team Exercise

TIME: Day Two 10:45 AM – 12:00 PM

PURPOSE:

To provide an opportunity for teams to reach preliminary agreement on the most significant issues confronting their jurisdiction's juvenile dependency case process and to establish the priority and sequence for addressing the issues.

PROCESS and PRODUCT:

Working as a group the team will answer the following questions:

1. In what major areas would the team like to see the juvenile dependency system in your jurisdiction change in order to move cases more promptly? What are your team's goals with regard to these areas and how will the team know if the goals are being achieved?
2. In order to meet the goals that you have set what changes must be made in current practice and procedure in the system?
3. What new policies, traditions, and ways of doing business must be implemented in order to meet the goals that you have set and the changes that you are making?
4. In what sequence should the changes be accomplished?

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Exercises

Exercise Number, Date, and Time: 6, Second Day, 1:15 PM

Exercise Name and Location: **Peer Group Discussion**

Length: 1 hour and 15 minutes including introduction

Individual *Group*
 Team *Special Arrangement of Attendees*

Location: Use plenary session room and breakout room(s)

Report Back Required: Yes

Equipment required: Flip chart and markers for each group

Material Required: Exercise description only (See the following page)

Juvenile Dependency Caseflow Management Workshop

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Exercises

Exercise 6

PEER GROUP DISCUSSION: Group Exercise

TIME: Day Two 1:15 AM – 2:30 PM

PURPOSE:

To give each peer group at the conference the opportunity to discuss with their colleagues the implications of strengthened caseflow management on their roles and responsibilities to the system.

PROCESS and PRODUCT:

A breakout space will be provided for each professional group represented at the workshop. The groups and locations will be announced at the workshop. A facilitator will be provided for each group. To the extent possible, the facilitator will be a person who has similar academic training and professional experience and who is performing or has performed the same job.

Reflecting on the plenary sessions and team discussions that have happened to date, and considering the consensus on goals and objectives that has been reached, the groups should reflect on their responsibilities and possible contributions to the success of their team's plans. The following questions provide a structure to the discussion:

1. From the perspective of your professional group, what do you consider to be your individual leadership responsibility for strengthening your office's, your court's or agency's, and the juvenile justice system's management practices and procedures? What individual leadership tasks do you need to perform within your professional group to achieve the goals of the team?
2. Given all that has been discussed during the workshop to date, what are the most important contributions that your professional group as a whole can make to achievement of the team's goals?
3. What are the major ways in which members of your professional group might individually or collectively reduce the likelihood of success of the project? What could be done to reduce or eliminate the resistance of members of your professional group?
4. What recommendations would you offer to each of the other professional groups to improve the quality and expeditiousness of proceedings in dependency cases?

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Exercises

Exercise Number, Date, and Time: 7, Second Day, 3:30 PM

Exercise Name and Location: **Analyzing Factors Affecting Change and Initial Task Identification**

Length: 1 hour including Introduction

Individual Group
 Team Special Arrangement of Attendees

Location: Use plenary session room and breakout room(s)

Report Back Required: Yes

Equipment required: Flip chart and markers for each team,

Material Required: Exercise description; transparencies for each team

Juvenile Dependency Caseflow Management Workshop **Learning Objective Version of 2.5 Day Version** **Exercises**

Exercise 7

ANALYZING FACTORS AFFECTING CHANGE AND INITIAL TASK

IDENTIFICATION: Team Exercise

TIME: Day Two 3:30 AM – 4:30 PM

PURPOSE:

Successful change requires both the effective leadership of the court and the early and continuing involvement of representatives of all relevant portions of the public and private bar and of all the agencies that affect and are affected by the existing caseflow management and docketing systems. It is anticipated that, as part of the follow-up to this workshop, judges, clerks' office staff, bar, and agency representatives will be formed into a Task Force. One of the first responsibilities of such a group is analysis of the forces operating in the environment which can either help or hinder change efforts. The purpose of this assignment is to begin the process of analyzing those forces and taking initial steps toward organization of the Task Force.

PROCESS:

1. Use the form on the following page to identify factors such as rules, facilities, people, traditions, attitudes, events, etc. that may help or hinder your efforts to undertake change and achieve the goal(s) you have identified for your system. Estimate the relative strength of each factor using the scale at the bottom of the form.
2. Examine the analysis of facilitating and hindering factors. Does it suggest any specific agencies or individuals who should be included in the Task Force? If so, identify them. Develop a preliminary list of Task Force members.

PRODUCT:

Select a member of your team to act as reporter. The reporter should be prepared to briefly discuss (a) your team's three to five strongest facilitating and hindering factors; and (b) plans for composition of the Task Force.

Juvenile Dependency Caseflow Management Workshop **Learning Objective Version of 2.5 Day Version** **Exercises**

Exercise Number, Date, and Time: 8, Third Day, 9:00 AM

Exercise Name and Location: **Developing the Improvement Plan**

Length: 2 hours including introduction

Individual *Group*
 Team
 Special Arrangement of Attendees

Location: Use plenary session room and breakout room(s)

Report Back Required: Yes

Equipment required: Flip chart and markers for each team

Material Required: Exercise description; transparencies for each team

Juvenile Dependency Caseflow Management Workshop **Learning Objective Version of 2.5 Day Version** **Exercises**

Exercise 8

DEVELOPING THE IMPROVEMENT PLAN: Team Exercise

TIME: Day Three 9:00 AM – 11:00 AM

PURPOSE:

This assignment is intended to give your team an initial start on the planning process that will continue after you return home.

PROCESS and PRODUCT:

The key to this assignment is completion of the Project Planning Document. This document is an important tool for assuring a successful project. When completed in detail, it will provide a comprehensive guide for the planning and implementation activities necessary to facilitate change. The goals and tentative caseflow and/or docket re-design you developed earlier in the workshop, the list of helping and hindering factors you completed yesterday, and this document will serve as the basis for discussion at the first Task Force meeting when you return home.

In addition to forcing you to think through all the necessary steps for planning and implementing, the process of completing the document should also stimulate identification of the key agencies and individuals who should be involved on the Task Force and in these activities. Further, it requires you to make a realistic assessment of the time required to complete each task and the overall project. While this Project Planning Document may change as a result of the Task Force deliberations, your work on it today will be critical to your success.

Working as a court team, fill out the form as described below. Be sure one of the tasks listed in this Planning Document is the first Task Force meeting, with a tentative date and the names of the Task Force members listed.

1. **Major Tasks and Subtasks:** In this box, list each action step associated with planning and implementation. Ignore Task Number for the moment. Fill it in last; that will allow you to change the order of the tasks if necessary. In order to get to the necessary level of detail, list subtasks under each major task heading as necessary. For example, the major task may be “Convene first Task Force meeting” and subtasks under that might be “Set up meeting with the Chief Judge”, “Meet with the Chief Judge to select Task Force members”, “Contact potential members re: willingness”, “Select meeting date”, “Copy materials from workshop for the Task Force”, etc.
2. **Responsible Party:** Limit each task to one and only one responsible party, the person who either will personally complete the task or be responsible for seeing that it is done within the specified time.
3. **Need to Involve:** Enter here the names or position titles of those who must be (A) consulted or (B) advised and (C) those who have information you need in order to complete the task or subtask.

Juvenile Dependency Caseload Management Workshop **Learning Objective Version of 2.5 Day Version** **Exercises**

4. **Time to Complete:** Realistically assess the number of *working days* needed to complete each task or subtask. Build in time for unexpected delays.
5. **Start Date:** Enter the date you plan to start each task or subtask here.
6. **End Date:** Based on your proposed start date and the estimated time to complete the task or subtask, enter the date you plan to complete the task or subtask here.

PRODUCTS:

The main product will be your team's own completed Project Planning Document. Once you have completed it, you should also prepare a 1-2 page summary - using a flip chart or the included overhead transparencies - of the following:

- Main Goal(s)
- Principal Tasks
- First 5 Steps (to be completed in the next 3-6 weeks)

Designate a spokesperson to present the summary at the plenary session.

**Juvenile Dependency Caseflow Management Workshop
Learning Objective Version of 2.5 Day Agenda**

PROJECT PLANNING DOCUMENT

Main Goal(s): _____ Date: _____

TASK NO.	MAJOR TASKS AND SUBTASKS	RESPONSIBLE PARTY	NEED TO INVOLVE	TIME TO COMPLETE (WORKING DAYS)	START DATE	END DATE

⚙ The Justice Management Institute ⚙ Fostering Results ⚙ JERITT Project ⚙ National Center for State Courts ⚙ Conference of State Court Administrators
 ⚙ ABA Center on Children and the Law ⚙ American Public Human Services Association ⚙ National Council of Juvenile and Family Court Judges
 ⚙ National Association of Counsel for Children ⚙ Arizona Administrative Office of the Courts ⚙ Ohio Administrative Office of the Courts
 ⚙ New York Administrative Office of the Courts ⚙ Texas Office of Court Administration ⚙

Juvenile Dependency Caseflow Management Workshop
Learning Objective Version of 2.5 Day Version
Exercises

Juvenile Dependency Caseflow Management Workshop Learning Objective Version of 2.5 Day Version Program Evaluation

Juvenile Dependency Caseflow Management Workshop Day One Program Evaluation

Instructions: *This program evaluation is designed to allow you the opportunity to provide feedback to the workshop planners related to each substantive session of the program. The evaluation is divided so that you will complete and return the portion of the document relating to each day's sessions at the end of that day. Before beginning, please indicate the attendee group below that most closely represents your professional or organizational affiliation.*

Check the attendee group that most closely represents you.

- A judge with juvenile dependency jurisdiction who will have responsibility for implementation of the improvement plan designed as a result of the workshop
- A court manager with responsibility for juvenile dependency jurisdiction who will have responsibility for managing the implementation of the improvement plan
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- An attorney who represents the child or children in juvenile dependency cases
- A representative of the Bureau for Children's Services
- A representative from juvenile probation
- A representative from a treatment provider active in juvenile dependency cases
- Other, please specify: _____

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Program Evaluation

Day One Sessions

Instructions: For each statement below circle the number which most closely represents your level of agreement.

1. THE FUNDAMENTAL PURPOSES OF COURTS

1.a. This topic increased my understanding of the fundamental purposes of juvenile court.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

1.b. This topic increased my understanding that managing the progress of juvenile dependency cases involving foster care is consistent with the fundamental purposes of juvenile court.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

2. THE ELEMENTS OF CASEFLOW MANAGEMENT

2.a. This topic increased my knowledge about the elements of caseflow management.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

2.b. This topic increased my ability to define delay in juvenile dependency cases.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

2.c. This topic increased my knowledge about the concept of meaningful event.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

2.d. This topic helped me analyze the role of caseflow management, delay and meaningful event to the processing of juvenile dependency cases.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Program Evaluation

3. MAKING THE FIRST EVENT MORE MEANINGFUL

3.a. This exercise helped me understand the use of meaningful events as an analytical tool to develop our local improvement plan.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

3.b. This exercise helped me apply the concept of meaningful events to the juvenile dependency case process.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

4. KEYNOTE ADDRESS

The keynote address helped me understand how significant the problem of unnecessary delay is in processing juvenile dependency cases and how collaborative efforts of the stakeholders can address the problem.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

5. WALKING THE TRACKS

5.a. This exercise helped me diagram the process of juvenile dependency cases.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

5.b. This exercise helped me identify and list the tasks, including timelines, that each entity must perform in order to move a case through the juvenile dependency case process.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

5.c. This exercise helped me identify where delay occurs and how delay in one task or by one agency/entity impacts the entire process.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

Juvenile Dependency Caseflow Management Workshop

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Program Evaluation

6. USING INFORMATION TO MANAGE CASEFLOW

6.a. This topic helped me identify the types of case related data collected by multiple agencies and entities to monitor and manage the movement of dependency cases involving foster care from initial contact through reunification or termination of parental rights and adoption.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

6.b. This topic helped me identify the steps necessary to achieve an integrated data system.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

7. DEMONSTRATION OF THE STATEWIDE JUVENILE DEPENDENCY COURT INFORMATION SYSTEM

This topic increased my knowledge of the available statewide information on juvenile dependency cases and how to use that knowledge to manage such cases locally.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

8. REACHING CONSENSUS ON CHARACTERISTICS AND GOALS OF AN EFFECTIVE JUVENILE DEPENDENCY CASEFLOW MANAGEMENT INFORMATION SYSTEM

8.a. This exercise helped me identify the information available in our jurisdiction for monitoring the progress of individual cases and managing the movement of cases through the dependency process.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

8.b. This exercise taught me the statutory and regulatory impediments related to using the data.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

Juvenile Dependency Caseflow Management Workshop Learning Objective Version of 2.5 Day Version Program Evaluation

8.c. This exercise helped me understand the limits on accuracy and completeness of the data.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

8.d. The report-back of this exercise helped me engage in comparative analysis of possible data elements and monitoring information.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

9. OVERALL EVALUATION OF DAY ONE

9.a. I believe that the topics and exercises presented on Day One will help me, in my role, contribute to the faster resolution of juvenile dependency cases in our jurisdiction.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

9.b. Overall, I learned a great deal on Day One.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

9.c. Please identify at least one item that was the most beneficial to you on Day One.				

Juvenile Dependency Caseload Management Workshop
Learning Objective Version of 2.5 Day Version
Program Evaluation

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Program Evaluation

Day Two Program Evaluation

Instructions: *This program evaluation is designed to allow you the opportunity to provide feedback to the workshop planners related to each substantive session of the program. The evaluation is divided so that you will complete and return the portion of the document relating to each day's sessions. Before beginning, please indicate the attendee group below that most closely represents your professional or organizational affiliation.*

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- Other, please specify: _____

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Program Evaluation

Day Two Sessions

Instructions: For each statement below circle the number which most closely represents your level of agreement.

10. PANEL DISCUSSION—LEARNING BY DOING

10.a. As a result of the Panel Discussion, I know how improvements in the case process can be made successfully.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

10.b. As a result of the Panel Discussion, I can identify and describe how a more efficient system benefits children as well as all juvenile dependency system entities.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

11. REACHING CONSENSUS ON THE TEAM’S PRIORITY AREAS

11.a. As a result of this exercise, our team was able to reach preliminary agreement on most of the significant issues confronting our jurisdiction’s juvenile dependency case process.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

11.b. As a result of this exercise, our team was able to establish the priorities for addressing these issues.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

12. PEER GROUP DISCUSSION AND REPORT-BACK

12.a. As a result of the discussion, I can identify how each individual within my team can contribute to the team’s success.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

Juvenile Dependency Caseflow Management Workshop Learning Objective Version of 2.5 Day Version Program Evaluation

12.b. As a result of the report-back, I know the perspectives and issues of the other professional groups represented on our team.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

13. ANALYZING FACTORS AFFECTING CHANGE AND INITIAL TASK IDENTIFICATION

13.a. I can identify the likely supporters and adversaries of the changes that will be made by the improvement plan.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

13.b. I can develop strategies for utilizing the supporters and neutralizing or converting the adversaries.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

13.c. I can describe other teams' analyses of their supporters and adversaries and their strategies for dealing with both.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

14. OVERALL EVALUATION OF DAY TWO

14.a. I believe that the topics and exercises presented on Day Two will help me, in my role, contribute to the faster resolution of juvenile dependency cases in our jurisdiction.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

14.b. Overall, I learned a great deal on Day Two.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

Juvenile Dependency Caseload Management Workshop
Learning Objective Version of 2.5 Day Version
Program Evaluation

14.c. Please identify at least one item that was the most beneficial to you on Day Two.

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Juvenile Dependency Caseflow Management Workshop Learning Objective Version of 2.5 Day Version Program Evaluation

Day Three Program Evaluation

Instructions: *This program evaluation is designed to allow you the opportunity to provide feedback to the workshop planners related to each substantive session of the program. The evaluation is divided so that you will complete and return the portion of the document relating to each day's sessions. Before beginning, please indicate the attendee group below that most closely represents your professional or organizational affiliation.*

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- A representative from a treatment provider active in juvenile dependency cases
- Other, please specify: _____

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Program Evaluation

Day Three Sessions

Instructions: For each statement below circle the number which most closely represents your level of agreement.

15. MANAGING IMPROVEMENT PLAN DEVELOPMENT

I know and can describe to others the basic concepts of project planning.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

16. DEVELOPING THE IMPROVEMENT PLAN

16.a. Our team can successfully develop the framework for our improvement plan and complete the full plan when we return to our jurisdiction.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

16.b. I know and can describe the priorities of our plan and other team plans.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

16.c. Our team can identify, acknowledge, and develop collaborative solutions to address problems within our jurisdiction as they relate to juvenile dependency caseflow management.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

17. LEADERSHIP AND TEAMWORK IN THE CHANGE PROCESS

17.a. I can identify the leader's role in collaborative planning.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

Juvenile Dependency Caseflow Management Workshop Learning Objective Version of 2.5 Day Version Program Evaluation

17.b. I understand the team members' roles in implementing successful change.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

18. OVERALL EVALUATION OF DAY THREE

18.a. I believe that the topics and exercises presented on Day Three will help me, in my role, contribute to the faster resolution of juvenile dependency cases in our jurisdiction.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

18.b. Overall, I learned a great deal on Day Three.				
<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1	2	3	4	5

18.c. Please identify at least one item that was the most beneficial to you on Day Three.				

19. FACULTY AND FACILITATOR EVALUATION

My Team Facilitator was _____.

Please indicate the quality of the facilitation.

<i>Low</i>				<i>High</i>
1	2	3	4	5

Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Program Evaluation

Please indicate the quality of the presentations for each faculty member.

Name:

<i>Low</i>				<i>High</i>
1	2	3	4	5

Name:

<i>Low</i>				<i>High</i>
1	2	3	4	5

Name:

<i>Low</i>				<i>High</i>
1	2	3	4	5

Name:

<i>Low</i>				<i>High</i>
1	2	3	4	5

Name:

<i>Low</i>				<i>High</i>
1	2	3	4	5

Name:

<i>Low</i>				<i>High</i>
1	2	3	4	5

Name:

<i>Low</i>				<i>High</i>
1	2	3	4	5

Juvenile Dependency Caseflow Management Workshop
Learning Objective Version of 2.5 Day Version
Program Evaluation

20. Please include any additional comments about the program. Feel free to comment on the faculty, content, process, or the plan implementation following the workshop.

Juvenile Dependency Caseload Management Workshop
Learning Objective Version of 2.5 Day Version
Program Evaluation

Juvenile Dependency Caseflow Management Workshop Learning Objective Version of 2.5 Day Version Impact Evaluation Plan

Court Team Impact Evaluation

This impact evaluation will help you document and measure what did and did not happen with your jurisdiction's juvenile dependency caseflow management improvement plan. It will also ask you to identify those factors that either supported or negated the efforts and what data indicators provided the evidence.

If you have multiple problem statements with associated goals, tasks, outcomes, and data indicators; please complete one form for each problem. Or, transfer this information to an electronic spreadsheet that will allow you to track your progress on one form.

What follows are the elements of your impact evaluation with explanation for each. PLEASE REVIEW THIS ENTIRE DOCUMENT BEFORE BEGINNING TO ENTER ANY INFORMATION. Please see the attached Impact Evaluation Planning Form. It is intended to aid you in the completion of your impact evaluation.

1. Problem. When writing the problem statements, be explicit about the problems and how you know that they are, indeed, problems. Accurate problem identification is the first and most important step. Your workshop implementation plan will be helpful here.

2. Goals with Associated Tasks. What do you believe that you can achieve related to this problem and what associated tasks have you identified that need to be done related to achieving the goals. Your workshop implementation plan will be helpful here.

<u>Goals</u>	<u>Tasks</u>	<u>Deadline</u>
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Juvenile Dependency Caseflow Management Workshop

Learning Objective Version of 2.5 Day Version

Impact Evaluation Plan

3. Outcomes. Here you want to determine and record what outcomes you are expecting as a result of the goals you set, the tasks you assigned, and the deadlines you set for task completion. Measuring the outcomes will determine the extent to which impact was achieved. Many outcomes can be considered here: individual behavior and/or attitude changes, individual skill improvement, individual job performance, improved performance at the unit or department level, agency or court-wide improvement, state court system improvement, monetary and resource savings, and so forth.

Once you have established your outcomes, you will need to determine how you will know when the outcomes were achieved. The question here is related to evidence. What evidence will be required that will verify that the outcome was achieved? Two related questions emerge: How will you collect the data to give you the evidence? What is the appropriate data collection intervals related to each outcome?

<u>Outcome Indicators/Evidence</u>	<u>Data Collection</u>	<u>Collection Intervals</u>
------------------------------------	------------------------	-----------------------------

4. Report the Findings. When to report and what should be included is always difficult to determine. In fact, considering what you want to report should be determined before you complete 2 and 3 above, as that decision will likely inform each. This follows the philosophy that you start with the end in mind.

The most relevant question here is: What constitutes evidence to the various individuals or groups who have a stake in the juvenile dependency caseflow management improvement plan? This has an additional complication in that the outcomes will not happen simultaneously; thus, neither will the impact. Decisions need to be made about interval reporting and end-of-project reporting of impact. When reporting the impact, the factors that interfered with or facilitated the success or failure of the goals, outcomes, and intended impacts should be identified.

<u>Outcome Expected</u>	<u>Actual Impact</u>	<u>Factors Involved</u>	<u>Report Date</u>
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Juvenile Dependency Caseflow Management Workshop
Learning Objective Version of 2.5 Day Version
Impact Evaluation Plan

Impact Evaluation Planning Form

Date: _____ Name of Court:

1. Problem statement, i.e., what is the problem and how do you believe education and training can help?

2. What behavior, skill, attitude, or value outcomes do you expect?

3. How will you know when/if these outcomes have occurred?

4. What performance or operational improvements are you expecting?

5. How will you know when/if the performance or operational improvements have occurred?

6. How much time must elapse before improvements can be measured? i.e., are the opportunities to apply what was learned available daily, monthly, yearly, or on a seasonal or business/operational cycle?

7. Who will be involved in the information collection within the division or department?

8. What is each client's role in supporting the transfer of learning within the division or department?

Juvenile Dependency Caseflow Management Workshop
Learning Objective Version of 2.5 Day Version
Impact Evaluation Plan

9. Who will prepare the workplace for the application of the new knowledge, skills, attitudes, values, or behaviors?

10. What methods will be used to collect data?

11. What indicators will be used to determine impact?

12. What results would indicate evidence?

13. What results would indicate proof?

14. How will the client, or clients, know if the impact measures are valid?

15. How will the results be reported?

16. How will they be shared?

17. How will they be used?

18. What is the total cost of developing and implementing an education and training program to treat this organizational need?

19. What is the cost associated with conducting behavior level impact evaluation?

Juvenile Dependency Caseload Management Workshop
Learning Objective Version of 2.5 Day Version
Impact Evaluation Plan

20. What is the cost associated with conducting results level impact evaluation, i.e., ROI? Is the cost of the education and training program and the impact evaluation justified when weighed against organizational need?

Planning Form is adapted from *Conducting Impact Evaluation for Judicial Branch Education*. JERITT Monograph Eleven (2002) written by Maureen E. Conner, Executive Director of the JERITT Project.