



**KING COUNTY UNITING FOR YOUTH  
IMPLEMENTATION EVALUATION**

December, 2012

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| <b>TABLE OF CONTENTS</b>                                   | <b>Page</b> |
|--|-------------|
| EXECUTIVE SUMMARY  | 1           |
| Current Implementation Evaluation                          | 1           |
| Recommendations  | 2           |
| IMPLEMENTATION EVALUATION OVERVIEW                         | 3           |
| OVERVIEW OF UNITING FOR YOUTH                              | 4           |
| Background and Initial Goals of the Initiative             | 6           |
| Organizational Structure                                   | 6           |
| Catalysts  | 8           |
| Achievements   | 8           |
| SELECTED UFY CONTRIBUTIONS TO SYSTEMS INTEGRATION          | 12          |
| Prevalence Study   | 13          |
| Kent District Dual System Youth Pilot Program              | 15          |
| Crossover Youth Practice Model in King County              | 16          |
| King County Resource Guide: Information Sharing            | 17          |
| Coordination with Law Enforcement                          | 17          |
| SYSTEM INTEGRATION PROTOCOLS                               | 17          |
| Implementation Evaluation of System Integration Protocols  | 18          |
| Recommendations  | 25          |
| CROSS-SYSTEM TRAINING                                      | 27          |
| Background   | 27          |
| Implementation Evaluation of Cross-System Training         | 28          |
| Recommendations  | 32          |
| PATHNET DEMONSTRATION PROJECT                              | 34          |
| Background   | 34          |
| PathNet Demonstration Project                              | 34          |
| Implementation Evaluation of PathNet Demonstration Project | 35          |
| Details of Implementation                                  | 35          |
| Recommendations  | 39          |
| COMMUNITY ENGAGEMENT                                       | 40          |
| Background   | 40          |
| Implementation Evaluation of Community Engagement          | 41          |
| Recommendations  | 43          |
| OVERALL UNITING FOR YOUTH INITIATIVE                       | 43          |
| Implementation Evaluation of Overall Initiative            | 44          |
| Recommendations  | 48          |

| <b>APPENDICES</b>                           | <b>Page</b> |
|---|-------------|
| Logic Models                                | A-1         |
| Crossover Youth (Cross-System Protocols)    |             |
| Cross-System Training                       |             |
| PathNet Demonstration Project (YouthSource) |             |
| Community Engagement                        |             |
| Overall Uniting for Youth Collaboration     |             |
| Data Collection Recommendations             | A-2         |
| Cross-System Protocols                      |             |
| PathNet Demonstration (YouthSource)         |             |
| Collaboration Survey Results                | A-3         |
| Overall Uniting for Youth Survey Results    | A-4         |
| Cross-System Training                       | A-5         |
| Post-Session Evaluations Compiled 2011-2012 |             |
| UfY Training Institute Form October 2012    |             |

## **EXECUTIVE SUMMARY**

Uniting for Youth in 2012 is the result of conversations initiated in 2003 by Casey Family Programs, the Child Welfare League of America (CWLA) and King County about system integration. Uniting for Youth (originally called the King County Systems Integration Initiative) is a collaboration of state and local agencies and organizations in King County, Washington that have come together out of shared frustration that the juvenile justice, child welfare and other youth-serving systems were too often failing to work effectively together to serve youth involved in two or more systems.

The group aimed to examine and improve the coordination and integration of the juvenile justice, child welfare, mental health, chemical dependency, education and other youth-serving systems to improve outcomes for children, youth, and families. There have been many successes including substantial gains or full achievement on strategies set out in the 2005 strategic plan.

## **CURRENT IMPLEMENTATION EVALUATION**

Several of the initiatives of Uniting for Youth have been and are being studied by external evaluators, such as the Vera Institute of Justice and Georgetown University's Center for Juvenile Justice Reform. The implementation evaluation summarized in this report focuses on five of the components of Uniting for Youth which were identified by the Executive Steering Committee.

Those components are:

- Systems Integration Protocols
- Cross-system training
- PathNet demonstration project
- Community engagement
- Uniting for Youth as an overall initiative

Implementation (as opposed to evaluation focused on outcomes) refers more to the process – what are the inputs and activities, how faithful are the activities to a model, how are data collected and analyzed, what factors inform decisions to change daily practice, etc. While the evaluators were charged with tasks within each component, some similar tasks and products apply, as do sources of information across components.

The following is a list of activities and products common to most of the components:

- Logic models were constructed for each of the components (see appendix). These are working models based on reports and input from subcommittee members and staff interviewed during the evaluation.
- Two surveys were conducted. The first was a collaboration survey targeted to current and past Executive Steering Committee and subcommittee members. The second was a broader survey

of systems (staff and contractors) participating in and potentially influenced by Uniting for Youth.

- Extensive interviews were conducted with key informants and with staff involved in the components, particularly the PathNet demonstration project and Systems Integration Protocols.
- Review of data collection and reporting and recommendations for future data collection. This applies particularly to cross-system training, System Integration Protocols, and the PathNet demonstration project.

## **RECOMMENDATIONS**

The following are the primary recommendations contained in this implementation evaluation. While every effort was made to consider feasibility of putting the recommendations into practice, limited funding in the face of budget cuts is a recognized challenge. Also recognized is Uniting for Youth's shared commitment to systems improvement.

### **Systems Integration Protocols**

- *Take steps to increase knowledge and trust across systems.* Consider requiring training; abbreviate or simplify versions of the *Protocols* and *Resource Guide*; and extend training to caseworkers with significant responsibility outside of probation and child welfare.
- *Explore better access to essential information across systems.*
- Resources permitting *generate the weekly cross-system list of crossover youth at the point of referral.* Social workers may be uninformed of arrests for some time before the decision is made to prosecute.
- *Monitor implementation of protocols (Protocol 1.0) using data that can be easily accessed, based on existing systems and modest additions.* Create and use a data system to check on implementation as well as for reporting out. (Details in appendix.)
- *Supplement the database periodically with information that can be obtained easily from court and Children's Administration records.*
- *Once a data system for crossover youth has been established, consider working with partners in mental health and substance abuse to identify and track high level measures of assessment and treatment.*

### **Cross-System Training**

- *Consider the post-session evaluation form a flexible instrument and modify as needed.* The form and reporting format generated for this evaluation can be easily changed and should remain flexible to the needs of the subcommittee.
- *Use training registration and attendance information to target systems and employees and to report back to departments and supervisors.*

- *Expand training delivery options.* While attendees have the option of half-day or full-day sessions currently offered, ongoing training needs may require alternate delivery methods, especially for more intensive topics for smaller audiences.
- *Work toward sustainability of training.* Limited resources challenges the ability of Uniting for Youth to continue supporting training as currently delivered.

#### **PathNet Demonstration Project**

- *Refine data collection to capture key events including dates.* While YouthSource captures sufficient data, recommendations were made to make the current Excel data file more flexible and informative. (See appendix.)
- *Strengthen cross-system communication with crossover youth.*

#### **Community Engagement**

- *Reassess how community representatives can be meaningfully and respectfully engaged for the mutual benefit of their goals and those of Uniting for Youth.* In addition to exploring alternative forms of engagement and input, ensure that information is shared with the Executive Steering Committee (from meetings and other outreach) and that feedback is provided back to the community group or advisor.

#### **Overall Uniting for Youth Initiative**

- *Regain momentum with clarity, action, leadership and essential staffing functions.* Invigorate the initiative to determine next steps and include partners essential to achieving those steps, including education.
- *Develop and implement efficient and effective data collection systems to ensure accountability.* Report to the Executive Steering Committee using formats such as those suggested in this report; incorporate input from social workers, juvenile probation counselors, and others working directly with youth.
- *Advance and solidify the gains.* Continually reinforce the use of tools and resources developed by Uniting for Youth so that they are embedded in youth-serving systems.
- *Celebrate community engagement efforts and revamp.*
- *Highlight accomplishments and future plans to policymakers, funders and key stakeholders.* Report out on needs and accomplishments to policymakers, funders, and leaders to gain continued support and alliances.
- *Determine role of Uniting for Youth in reducing disproportionality.*

## **IMPLEMENTATION EVALUATION OVERVIEW**

This evaluation focuses on review of implementation of several of the components of Uniting for Youth. Implementation broadly refers to what is being done to achieve intended outcomes. That may include looking at any of a number of aspects of a practice or component such as specific inputs and activities,

fidelity of a practice to a proven model, use of data to improve quality or efficiency, staff training, steps to ensure sustainability, and reporting out to stakeholders.

The Uniting for Youth multi-agency collaboration has made significant gains in multiple areas. These are summarized in the overview in the next section. This evaluation focuses on a few of those components and supplements research on both implementation and outcomes completed during the course of the Uniting for Youth initiative to date and several currently underway.

Given available time and resources, the Uniting for Youth Executive Steering Committee identified five components to include in this evaluation.

- Systems integration protocols
- Cross-system training
- PathNet demonstration project
- Community engagement
- Uniting for Youth as an overall initiative

The evaluation was conducted between July and November 2012. While the evaluation workplan varied by task, common work elements and products included construction of logic models, descriptions of implementation, meeting with the Executive Steering Committee and the subcommittees, interviews with staff and key leaders, analysis of data (where available), extensive review of documents, surveys, and completion of case studies.

## **OVERVIEW OF UNITING FOR YOUTH**

Uniting for Youth (originally called the King County Systems Integration Initiative) is a collaboration of state and local agencies and organizations in King County, Washington that have come together out of shared frustration that the juvenile justice, child welfare and other youth-serving systems were too often failing to work effectively together to serve youth involved in two or more systems. The group aimed to examine and improve the coordination and integration of the juvenile justice, child welfare, mental health, chemical dependency, education and other youth-serving systems to improve outcomes for children, youth, and families.

Many youth are served by both the child welfare and juvenile justice systems simultaneously, and many graduate from one to the other. This link is confirmed in an increasing volume of research irrefutably identifying an increased risk for maltreated children/youth for involvement in some form of delinquent or criminal activity, often including serious and violent offending.



In 2011 the National Center for Juvenile Justice published a study<sup>1</sup> that examined the prevalence of multi-system involvement (specifically, child welfare and status offenders) among youth referred to the King County Juvenile Court on offender matters during the 2006 calendar year. Key findings included:

- Two-thirds of King County youth referred for offender matters in 2006 had some form of Children's Administration involvement.<sup>2</sup>
- There is a strong correlation between recidivism and history of Children's Administration (CA) involvement.

Furthermore, a 2006 survey found that over 70% of youth on probation in King County had either dropped out of school or were at high risk of dropping out.<sup>3</sup> A high percentage of youth who come in contact with the juvenile court also suffer from mental health issues or substance abuse problems.

*. . . the future of our most troubled youth lie in the balance, many of whom have experienced periodic (if not, repeated) episodes of neglect and sometimes abuse and who often lack even the basic familial and community supports that they truly need and deserve as they approach adulthood. (Doorways to Delinquency in King County, Halemba 2011.)*

Many of these same youth (and family members) are in need of mental health, substance abuse, and specialized educational services. King County, like almost all communities, is short on the services and supports children/youth and their families need to adequately address these multiple needs. In addition, too often services are provided by each system in isolation, due to constrictions in areas such as:

- Data collection and management
- Confidentiality and information sharing
- Independent, inconsistent, and limited funding streams
- Differences in workforce culture
- Legal and regulatory provisions
- Long-standing policies and procedures
- The lack of a strong action-oriented methodology standing behind the commitment to institute meaningful change in serving youth involved in multiple systems

This was the daunting landscape faced by leaders determined to improve outcomes for children and youth by overcoming these barriers.

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<sup>1</sup> Halemba, G. and G. Siegel (2011). *Doorways to Delinquency: Multi-System Involvement of Delinquent Youth in King County (Seattle, WA)*, (NCJJ, September 2011) ([http://www.ncjfcj.org/sites/default/files/Doorways\\_to\\_Delinquency\\_2011.pdf](http://www.ncjfcj.org/sites/default/files/Doorways_to_Delinquency_2011.pdf))

<sup>2</sup>This included any history of involvement with the King County court system as well as courts in other Washington jurisdictions on offender/criminal, dependency and Becca matters. Child welfare involvement included any Children Administration (CA) history pertaining to moderate/high risk child protection referrals accepted for investigation, legal actions taken by the agency on behalf of these children, and historical records reflecting any custody, legal status and placement events/changes while in agency care. Children's Administration is the child welfare arm of the Washington State Department of Social and Health Services.

<sup>3</sup> Bridges-Weber, 2006.

## **BACKGROUND AND INITIAL GOALS OF THE INITIATIVE**

Following an invitation in 2003 by Casey Family Programs to the Child Welfare League of America (CWLA) to help begin a dialogue in King County about systems integration, an initial charter of key organizations was developed in 2004. It formed the basis for the engagement of two senior consultants from CWLA to guide the group in a 15-month process resulting in the creation of a strategic plan.<sup>4</sup>

The primary goals of the Initiative, as established in the charter were:

- Promote increased cooperation, coordination, and integration at the administrative and service delivery levels for the benefit of children and families within the purview of children in the child welfare and juvenile justice systems.
- Through a comprehensive, strategic planning process that embraces and values inclusion of youth, families, and a broad-based representation of youth serving agencies and organizations, achieve and institutionalize greater multi-system coordination and integration to improve outcomes for King County children, youth and families.

The planning process was guided by a group comprised of high-level leaders including a Washington State Supreme Court Justice, a Juvenile Court Judge, the Director of Juvenile Court Services, the Regional Administrator of the Washington State Department of Social and Health Services, the Deputy Director of the King County Department of Community and Human Services, the Senior Director of Casey Family Programs, the Assistant Superintendent of the Puget Sound Educational Service District, the Regional Administrator of Juvenile Rehabilitation Services within the Department of Social and Health Services, and a Washington State Legislator. In May 2005, a governance and committee structure was formalized to provide decision-making and the working foundation for implementation of the strategic plan.

The strategic plan, published in June 2005, contained 17 action strategies focused primarily on increased cooperation, coordination and integration of the juvenile justice and child welfare systems.<sup>5</sup> However, the plan also included strategies calling for better coordination of these two systems with the mental health and education systems, as well as a strategy aimed at better engaging families in planning and service delivery and in the collaborative Executive Steering Committee.

## **ORGANIZATIONAL STRUCTURE**

The Executive Steering Committee, comprised of leaders from the key juvenile justice and youth-serving agencies, has final decision-making authority regarding the work of the collaborative. The Executive Steering Committee is also informed by many additional community organizations and agencies (such as

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<sup>4</sup> The CWLA Juvenile Justice Division was created in July 2000 through funding from the John D. and Catherine T. MacArthur Foundation. This Division provides consultation, training, and technical assistance resources to implement systems integration and reform, and reduce juvenile delinquency and juvenile victimization, particularly in support of the MacArthur Foundation's Models for Change: Systems Reform in Juvenile Justice Initiative to improve outcomes for maltreated and traumatized children and youth entering our nation's delinquency systems.

<sup>5</sup> The strategic plan and numerous other documents describing the accomplishments of Uniting for Youth can be found at <http://www.cwla.org/programs/juvenilejustice/jjkingcounty.htm>

TeamChild, YouthSource, contract mental health providers, education and employment services, and substance abuse treatment agencies) that strengthen input from multiple disciplines.

The Executive Steering Committee periodically reviews its membership and adds new organizations as relevant and necessary to achieve its goals and strategies. The current organizations participating on the Executive Steering Committee include:

- Casey Family Program
- Center for Children & Youth Justice
- El Centro de la Raza
- Institute for Family Development
- King County Department of Adult and Juvenile Detention
- King County Department of Community and Human Services Mental Health, Chemical Abuse, and Dependency Services Division
- King County Department of Community and Human Services Work Training Program
- King County Office of Performance, Strategy and Budget
- King County Office of the Public Defender
- King County Prosecuting Attorney's Office
- King County Superior Court Juvenile Court Services
- King County Superior Court Juvenile Probation Services
- Puget Sound Educational Service District
- Seattle/King County Public Health
- Washington State Attorney General's Office
- Washington State Department of Social and Health Services Children's Administration
- Washington State Department of Social and Health Services Division of Developmental Disabilities
- Washington State Department of Social and Health Services Juvenile Rehabilitation Administration
- Uniting for Youth Community Advisory Board

The Executive Steering Committee is actively involved in directing the work of Uniting for Youth. It develops work plans, guides the composition of subcommittees, sets expectations and goals, and closely monitors progress. Five subcommittees – Protocol, Mental Health, Cross-System Training, Education/ PathNet, and Evaluation – report to the Executive Steering Committee. These subcommittees gather information, analyze data, make recommendations, and develop action strategies that support the goals of Uniting for Youth. Each of the participating agencies provides staff representation and expertise to subcommittees or ad hoc teams. In 2012, top leaders of twelve regional and state public organizations executed a Working Agreement to update the scope of work and renew formal commitment to Uniting for Youth.

## CATALYSTS

Key informants described a number of individuals and organizations that provided critical support, knowledge and acceleration to achieve strategies in the Uniting for Youth strategic plan. Those most frequently mentioned were:

- Dedicated and skilled individuals serving on the Uniting for Youth Executive Steering Committee and several subcommittees. Each person devotes time and effort to Uniting for Youth in addition to their own full-time job. The existence of the collaborative structure, including regular meetings of committees and subcommittees, contributed to the ability to leverage funding (as exemplified below), to mobilize quickly to respond to needs and opportunities, and to influence legislative agendas to benefit youth and families consistent with Uniting for Youth priorities.
- Child Welfare League of America consultative assistance from 2004 through 2011.
- The Uniting for Youth collaboration, plan and implementation progress were instrumental in a decision in June 2007 by the MacArthur Foundation to invest \$10 million in grants and technical assistance from its national juvenile justice reform effort (Models for Change) over four years in Washington State and six of its counties including King County. Grants to Uniting for Youth were focused on accelerating its efforts in multi-system collaboration and coordination; mental health; and alternatives to formal processing, which focused on a strategy to form a regional network of prevention, intervention, retrieval and connection for youth who are associated, in any way, with dropping out of school (known as PathNet).
- Generous financial support from the Seattle Field Office of Casey Family Programs, the Governor's Juvenile Justice Advisory Committee (now the Washington State Partnership Council on Juvenile Justice), and Washington State Children's Administration. In addition, the Juvenile Rehabilitation Administration (in partnership with Puget Sound Educational Service District, King County Superior Court, and King County Community and Human Services) was able to secure a grant for \$3.1 million from the U.S. Department of Labor.
- In 2008, a group of key Uniting for Youth leaders was selected as one of seven teams across the country to attend the Breakthrough Series Collaborative (BSC) created by Georgetown University Public Policy Institute's Center for Juvenile Justice Reform. The BSC approach is intended to foster quick and productive changes in practices while eliminating obstacles to such changes. The Uniting for Youth team obtained intensive, research-based training in effective systems change techniques. They applied the BSC approach to advance a crossover youth pilot project in Kent to coordinate case assessment, case planning, and case management efforts from planning to action. A second Uniting for Youth team attended BSC in 2009 to 2010.

## ACHIEVEMENTS

Boosted by the catalysts listed above, Uniting for Youth committees and task forces have tackled the strategies in the 2005 strategic plan, including development of guides facilitating the sharing of information on multi-system youth, an assessment of the local mental health service continuum for

youth, design of a dropout retrieval system and implementation of a pilot project based on this design, and development of cross training, and joint procedural protocols to facilitate cross-system case work.

Their achievements, summarized below, provide new and strengthened avenues of prevention, intervention, and re-entry for youth involved in multiple public systems.

1. **Explored feasibility of a shared database.** Conducted a feasibility study to understand whether and how a web-based method of accessing sharable case-related information among the public systems involved with children and youth could be created. At the time the study was conducted, the databases of both the child welfare and juvenile justice systems were being upgraded, and the estimated cost of creating the shared database was prohibitive.
2. **Overcame barriers to sharing client information across systems.** Development of a *Resource Guide for Information Sharing*, a critical document that provides information for legal, policy, and practice matters regarding the exchange of case-related information necessary for joint case assessment, planning, and integrated service delivery. The *Resource Guide for Information Sharing* was updated to include sections on information sharing with the mental health and substance abuse treatment systems and training modules so that all child-serving system staff can use the guidebook to improve coordination of care.
3. Established an Evaluation Subcommittee to **develop strategies to provide empirical support** to the initiative's various policy/protocol development and implementation activities. A group was established in 2006, but postponed investment in process and outcome evaluation due to limited resources and ongoing efforts to use existing databases as effective sources of key indicators. In spring 2012, the group selected five components of United for Youth for which it sought an independent evaluation of implementation. This report captures the results of that engagement.
4. **Conducted a multi-system prevalence study** in 2008 designed to:
  - Provide a baseline summary that profiles critical case characteristics of multi-system involved youth who come into contact with the juvenile court and provides reliable estimates of the size of this population.
  - Support the development of specific coordinated/integrated intervention strategies with various subpopulations of multi-system youth based on case characteristics highlighted in the baseline profile summaries.
  - Provide the ability to examine (at least preliminarily) the degree to which these interventions are having an impact on case outcomes and to provide the empirical basis for more rigorous future evaluations.
  - Provide a local template on how to conduct future research of this type on an ongoing basis and to engage the local expertise needed to provide such research support without the need for outside consultants.

5. **Hired a full-time Systems Integration Coordinator** in 2008. The Systems Integration Coordinator serves as the point person for the Uniting for Youth initiative and takes the lead in organizing, tracking, and supporting the day-to-day work associated with the implementation phase of the initiative. The coordinator provides overall project management support to the Executive Steering Committee and many of the standing committees through organizing agendas, developing work plans, and managing progress between meetings. The Coordinator job description contains multiple complex responsibilities requiring a broad range of skills. The Coordinator was asked to place a specific focus on community engagement.
6. **Trained staff about each other's systems** and how to access services and support within them. The development and implementation of multi-agency training increased familiarity and encouraged relationships that support shared responsibility and services. The training has been subsequently refined and continues to be offered on a quarterly basis.
7. Juvenile justice and child welfare staff worked together on **implementing the System Integration Protocols for coordinated planning and resources** for youth and their families involved in multiple systems. Additionally, in October 2008, King County initiated the **Kent Dual System Youth Pilot Program**, a program designed to improve cross-system case assessment, case planning, and case management for dually-adjudicated youth (adjudicated for delinquency and dependency matters).

A 2009 report prepared by the National Center for Juvenile Justice noted that, "on the ground level, child welfare workers and juvenile probation officers in the Kent District are coordinating case plans and communicating on a regular basis, meeting regularly to discuss mutual concerns, and trying to show that joint case management and cooperation can alter the negative pathways that too many crossover youth experience."

8. **Developed strategies to improve access to appropriate mental health services** to prevent youth with mental health and substance abuse problems from unnecessarily entering the juvenile justice system or becoming more deeply involved. Eleven of the strategies were included in King County's Mental Illness and Drug Dependency (MIDD) Action Plan, which formed the basis for a one-tenth of one cent sales tax enacted in 2007 to fund strategies to stabilize people suffering from mental illness and chemical dependency, diverting them from jails and emergency rooms by getting them proper treatment.
9. **Created an intensive stabilization services program** to prevent youth with serious emotional disturbances from unnecessarily entering the child welfare system. The program, operated by the Children's Administration, provides intensive, in-home stabilization services for up to 90 days.
10. Provided **technical assistance on the development and implementation of the mental health and chemical dependency training sections** of the Washington State Criminal Justice Training Commission's curricula for its Juvenile Corrections Officer Academy (JCOA) and Juvenile Services Academy (JSA). The training, implemented in 2009, provides information to staff of local juvenile

detention centers and state residential facilities so they can better identify and respond to mental health and chemical dependency issues among youth in those facilities.

11. **Implemented standardized screening for mental health and substance abuse** problems for all youth entering the justice system (both status and criminal offenders). This has been coordinated with the development of a Juvenile Justice Assessment Team so that youth who screen positive for mental health or substance abuse needs can have a comprehensive assessment and be linked to appropriate community treatment.
12. **Actively recruited and engaged constituents** of the participating systems within Uniting for Youth and members of diverse community groups to shape and monitor implementation of Uniting for Youth goals and strategies. A community engagement strategy was created and approved for implementation in July 2008. The strategy led to the formation of a workgroup of service providers and two community advisory boards (youth and adult).

The Systems Integration Coordinator met with over 40 different groups to reestablish the loss of trust between community and systems and develop quality two-way communication. Through connections made with those groups, the Systems Integration Coordinator recruited adults and youth to form Community Advisory Boards comprised of members from a variety of ethnic backgrounds, faith based communities, and other underrepresented communities. They agreed to meet monthly to address critical issues or discuss experiences with systems that could have been handled in a more culturally appropriate or inclusive manner. The adult group completed 13 meetings in the first two years of the project with the youth meeting less frequently with nine meetings. The co-chairs of the adult Advisory Board participated in several of the Uniting for Youth Executive Steering Committee meetings.

13. **Re-engaged youth who have dropped out of school** and are involved in the juvenile justice system by offering GED preparation and/or transition to employment through Educational Service Districts. Passed state legislation (HB 1418) allowing use of State Basic Education funds for these services, and developed a pilot program coordinating legal, educational and employment services for 200 justice-involved youth. These were initial steps toward developing a *path of networked* organizations to prevent, intervene with, retrieve and connect youth who are likely to or have dropped out of school (known as PathNet).
14. **Developed communications materials** to inform legislators, stakeholders, and staff and leadership of youth-serving agencies of the need for systems integration. Selected the new name and tagline – Uniting for Youth: A Partnership of Youth-Serving Systems – to emphasize youth, increase understanding of external stakeholders, and clarify this is not a temporary initiative. King County and its Uniting for Youth partners hosted a gathering of community partners in late May 2010. The gathering brought together 115 influential elected officials, city and county leaders, community providers, and system leaders to highlight the importance of systems working together towards

common goals, share the latest progress in King County, and provide opportunities to help connect with future work undertaken by Uniting for Youth.

15. **Provided information to law enforcement officers** about alternatives other than the juvenile justice system to help youth and their families experiencing conflict or crisis. In partnership with Seattle Police Department, produced a video, brochure and resource cards to prevent a youth entering the juvenile justice system if more appropriate options are available.

The achievements outlined above demonstrate that a substantial amount of progress has been made on most of the 17 strategies outlined in the 2005 strategic plan, and additional related work was undertaken as opportunities and funding became available. Where it was not possible to implement all of the strategies as envisioned, Uniting for Youth explored alternatives. For example, while blended funding mechanisms are currently unavailable across silos, partners have committed to share tasks and responsibilities to a greater extent.

Uniting for Youth has been influential in garnering legislative support and is ready, through the committee and subcommittee structure, to continue to work for appropriate legislation. While a unified family court is not currently feasible, courts receive reports including input and recommendations from and for both systems.

## **SELECTED UNITING FOR YOUTH CONTRIBUTIONS TO SYSTEMS INTEGRATION**

Having effective procedures in place for working cooperatively across systems is central to the work of Uniting for Youth. The following sections summarize some of the accomplishments of Uniting for Youth that touch on that collaboration and set the stage for understanding the importance of the protocols. Accomplishments include implementation of amended cross-system protocols countywide following a pilot project in Kent. Successful implementation of the protocols requires the use of the *Resource Guide for Information Sharing* created by Uniting for Youth.

The importance of the protocols is powerfully illustrated in the prevalence study (*Doorways to Delinquency: Multi-System Involvement of Delinquent Youth in King County*) showing the extent to which youth involved in the juvenile justice system have prior or current involvement in the child welfare system. Further understanding of children and youth involved in multiple systems is emerging from the national Crossover Youth Practice Model (CYPM) research in which King County is participating.



## PREVALENCE STUDY

A significant accomplishment of Uniting for Youth, under the MacArthur Foundation's Models of Change Initiative and the Seattle Field Office of Casey Family Programs, was completion of the Prevalence Study<sup>6</sup> in late 2011 which revealed the extent to which youth involved in the juvenile justice system in King County were also involved, or had been involved, in some way in the child welfare system. The study was undertaken by the National Center for Juvenile Justice. In addition to obtaining information on the extent to which youth were involved in both juvenile justice and child welfare systems, the study provided baseline data that could be used to target interventions in the future as well as conducting ongoing evaluations. The prevalence study reinforces the need for child welfare caseworkers, juvenile court probation counselors, and representatives of other systems to coordinate and align their efforts for youth involved in multiple systems.

The Prevalence Study was based on analysis of 4,475 juveniles referred in King County on offender charges in calendar year 2006. The extent to which youth touched multiple systems is clear in the finding that two-thirds of youth referred on criminal offenses had a history of involvement with the Children' Administration (CA). While the overlap is dramatic, the degree of involvement was not the same for all youth and can be considered along a continuum from low to high involvement.

Of all the youth referred on criminal matters in 2006:

- 33% of referrals had no history of CA involvement (no history)
- 30% had a CA ID number, but likely limited or low-risk involvement (ID but no detail)
- 21% had been named in moderate to high risk referrals accepted for investigation (investigation)
- 16% had a dependency petition filed or had otherwise been in CA custody, which usually meant an out-of-home placement (legal activity/placement)

The following are a few among the many important findings in the study:

*Youth with criminal referrals in 2006 who had CA legal activity/placement were more frequently female and African American than youth with criminal referrals in that year who had no history of CA involvement.*

The data also showed that the higher the level of CA involvement (no history being lowest and legal activity/ placement being the highest), the greater the percentage of females and African Americans. That is, of all 2006 criminal referrals with no CA history, 27% were female; of all criminal referrals with CA legal activity/placement (the highest level of involvement), 40% were female. In a similar comparison along the range of CA involvement, of all 2006 criminal referrals with no CA history, 16% were African American; of all criminal referrals with highest CA involvement (legal activity/placement), 45% were African American.

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<sup>6</sup> G. Halemba and G. Siegel, *Doorways to Delinquency: Multi-System Involvement of Delinquent Youth in King County (Seattle, WA)*, (NCJJ, September 2011).

*Youth with criminal referrals in 2006 who had two or more referrals prior to 2006 had a greater frequency of a history with CA involvement than youth with no criminal referrals prior to 2006.*

The study considered the prior history of referrals for criminal matters for the youth with criminal referrals in 2006. Of youth referred for the first time in 2006 (that is with no prior history of criminal referrals), 59% had at least some history of CA contact or involvement (that is, at least a CA ID number) and 11% had legal activity/placement. Of youth with two or more referrals prior to the 2006 referral, 89% had at least some history of CA contact or involvement, and 33% had CA legal activity/placement.

*Youth with highest CA involvement (legal activity/placement) were younger at first referral for a criminal offense, younger at first detention episode, and had been detained more frequently and for more days.*

The relationship of age at first criminal offense (referral) and first detention was related to the degree of CA involvement. Just looking at the ends of the continuum, youth with no CA involvement were older when they were first referred on a criminal offense (average 15.8 years) than youth with the highest level of CA involvement (legal activity/placement) who were on average 14.4 years of age at the time of the first referral. Similarly, youth with a history of CA legal activity/placement were younger at first detention (average 14.9 years) than youth with no history of CA involvement (average 16.0 years).

*Youth with the highest CA involvement (legal activity/placement) were more likely to have felony adjudications than youth with no CA involvement; recidivism was also higher.*

Examining data through December of 2008 for the same cohort of youth with criminal referrals in 2006, the study found that 46% of youth with CA legal activity/placement had one or more felony adjudications by the end of 2008 compared to 12% of youth with no CA involvement. By the end of 2008, 70% of youth with the highest CA involvement (legal activity/placement) had been referred to a court in Washington on new offender matter, compared to 34% of youth with no CA involvement.

*On average, the subset youth in CA out-of-home placement in 2006 experienced 12 placement changes by the end of 2008.*

While somewhat complex to define and track, placement changes were frequent. Placement changes, in addition to changes in group homes, foster care, and other facilities, included runs (AWOLs), detention events and placements in JRA facilities between 2006 and the end of 2008. Of the 226 youth who spent 30 days or more in one or more CA-related placements in 2006, 77% experienced three or more placements (ranging from three to a high of 56). Runs (AWOLs) were common and 51% of these youth spent time in detention. The study calculated a

placement cost for one hypothetical cross-system youth in King County at \$38,000 or \$8.6 million for the 226 youth in the subset through the end of calendar year 2008.

Findings of the Prevalence Study and the database established in the process of the study provide a solid basis going forward. In addition utilization of the structure and content of the database, and reliance on the implications of the findings summarized above, the Prevalence Study contains several recommendations that could enrich Uniting for Youth in future work.

Recommendations include the need for “earlier, more effective and more timely interventions in multi-systems cases.” Given that most of the criminal referrals in 2006 along the entire continuum of CA involvement are misdemeanors and given the higher level of recidivism among youth with CA involvement, it is worth examining the possibility of earlier interventions with these youth. Current restrictions regarding access to evidenced-based practices (EBPs) for first-time and low-risk offenders removes options that might be particularly effective (both in terms of outcomes and cost) for cross-system youth.

#### **KENT DISTRICT DUAL SYSTEM YOUTH PILOT PROGRAM**

The Kent District pilot program began in 2008 with a focus on improving handling of cross-system cases, particularly case assessment, case planning and case management for youth.<sup>7</sup> The pilot focused on implementation of the protocols (discussed above) for youth adjudicated in both the dependency and offender components of the court system. The pilot was initially restricted to cases handled by the Kent offices of King County Superior Court Juvenile Probation and Washington Children’s Administration, Division of Children and Family Services (DCFS).

Implementation of the pilot benefitted from participation of Georgetown University’s Center for Juvenile Justice Reform in applying the BSC model (“Breakthrough Services Collaborative”) as a framework for change. The process was guided by a team of stakeholders who defined areas to be addressed by system change efforts and were able to identify and overcome barriers, following the BSC approach of “Plan Do Study Act” (PDSA).

Use of the PDSA approach resulted in several suggested changes, among which are the following selected examples:

- Improved process for allowing social workers access to detention. Instead of having to call for permission in advance, names of social workers were provided to detention staff and updated on a regular basis so that DCFS social workers had more ready access to youth in detention.
- Use of taxis or other safe method to transport youth from detention to the DCFS office. This is an appropriate solution for youth who are not likely to run, or do not have other risks that require social workers to transport them personally.

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<sup>7</sup> G. Siegel, *The King County (Washington) Systems Integration Initiative: A First Look at the Kent District Dual System Youth Pilot Program*, (NCJJ, June 2009).

- Joint meetings were held between the DCFS and probation units. These were initially a response to lack of understanding about the roles and responsibilities of each. In addition to training, the meetings were important in building trust between the units and a strengthened capacity to work collaboratively.

## **CROSSOVER YOUTH PRACTICE MODEL IN KING COUNTY**

King County, because of practices in place that promote collaboration between systems working with crossover youth, was selected to participate in another project that will provide much more information on these youth and on procedures to achieve more positive outcomes. The Center for Juvenile Justice Reform at Georgetown University, in partnership with Casey Family Programs, selected King County as one of 13 sites in the United States to implement the Crossover Youth Practice Model.<sup>8</sup> The study is capturing extensive data on dually-involved youth (known to both the criminal justice and child welfare systems).

Data collection began in the summer of 2010. The process of identifying the study group continued into 2011 until the target number of cases had been identified. The study group in King County consists of 101 youth who had an open child welfare care and were arrested on a criminal matter. A subset of those youth was identified for even more in depth data collection (e.g., school, mental health and substance abuse) at six months and one year after the youth were identified as crossover youth. Another 20 youth, arrested prior to CYPM, were identified for comparison purposes.

Consistent with findings of the Prevalence Study and national research, the CYPM study identified youth as early as possible in the process which, in this case, was at the point of arrest (and referral to the prosecutor). Of the 101 youth in the study group, 58% were diverted, 25% were adjudicated and 17% were pending outcomes (as of the draft January 2012 report).

Data have been and are being drawn from the child welfare system and from the court, from AOC (Administrative Office of the Court), and from supplemental questionnaires completed by staff. Information includes details on the processes in both systems; risks assessed in both systems (including risk assessment data provided by AOC); case management and joint staffing; outcome measures in both systems including out-of-home placements, achievement of permanency, use of detention, use of diversion and other court-related dispositions; and, recidivism. The final report is expected at the end of 2012 and should provide invaluable information on these youth, insights on how systems interact, suggestions for tracking data, and rationale for strategies and timing of interventions.

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<sup>8</sup> D. Herz and A. Fontaine, *Preliminary Results for the Crossover Youth Practice Model in King County, Washington*, (Center for Juvenile Justice Reform, January 2012).

## **KING COUNTY RESOURCE GUIDE: INFORMATION SHARING<sup>9</sup>**

Essential to cross-system collaboration is the ability to share information appropriately between systems. The *Resource Guide for Information Sharing* was created to provide answers to staff in several systems about what can be shared, with whom and under what circumstances. It provides detailed information on the governing laws; an overview of the systems and roles of staff within those systems; a decision-making tree for quick reference; and, a concise grid summarizing laws at the intersection of the agency giving the information and the agency receiving the information.

The *Resource Guide for Information Sharing* applies to most systems and staff working with youth:

- Division of Children and Family Services (DCFS) social worker
- Juvenile Probation Counselor (JPC)
- Juvenile Rehabilitation Administration (JRA) Counselor
- Dependency Court Appointed Special Advocate (CASA) volunteer
- Law enforcement personnel
- School staff and educator
- Mental Health treatment staff
- Substance Abuse treatment staff

## **COORDINATION WITH LAW ENFORCEMENT**

Uniting for Youth has taken steps to provide useful information to police about alternatives to detention for youth and the circumstances under which those alternatives are appropriate. The *Juvenile Detention Alternatives* DVD has been widely distributed. A quick reference pocket guide and a slightly more detailed half-page guide outline juvenile detention intake criteria. Both publications list alternatives to detention.

## **SYSTEM INTEGRATION PROTOCOLS**

The set of procedures and protocols guiding shared responsibility for youth involved in both the juvenile justice and child welfare systems have evolved over several years. The protocols are intended to improve working relationships, to remove conflicts, to clarify responsibilities and roles, to reduce redundancy, and to improve outcomes for youth. The most recent protocols have been in place since 2007, with important amendments in 2010 and procedural changes resulting from the Kent Pilot project, which was completed under sponsorship of Uniting for Youth and Models for Change.

In 2007, the King County Superior Court and Washington State Department of Social and Health Services/Children's Administration, Region 4 Division of Children and Family Services approved of a set

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<sup>9</sup> Uniting for Youth. (2009). *King County Resource Guide: Information Sharing, Second Edition*. Seattle, WA: Casey Family Foundation.

of System Integration Guiding Principles. These are the basis for the current protocols, and those in place for this evaluation, which consists of procedures for working with youth served by both the child welfare and juvenile justice systems (Protocol 1.0) and procedures for detention release of youth who are not currently served by child welfare (Protocol 2.0). The following paragraphs provide a brief summary.

*Protocol 1.0: Service coordination for juveniles concurrently served by the Child Welfare and Juvenile Justice Systems (February 2007, revised August 2010)*

- A. Other agency contact when a case is assigned: requires contact when a case is assigned to a juvenile probation counselor (JPC) or a social worker (SW); requires sharing of contact information; and, requires inquiry into active status in the other system and history of involvement.
- B. Other agency informs of case status and provides contact information: requires identification of currently assigned JPC or SW and contact information (if an active case); if not an active case, the agency provides case information consistent with the Information Resource Guide.
- C. Exchange of information when case open in both agencies: requires contact within three working days.
- D. JPC and SW provide joint staffing: requires information sharing and joint case planning within 30 days; invitation to be extended to chemical dependency, substance abuse and/or school representative, as appropriate.
- E. Allows for referrals to resources from both systems in the best interest of the youth.
- F. Requires both systems to notify of hearings and status change, including detention release, within two days.
- G. Input from both systems required for court reports.
- H. Documentation by the SW required in Individual Safety and Service Plan (ISSP), FamLink case notes, and Shared Staffing Form; and, by the JPC in the social file.
- I. Method of dispute resolution.

*Protocol 2.0: Service coordination for juveniles pending release not concurrently served by the Child Welfare System (February 2007)*

Protocol specifies the required steps to locate parent or suitable alternative, along with procedures for transporting, if the parent cannot pick the child up from detention. The protocol outlines steps in case the parent cannot be located or refuses to take custody of the juvenile.

## **IMPLEMENTATION EVALUATION OF SYSTEM INTEGRATION PROTOCOLS**

Discussion in the sections above demonstrates the persistent and continuing Uniting for Youth emphasis on crossover youth and enhancing collaborations between staff with shared responsibility for those youth. The current evaluation focuses primarily on implementation of the first protocol described above

that outlines the coordination between the child welfare and juvenile justice systems. In particular, this relates to case management, shared information, and joint staffing between DCFS social workers and juvenile probation staff. This protocol was the subject of the Kent district dual system youth pilot program (Kent pilot project), which is now being implemented throughout King County.

Evaluation tasks, as outlined below, include review of documents and reports, interviews with staff in both systems, the completion of case studies and questions in a general survey relating to the protocols.

| <b>System Integration Protocols Evaluation</b>   |  |
|--|--|
| <b>Products</b>  | <b>Methodology</b>   |
| <ul style="list-style-type: none"> <li>• Implementation description</li> <li>• Logic model</li> <li>• Data summary (if possible)</li> <li>• Data collection/report recommendations</li> <li>• Findings</li> <li>• General recommendations</li> <li>• Completed case studies</li> </ul> | <ul style="list-style-type: none"> <li>• Document/report review</li> <li>• Interviews</li> <li>• Case studies</li> <li>• General survey</li> </ul> |

### **Implementation of Protocol 1.0**

The first step in the protocol requires agency contact when a new case is assigned to either a juvenile probation counselor (JPC) or a Region 4 DCFS social worker (SW) in order to find out if the juvenile (age 12 and older) has an open case or a history with the other agency.

| <b>A.</b> | <b>Requires contact when a new case is assigned</b>                    |
|-----------|--|
| A.1       | JPC assigned a new case is to contact Children’s Administration Intake |
| A.2       | SW assigned a new case is to contact JCS Records or Screening          |

*What the evaluation found:*

- New case assigned to JPC:
  - When a case is assigned at filing to an intake JPC, who is in charge of the case until resolution (dismissal, sentencing, deferred disposition, diversion or other court outcome), the intake JPC will call Children’s Administration Intake to discover if there is an open case, if needed. The intake JPC may already know if the youth has a current social worker because the youth self-discloses, the information is in the file for the youth (from a previous case), or information is included with the referral documents. If there is no current SW assigned to the case, the Intake JPC may or may not contact Children’s Administration to learn about prior history with the agency.
  - When a supervision JPC is assigned as a result of a disposition order issued by the court, and there is no current social worker identified, the supervision JPC may or may not contact Children’s Administration to learn about prior history with the agency.

- There is no current easy access to information across the systems, such as a shared database or limited access to other agency’s database. Phone calls about information are sometimes time consuming, or provide limited information.
- New case assigned to SW: While the number of interviews were limited, social workers did not report calling JCS Records or Screening to find out about current involvement or past history when they were assigned a new case.

|           |  |
|-----------|--|
| <b>B.</b> | <b>Requires sharing of information</b>   |
| B.1       | JCS Records/CA Central Intake review records for current or past involvement   |
| B.2       | If active in the other system, provide JPC or SW contact information           |
| B.3       | If not currently active in the other system, provide allowed* case information |

\*As specified in the *Resource Guide for Information Sharing*

*What the evaluation found:*

- Weekly List of Filings: Upon filing, a list is generated by the juvenile court and sent weekly to Children’s Administration for identification of open cases.
  - The list includes name of youth, demographics, incident date, date filed, charges, and name of JPC. Children’s Administration identifies open cases (matches) and supplies SW contact information.
  - The list of matches with appropriate cross-system contact information is then sent out jointly by managers of both systems to staff involved, along with a link to the protocols.
- Discovering past history when there was not a current open case in the other system was reportedly difficult for both systems. Where strong working relationships between SWs and JPCs had been developed, such as those resulting from the Kent pilot project, both parties used those contacts to successfully access information on past history.

|           |  |
|-----------|--|
| <b>C.</b> | <b>Requires contact and information exchange</b> |
|-----------|--|

*What the evaluation found:*

- When the weekly list of cases filed upon is generated, the JPC and SW are in contact fairly quickly, usually within a day or two. Initial contact may be by email or phone.
- All those interviewed indicated initial information exchange was prompt and went smoothly.

|           |  |
|-----------|--|
| <b>D.</b> | <b>Requires joint staffing</b>   |
| D.1       | JPC and SW conduct joint case planning within 30 days of initial contact                         |
| D.2       | Existing staffing or case plan may substitute for new joint staffing, if agreed to               |
| D.3       | Staffing may be in-person or by conference call  |
| D.4       | Chemical dependency, mental health, and/or school will be invited to participate, as appropriate |

*What the evaluation found:*

- Those interviewed reported substantial improvements in the relationship between systems (child welfare and juvenile justice) over the last few years.



- Joint staffing phone calls or meetings to discuss case plans and needed services occur within a short period of time (within 30 days).
- Those interviewed reported that other systems would be invited to participate in the joint staffing, if needed. This might not be needed if the youth was already receiving services and those services were satisfactory to both.
- The unique but complementary roles of the JPC and SW were emphasized in interviews. Where examples of good coordination were provided, they were related to be mutually supportive and to reinforce a position with and for the youth. JPCs had the authority of the court to mandate (such as ordering UAs) and also to access some services (such as evidence-based programs based on risk level – ART, FFT, etc.).

|           |  |
|-----------|--|
| <b>E.</b> | <b>Requires use of full range of efficient referrals</b>             |
| E.1       | Referrals decisions utilize the full range available to both systems |
| E.2       | Referral decisions based on efficiency and needs of youth            |
| E.3       | Provides a method of dispute resolution                              |

*What the evaluation found:*

- Those interviewed did not report difficulties in decisions about referrals and services.
- None reported problems with dispute resolution, which followed the protocol.

|           |  |
|-----------|--|
| <b>F.</b> | <b>Requires regular communication and notification</b> |
|-----------|--|

*What the evaluation found:*

- Those interviewed reporting being kept informed of status changes, warrants, hearings, and detention releases (to the extent known by the JPC).
- Most of those interviewed reported regular communication, although this was not universally the case, and regularity of communication depended somewhat on the circumstances. It was noted that SWs and JPCs had unique styles, and that experience and training varied.
- The Kent pilot, including the face-to-face meetings between agency staff, was reported to strengthen relationships and collaboration.
- Notification of release from detention was more problematic. The JPC would not always know sufficiently in advance of detention release to inform the SW. A number of circumstances complicate notification of detention release, most importantly release near the end of the day, after-hours and on weekends. Sometimes this results in youth being kept in detention for longer periods of time – overnight or over the weekend.

|           |   |
|-----------|---|
| <b>G.</b> | <b>Requires court reports to have both JPC and SW input</b> |
|-----------|---|

*What the evaluation found:*

- Reports to the court at filing contain information from both systems including the case plan and Individual Service and Safety Plan (ISSP) from child welfare. The ISSP is completed every six months for the dependency court; the JPC receives copies of the plan.

- Those interviewed for this evaluation reported having input in the case of court hearings. JPCs and SW may advocate jointly for a course of action (as was reported in one of the case studies). The extent to which shared input to the court in the case was not obtained for this evaluation.
- While hoped for, a single or strongly coordinated criminal and dependency court is still not the case.

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#### **H. Requires documentation of contacts and significant information**

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*What the evaluation found:*

- SWs report documenting contacts and significant information in Famlink Case Notes, as well as completing the ISSPs every six months.
- JPCs report documenting contacts and significant information in the juvenile social file.
- Some JPCs also maintain paper-pencil case files.
- Documentation in the systems mentioned above cannot be easily extracted for aggregated reporting. At this time, to build a “kid-level” database would require a case-by-case review of most of these reports. Some of the fields in the Children’s Administration data system can be accessed to build such a file, but not without considerable effort.

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#### **I. Dispute resolution**

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*What the evaluation found:*

- Those interviewed reported that disputes were resolved according to the protocol.

In addition to the protocols, two system changes resulting from the Kent Pilot Project continue to be implemented in King County and were included in this evaluation: procedures regarding access to detention and provision of transportation by taxi.

**System Changes from Kent Pilot Project PDSA – Access to Detention:** This change promoted improved SW access to detention by having a regularly-updated list of names of at the detention desk.

*What the evaluation found:*

- Access to youth in detention has improved for SWs interviewed, but not without delays.
- Those interviewed said that proper identification and having their name on the list still meant waiting while detention staff called for authorization.
- All those interviewed reported that detention staff made a call first.
- Delays were longest at shift changes. Some reported they had to wait, while waiting they saw attorneys and some service providers enter without any barriers.

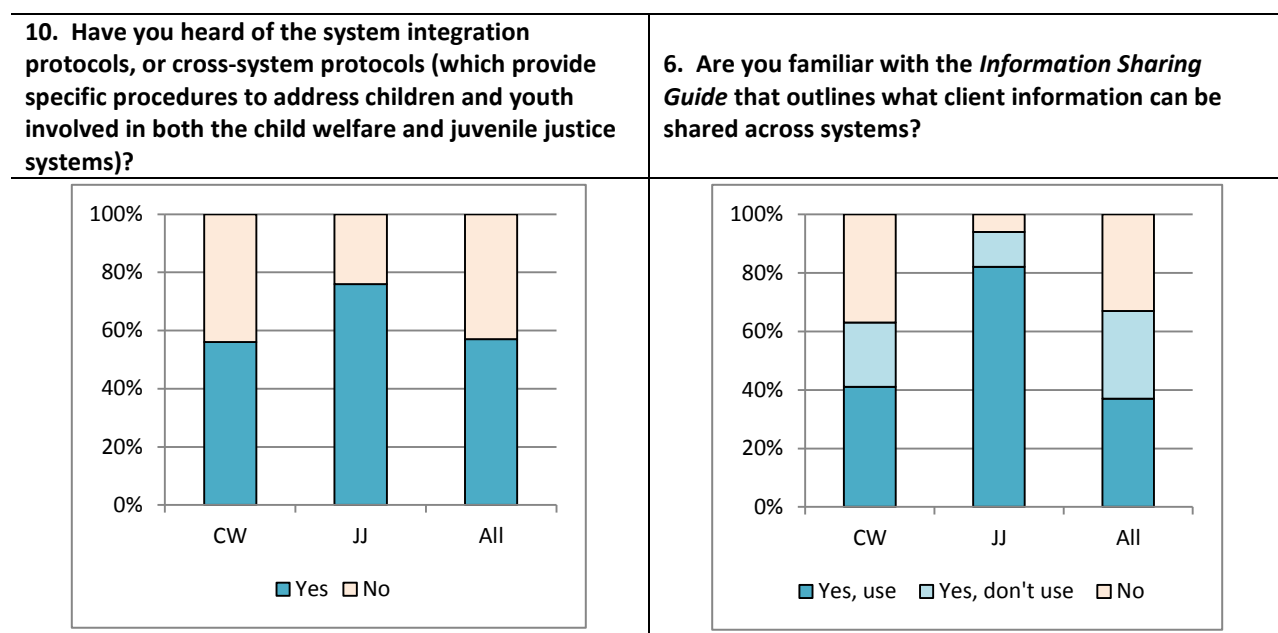
**System Change from Kent Pilot Project PDSA – Transport by Taxi:** This change relieved SW from long drives to pick youth up from detention.

*What the evaluation found:*

- Transport by taxi happens in appropriate circumstances. However, SWs indicated that they prefer to pick the youth up from detention.
- Coordinating release from detention may not be relieved by having a taxi as an option; the issue of end-of-the workday transportation from detention is a problem.

**Overall Uniting for Youth Survey**

The web-based survey completed for this evaluation was intended to reach a broad audience, particularly those who might have been directly influenced by the protocols and other projects to improve cross-system collaboration. An invitation to participate was sent out to broadly within youth-serving systems, certainly reaching several hundred potential respondents. A total of 181 people responded to the survey. (See appendix for overall survey results.) While the sample cannot be construed as representative, results are informative. Several of the questions were pertinent to system integration protocols and working with crossover youth and are discussed below.



Answers are shown for all respondents (column to the right) and for two subsets for cross-tabulation:

- CW: respondents who worked in child welfare (N=66)
- JJ: respondents who worked in juvenile probation/detention (N=21)
- All: all survey respondents (N=181)

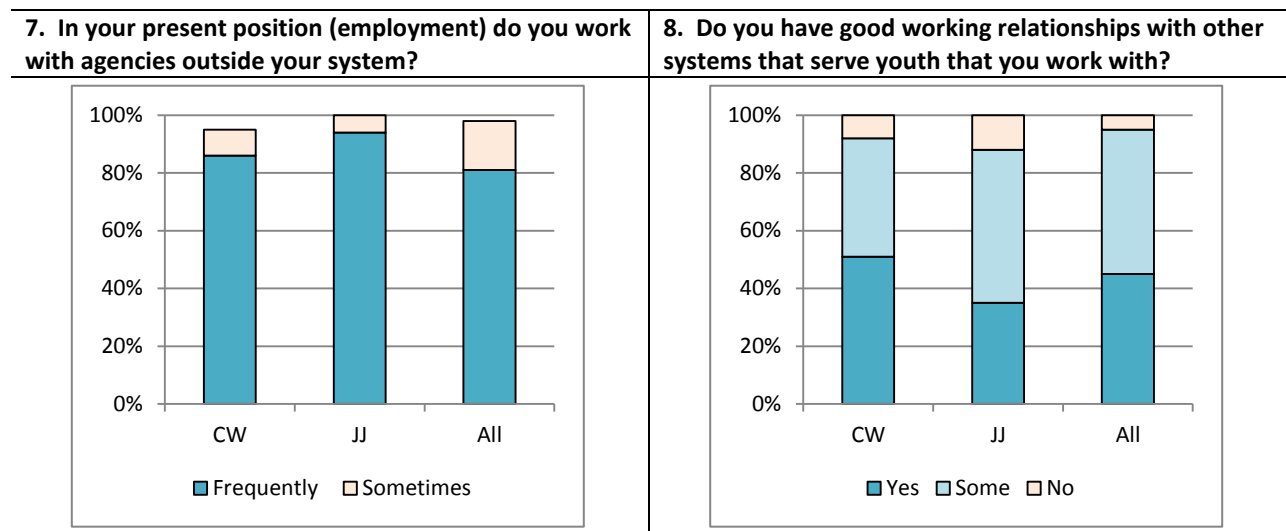
Question 10 asked whether the respondent had heard of the protocols (and then described them). Overall, 57% of those responding to the question had heard of the protocols. The protocols impact juvenile justice and child welfare staff most directly – 76% of respondents in juvenile probation/

detention answered that they had heard of the protocols as did 56% of respondents working in child welfare.

The chart on the right displays results to question 6 which asked about familiarity with the *Resource Guide for Information Sharing*. Overall about one-third of respondents knew of it and used it in their work. Looking just at respondents working in child welfare, 41% said they used the guide in their work and another 22% said they had seen the guide but did not use it. Looking just at respondents working in juvenile justice/detention, 82% said they used the guide in their work and another 12% said they had seen the guide but did not use it.

While the survey was not controlled as to sampling and response, answers do suggest opportunities for training or other methods for increasing cross-system understanding, particularly on the protocols and *Resource Guide for Information Sharing*.

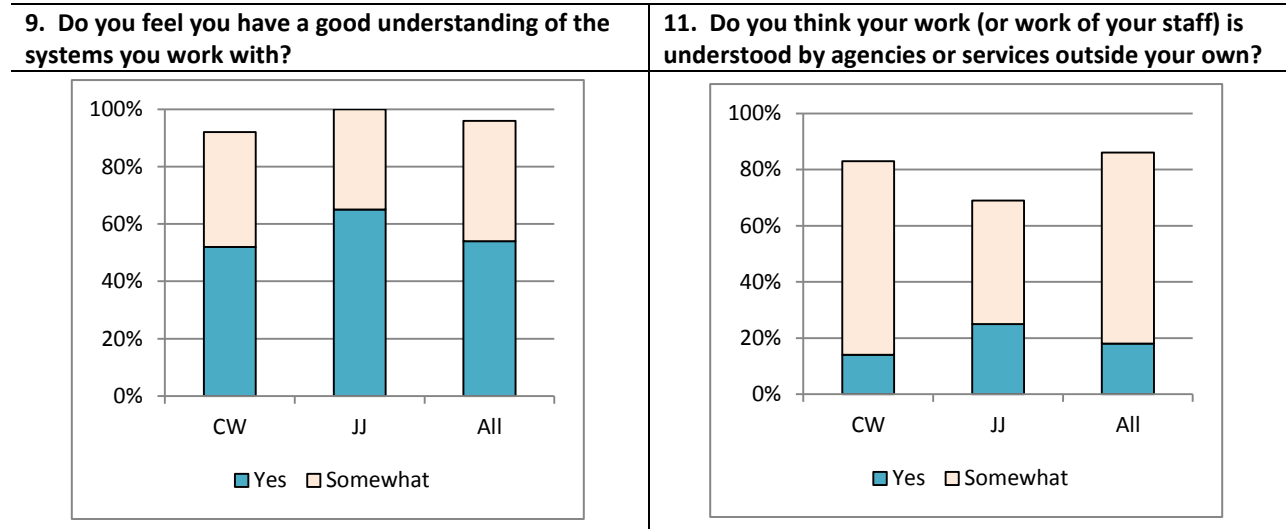
Question 7 explored the extent to which respondents felt they worked with agencies outside their own. Nearly all responded that they worked with systems outside their own. As to the quality of working relationships in systems outside their own (question 8), under half (45%) of all respondents said they knew who to contact for effective collaboration and another 53% said they had some good relationships, but not in all systems.



Looking just at respondents working in child welfare, 51% said they knew who to contact for effective collaboration and another 41% said they had good contacts in some systems. Among respondents working in juvenile probation/detention, 35% said they knew who to contact when needed and another 53% said they had good contacts in some, but not all, systems.

Question 9 asked about respondents' understanding of systems outside their own. While overall 95% responded that they had at least some understanding of other systems, only 54% responded that they had a good understanding. Looking at the issue of cross-system understanding from another

perspective, however, showed considerably different results. Question 11 asked if other systems understood their work. Overall just 18% of respondents indicated that other agencies had a good understanding. Only 14% of respondents working in child welfare said that their work was understood by agencies outside their own.



## RECOMMENDATIONS

Depending on resource availability and overall strategic planning, the following recommendations might be considered by Uniting for Youth to improve implementation of System Integration Protocols.

*Take steps to increase knowledge and trust across systems.*

Consider requiring cross-system training as an overview to systems and to the *Resource Guide for Information Sharing*, particularly for new employees. Face-to-face meetings during the Kent pilot project built lasting relationship between staff and might be explored on an ongoing basis.

In addition to not being familiar with the protocols, people reported that the protocols were not easy to understand. Consider providing a simple overview of the protocols and discussing them at face-to-face sessions, should they be held. Use the discussion to identify barriers to implementation, similar to the PDSA approach used during the Kent pilot project.

Joint trainings or meetings in a district should include systems with substantial responsibility for cross-system youth (in addition to JPC and SW). This would include caseworkers such as those at YouthSource and other programs that work intensely with crossover youth.

*Explore better access to essential information across systems.*

JPCs and social workers interviewed for this evaluation said that access to information on historical involvement in the other system was sometimes difficult or time-consuming to obtain. While the protocols require contact when a new case is assigned, this does not always occur, or information is hesitantly provided. One suggestion was to provide limited access by trained personnel to fields in databases across systems. Even within the court system, access between criminal and dependency information is currently limited.

*Generate the weekly cross-system list at the point of referral, rather than at the point of filing.*

During the Kent District Dual System Youth Pilot Program, the list of crossover youth was generated at the point of referral. This was subsequently changed to the current practice which is to inform at the point of filing in part because there was no JPC assigned at referral. However, even if there is no intake or supervising JPC at the point of referral, this is an opportunity to inform the SW that one of the youth in their care is in trouble. One of the weekly filing lists was examined for this report. The list contained the incident date and the file date. The mean time between incident and filing was nine weeks, the median six weeks, and the range was a low of less than a week to a high of 46 weeks. Social workers might not be aware of an arrest until some weeks or months after the fact.

Social workers interviewed for this evaluation said they were usually informed when one of the youth on their caseload was in detention, whether it was from a new arrest, the result of a warrant (dependency or criminal court), or the result of a sanction. However, if the youth was arrested and not brought to detention, or if there was no current JPC assigned to the case to inform the SW of a new offense, the SW would not have the opportunity to inform the court in early proceedings (prior to filing) about the child's safety or advocate for appropriate actions. If the youth was involved with the police, but not arrested, the social worker would rarely know of the problem and would not be able to take action to intervene quickly.

*Monitor implementation of protocols (Protocol 1.0) using data that can be easily accessed, based on existing systems and modest additions.*

It is estimated that the number of youth to be tracked on an annual basis is small (about 200). That number would be lower still because of repeat offenders and non-probation dispositions. A cumulative database, maintained simply in Excel, would be valuable to report on implementation and as well as to create a picture of cases that touch both systems during the year. (See appendix for data recommendations.) The database would also provide a master file from which to select cases to audit for documentation of practices consistent with the protocols.

- Create a simple database and designate one person to maintain the file. Build a "kid-level" record, starting with the current weekly list of cases with filings on criminal matters. This weekly list generates an email between systems advising of crossover youth. Begin with

variables now included in the list of filed-upon cases created by court staff. (See appendix for suggestions on variables, sources, and notes.)

- Monitor initial contact between the JPC and SW by requiring a reply to the initial email from both JPC and SW as to date of initial contact, method (phone/email/in-person) and date of joint staffing. This is very doable since the number of cases each week is small (five when checked for this evaluation). Enter the dates in the Excel database. Audit a percentage of cases by reviewing the fields in Famlink (SW) and social file (JPC) to verify cross-system contact and joint staffings.
- Use the database to monitor implementation and to report out periodically to the Executive Steering Committee.

*Supplement the database periodically with information that can be obtained easily from court and Children's Administration records.*

This would include date of referral, detention dates (booked and released), and case resolution (disposition, sentencing, dismissal, etc.). Since data from Famlink are not easily downloaded, identify a simple set of variables to be included, such as living situation at referral (or filing) and dates of or summary of the number of placement changes, which could be an indicator of permanency.

*Once a data system for crossover youth has been established, consider working with partners in mental health and substance abuse to identify and track high level measures of assessment and treatment.*

For youth on community supervision, the PACT risk assessment could serve as an indicator of mental health or substance abuse needs, as could a summary score from the GAIN assessment. Partners in mental health and substance abuse could provide data on completed assessments and treatment (such as out-patient or in-patient start and completion dates). The variables could be used as indicators of appropriate coordination between systems and to flag unmet needs.

## **CROSS-SYSTEM TRAINING**

### **BACKGROUND**

The need for training across systems was recognized early on by King County Systems Integration Initiative. The first training pilot was conducted in the summer of 2006. This was followed by investigation into ways to deliver training (day-long events with break-out sessions; web-based delivery; alternating geographic locations, etc.). The first training with open enrollment was held in June 2009.

The Cross-system Training Subcommittee meets frequently to consider content and respond to feedback. Consequently, training delivery has evolved since 2009. At the point of this writing, the format

is an all-day training held quarterly, most recently at the Puget Sound Educational Service District (PSESD) in Renton. While not the first cross-system training underway in King County, the training sponsored by Uniting for Youth is unique in that it offers trainings of greater depth and has been flexible in responding to feedback from attendees.

Notably, the trainings now include keynote speakers whose presentations have been very appreciated (per post-session evaluations). Keynote presenters to date include:

- John Tuell, Co-Director of the MacArthur Foundation Models for Change: System Reform in Juvenile Justice Initiative, speaking on a national perspective on improving outcomes for multisystem youth
- Swil Kanim of the Kanim Foundation, presenting on working with diverse populations in diverse ways, bringing in a Native American storytelling tradition
- Mohammad Fani, Director of Interfaith at the Cascadia Center of Camp Brotherhood speaking about breaking cultural barriers and the impact of religion on systems
- Laura Merchant, Associate Director of Sexual Assault and Traumatic Stress at Harborview Medical Center, presenting on understanding our children and the impacts of trauma.

Most recent sessions (summer and fall 2012) provided in depth presentations by the following systems:

- Mental Health and Substance Abuse
- Juvenile Justice
- Developmental Disabilities
- Education
- Children's Administration
- Juvenile Rehabilitation Administration (JRA)

Six break-out sessions, each 2.5 hours, allow attendees to get more than a snapshot of what those systems offer and their areas of responsibility. A person wanting to attend all six sessions would need to register and attend three day-long training events.

It was clear from post-training session evaluation forms that many participants wanted to meet informally, discuss particular cases, and network to establish connections. These requests were accommodated by allowing time for informal conversations during lunch and at the end of the day.

## **IMPLEMENTATION EVALUATION OF CROSS-SYSTEM TRAINING**

In addition to the logic model (see appendix), evaluation tasks included examination of post-session evaluation forms, a general survey of those who had attended training sessions in preceding months and recommendations for questions to be used in future follow-up surveys. The evaluation also examined session registrations over the previous two years.



### Cross-System Training Evaluation

| Products  | Methodology  |
|---|--|
| <ul style="list-style-type: none"><li>• Logic model</li><li>• Post-session evaluation tabulation</li><li>• Post-session evaluation form revision</li><li>• Follow-up survey suggestions</li><li>• General recommendations</li></ul> | <ul style="list-style-type: none"><li>• Document/report review</li><li>• Attend trainings</li><li>• Review session registrations</li><li>• Post-session survey tabulation</li><li>• Overall UfY survey</li></ul> |

### Post-Session Evaluation Forms

The training evaluation forms used during 2011 and the first part of 2012 asked participants to rate a series of statements in terms of having met their training expectations (below, met, or exceed). Results of session forms were compiled for the evaluation (see appendix for complete results). Respondents generally rated the trainings as having met or exceeded expectations.

Two questions were included on the evaluation forms inviting comments. Selected responses to the questions are shown below.

#### *How do you hope to change your practices as a result of this training?*

- More information to share with families and caseworkers about the process.
- Information sharing; being aware of the protocol; cascading information and colleagues in my team at DSHS.
- Helps me assist my clients navigate the system.
- Greater clarity regarding agency roles, services, eligibility process.
- Mostly background information to help me understand DSHS and ways to partner better with them.
- Ask the right questions when talking to court staff about services; better equipped when working with parents whose children are involved in juvenile justice.
- Will put more effort into our Teen Talks; boys and girls deserve to hear about the issues and talk to professional visitors/presenters.
- Consult/collaborate more; get the word out.
- Make more appropriate referrals and realistic expectations for service.
- To connect with professionals that attended this session.
- Finding educational advocates to help.

#### *Do you have any suggestions for other training topics?*

- Handouts with take-homes; examples of possible youth process through the system; clarification of keywords and abbreviations.
- Children's Administration is very complex and generates lots of questions; should allot more time.
- Allow attendees to ask questions before presentation, so the content can be addressed during the training.

- More focus on disproportionality; why is it so prevalent, so beyond the surface?
- Have social workers who are working in the field talk about their experiences.
- Cultural competency; racism and the opportunity gap.
- Time to do a networking exercise.
- Inequality and gaps in the education system; talk about more than just the IEP.
- More time for interaction; not so much information so fast.
- More participant interactions.
- Building and sustaining relationship between community youth programs and schools.

Sessions were improved because of comments, including providing handouts of all presentations and providing more time for networking. The addition of keynote speakers allowed more in-depth information. Notably several of the speakers specifically addressed cultural competency.

#### *Revised Post-Session Evaluation Form*

Working with the Cross-System Training Subcommittee, a new post-session evaluation form was created and used in the October 2012 training. A single form was used, rather than a form for each session. (See appendix.) A format was also created to share evaluations of the training overall as well as responses on individual sessions. These were not summarized and scored, but rather presented in a format that would let presenters and the Subcommittee see the individual evaluations including comments.

Getting people to complete the forms is always a challenge. An incentive of a drawing for a gift card might have been helpful. About 60% of those attending all or part of the training in October completed the post-session evaluation form. The value of the post-session evaluations is to gain feedback and suggestions that can be used in future trainings. It is recommended that the post-session training form be modified as needed going forward, including limiting the number of questions, asking just the questions that are of interest to the Subcommittee, and eliminating this as an activity unless the format or content of the training changes.

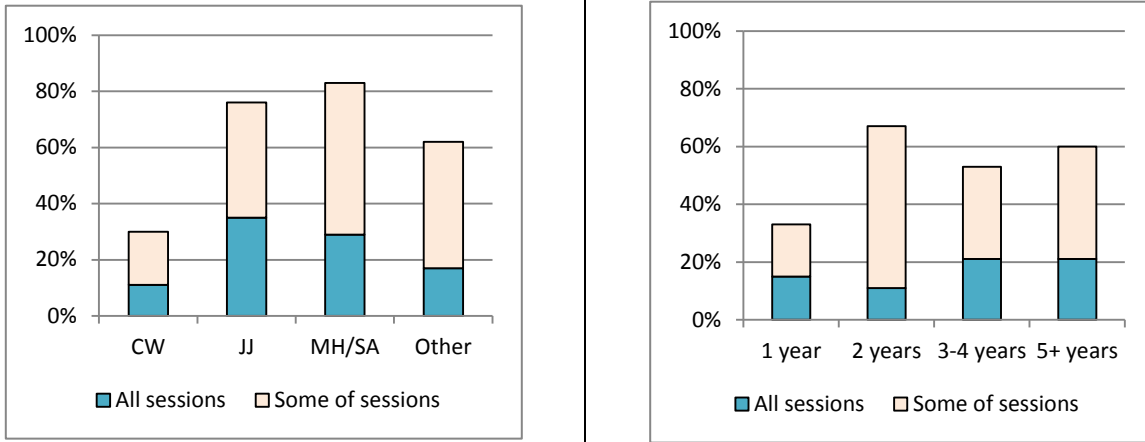
#### **Overall Uniting for Youth Survey – Cross-System Training**

Questions on cross-system training were added to the overall Uniting for Youth survey. The invitation to participate in the web-based survey was sent by agency leaders to staff in their departments and contracted agencies. A special invitation was sent to people who had registered for any of the training events in 2011 and 2012. In all, 181 people responded to the survey.

Almost all respondents to the survey thought that cross-system training and collaboration was very or somewhat important to their work (98% did). Similarly almost everyone thought cross-system training and collaboration was very or somewhat important to positive outcomes for youth (98% did). When asked if they attended all or part of a training session, however, 19% of respondents said they attended

the whole series and another 36% said they attended some of the workshops. (Note that attending all six information sessions would require attending workshops on three separate days.)

**14. Have you attended all or part of a Uniting for Youth day-long training on systems that work with youth (most recently held in Renton at the Puget Sound Education Service District)?**

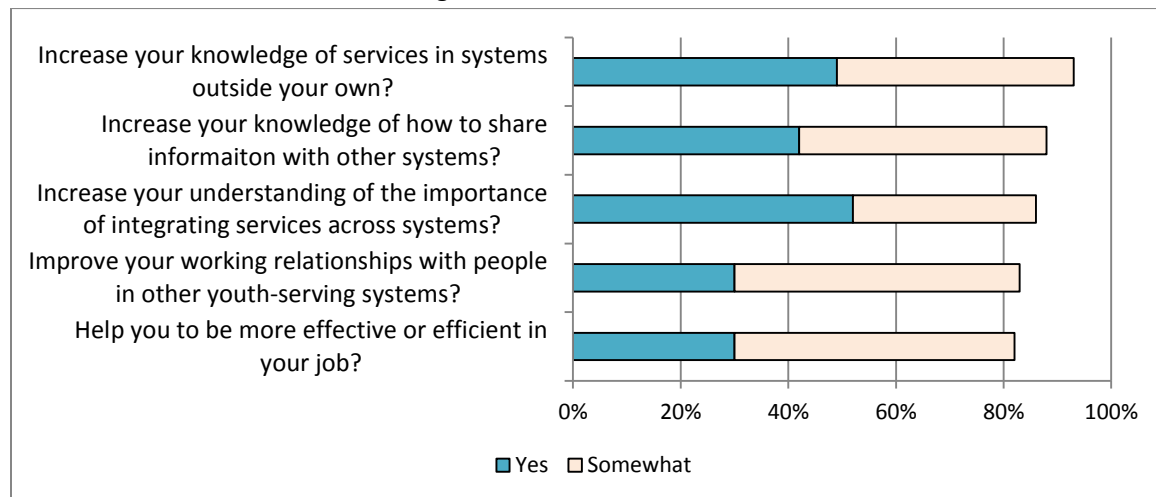


There was variation in response by area of employment as shown below.

- 30% of staff working in child welfare (CW) attended all or part (N=66)
- 76% of those in juvenile justice (JJ) attended all or part (N=21)
- 82% of those in mental health or substance abuse (MH/SA) attended all or part (N=29)
- 62% of those in other fields attended all or part (N=65)

The chart on the right shows attendance by length of employment. A lower percentage of new employees (those employed for one year or less) had attended cross-system training than employees with more experience.

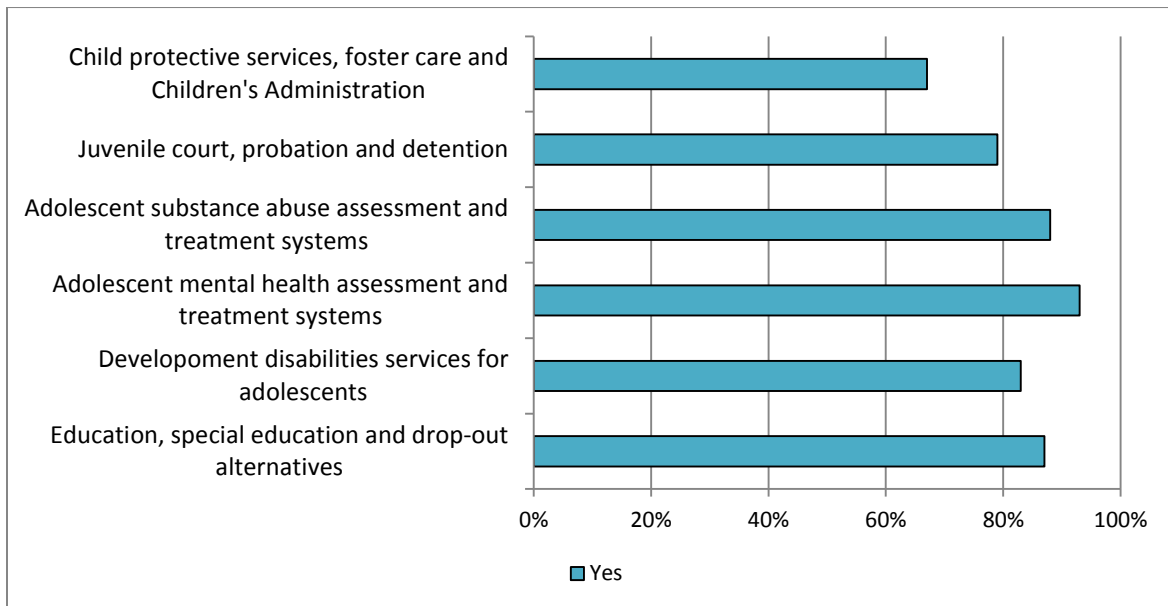
**IF ATTENDED TRAINING did the training...?**



A series of questions was asked of those who attended all or some training sessions. Those responses are shown below. While responses indicated that knowledge was increased, working relationships and job effectiveness were less influenced. This could be used as a target for training in the future.

A series of questions was also asked of those who said they did not attend training sessions. The first question asked if they knew that Uniting for Youth sponsors trainings to teach about systems working with youth – more than half (61%) said they did not know. Responses to the next series of questions are shown below.

**IF HAD NOT ATTENDED TRAINING, would learning more about....help you in your work?**



**RECOMMENDATIONS**

It was clear from this evaluation that cross-system training was valued and important. The trainings were well-received and the keynote speakers were a great addition. In response to feedback from attendees and subcommittee input, the format of the training had also been modified to allow more time for interaction during the sessions, at lunch and at the end of the day. The suggestions below might be helpful in expanding the reach and feedback.

*Consider the post-session evaluation form a flexible instrument and modify as needed.*

The form used at the October 2012 training was modified, as was the method of showing results to the Subcommittee and individual presenters. However, this should be considered a dynamic instrument. It should be useful and modified or discontinued if it no longer provides information that can help shape the trainings.

*Use training registration and attendance information to target systems and employees and to report back to departments and supervisors.*

The registration was changed slightly during this evaluation to capture better information on employing agency and length of employment. For departments or systems that encourage or mandate training, the registration process can inform outreach. It might also be possible to work with system leaders and supervisors to encourage staff to attend trainings. Since invitations go out a month or more in advance, checking on pre-registration would be helpful if additional outreach is needed. The Subcommittee could also check for systems that are not attending, such as education, and consider ways of extending invitations or altering delivery.

Report out to Uniting for Youth partners and the Executive Steering Committee about training attendance. Report out separately to departments, in a form that responds to or is consistent with department training goals.

While a reminder is usually sent out to those who register in advance, there was a fairly high percentage of “now shows” in October 2012 – of the 89 people registered for the training only about half attended. This makes it difficult to anticipate attendance at individual sessions. Consider options to make registration more reliable, such as providing lunch without cost to those who pre-register and attend and charging a fee for lunch for those who attend without registering in advance.

*Expand training delivery options.*

The training registration gives attendees the option of attending the full-day session or just the morning or afternoon. It might be helpful to reinforce the half-day option because the all-day session is difficult for some people to attend, as some interviewed for this evaluation reported. Attendance at full-day sessions is also challenged by reduced staffing levels and budget cuts.

Consider alternative methods of delivering training including lunch meetings, smaller venues, and department-to-department meetings. Consider also more intensive cross-trainings that give people an opportunity to develop working relationships across systems.

*Work toward sustainability of training.*

It was clear in this evaluation that working effectively across systems is important to staff and to ensuring better outcomes for youth. Cross-system training benefits all departments and systems. In addition to expanding training options, sustaining the training is essential. Work to obtain commitment of partnering agencies to sustain training including securing funding, venues and presenters.

## **PATHNET DEMONSTRATION PROJECT**

### **BACKGROUND**

One of the targeted areas of improvement for Uniting for Youth is providing alternatives to formal processing and secure confinement. Toward that goal, Uniting for Youth formed a PathNet Executive Committee (formerly Education System Integration Committee) to promote a *path of networked* organizations (PathNet) to address the often low educational achievement of youth involved in the juvenile justice system. PathNet is not a new program in itself, but a network of community organizations and resources hosted by the Puget Sound Educational Service District (PSESD).

PathNet has successfully brought representatives and providers together from multiple disciplines, including schools, juvenile justice, social welfare organizations, community colleges, technical colleges, mental health providers and others with the capacity to meet the needs of significantly challenged youth. These youth include those who have dropped out of school or are at risk of low school performance. They may be involved in the juvenile justice system already (or with a strong potential for that outcome), gang-involved, pregnant or parenting, victims of abuse, and have mental health and/or chemical dependency issues. Research has shown the relationship between these risk factors and poor outcomes in life, ultimately in employment, self-sufficiency and well-being.

Among PathNet's many accomplishments is successful advocacy for passage of Engrossed Second Substitute Bill 1418 (2010), which creates the infrastructure for a statewide dropout retrieval system. An accomplishment pertinent to this evaluation is implementation of the PathNet Pilot to serve up to 200 youth involved in the juvenile justice system who had also dropped out of school, or were at risk of dropping out of school.

### **PATHNET DEMONSTRATION PROJECT**

The demonstration or pilot project began in 2010 and was implemented by YouthSource – a “one-stop shop” for youth, located at WorkSource in Renton. The project follows the PathNet reengagement model with the end goals of completion of education and enrollment in post-secondary education and/or nonsubsidized employment. The combination of education and employment goes beyond completion of education, such as GED completion alone, but follows the GED*plus* model giving youth the addition of employment training, internship and job options.

The four corner-stones on which PathNet is based are fully integrated in the pilot.

- Strength-based assessment process that carefully examines, with the youth, strengths and abilities, rather than focusing on weaknesses.
- Student-driven planning at the outset and ongoing with the goal of empowering youth and establishing the youth as the decision-maker.

- Access to services and connections that include case management appropriate to the youth’s abilities and goals, and education and employment options offered on location at YouthSource, but also in the community and off-site locations.
- With the youth, identification of a care manager, to whom the youth can communicate goals and progress and who will provide personal support and perhaps mentorship.

The demonstration program was slated for a two-year period beginning in July 2010 through June 2012. Supported by the John D. and Catherine T. MacArthur Foundation, the Vera Institute of Justice is in the process of completing the second and final descriptive analysis of the pilot project. The initial report was completed at the end of the first year.<sup>10</sup> The Vera Institute provided technical assistance, helped establish reporting elements to be tracked and included in the analysis, collected data at the end of each of two years and is coordinating with the Administrative Office of the Courts (AOC) in Washington to provide additional data for the analysis. The final report is expected in the near future.

### IMPLEMENTATION EVALUATION OF PATHNET DEMONSTRATION PROJECT

| PathNet Demonstration Project   |  |
|---|--|
| Products  | Methodology  |
| <ul style="list-style-type: none"> <li>• Logic model</li> <li>• Description of implementation</li> <li>• Data recommendations</li> <li>• Data summary (if possible)</li> <li>• Recommendations</li> <li>• Case studies</li> </ul> | <ul style="list-style-type: none"> <li>• Review of materials</li> <li>• Interviews with staff</li> </ul> |

This evaluation relied strongly on interviews with staff at YouthSource and juvenile probation counselors (JPCs), as well as review of background materials and reports. While not all youth follow the same path, the following describes the most consistent steps in implementation.

### DETAILS OF IMPLEMENTATION

#### PathNet Steps

|   |  |
|---|--|
| 1 | JPC works with youth to identify needs, abilities, and motivations and decides referral options.   |
| 2 | JPC selects PathNet (YouthSource) for youth who fit the following criteria: <ul style="list-style-type: none"> <li>• On probation</li> <li>• Risk high/medium (most)</li> <li>• Had dropped out of school or were seriously credit-deficient</li> <li>• Not working and not engaged in free time</li> <li>• Substance abuse and/or mental health was not a barriers to participation</li> <li>• Youth “motivated” (“voluntary”)</li> </ul> |

<sup>10</sup>The Vera Institute of Justice, *A Descriptive Analysis of Youth in King County, Washington’s PathNet Program During the 2010-2011 Pilot*.

*What the evaluation found:*

- YouthSource is among the options available to JPCs, but not the only option. All those interviewed for this evaluation spoke highly of YouthSource, the dedication of case managers, the education options (particularly the GED*plus* option), and employment options. YouthSource was felt particularly appropriate for youth who decided they wanted a GED and the added employment training and experience was important in their decision to refer.
- Since the decision to refer is up to the JPC assigned to the youth, it might be helpful in the future to investigate whether or not there are missed referral opportunities as a way of ensuring consistency of implementation. This recognizes that there are many factors to consider in addition to eligibility outlined above in determining the most promising path for youth.

|   |   |
|---|---|
| 3 | JPC refers to YouthSource <ul style="list-style-type: none"> <li>• Completes referral form for YouthSource; calls or emails</li> </ul>  |
| 4 | YouthSource contacts youth <ul style="list-style-type: none"> <li>• Calls, repeat weekly attempt to reach</li> <li>• Report progress to JPC and up to JPC to withdraw referral</li> </ul>   |
| 5 | YouthSource sets appointment and informs JPC  |
| 6 | Youth meets with Connections Coordinator at YouthSource <ul style="list-style-type: none"> <li>• Motivational meeting; goal setting; determine best course for the youth</li> <li>• Education assessment and CASAS tests (competency tests to demonstrate mastery of skills for success in postsecondary education and the workplace)</li> <li>• Youth identifies care manager</li> </ul> |

*What the evaluation found:*

- Incorporating dates in the database would make it easier to investigate lags between referral and engagement (currently the date of the first meeting with the youth), average time from start to completion (overall and major milestones), and lapses in participation all of which might be useful in identifying opportunities for additional support or modifications in implementation.
- The Connections Coordinator (YouthSource program manager) was praised for his approach to youth, ability to engage them, and his skill at working with youth to identify a suitable course. It was mentioned that the interaction with YouthSource, and the approach of the Connections Coordinator to youth-driven planning, was a sometimes rare empowerment for the youth – identification of capacity rather than lack.
- The care manager is selected by the youth who is encouraged to maintain contact and report in on goals, progress and important events. Care managers do not typically receive support or training from YouthSource (PathNet).



|   |  |
|---|--|
| 7 | Education path determined <ul style="list-style-type: none"> <li>• CASAS scores GED ready – start GED</li> <li>• CASAS pre-GED – refer for remedial work</li> <li>• Test directly (GED test in lieu of course)</li> <li>• Return to high school or alternative school to obtain diploma</li> <li>• Need ESL/ELL – refer for classes</li> <li>• Special need – enroll in high school</li> </ul> |
| 8 | Youth continues to check in with YouthSource case manager  |

*What the evaluation found:*

- Youth are tested at YouthSource and begin an education path based on results of testing and desires of the youth.
- Options are available on-site or at nearby resources to complete remedial work.
- Ongoing engagement can be a problem, especially if probation ends. Even though “open loop” is the policy at YouthSource (the individual can return) having dates in the database would allow better analysis and perhaps insight into solving problems. One caseworker requires youth to regularly attend class during the first week of the GED course (“challenge week”) to encourage commitment and bonding with classmates.
- While most youth attend GED classes at YouthSource, not all do. Transportation vouchers are provided, but travel safety is a consideration when deciding course locations, particularly if there are opposing gang territories to cross. YouthSource is sensitive to safety.

|    |  |
|----|--|
| 9  | Drug/alcohol need identified and addressed <ul style="list-style-type: none"> <li>• GAIN administered (NAVOS) on site in some cases</li> </ul> |
| 10 | Other needs identified and addressed <ul style="list-style-type: none"> <li>• Referrals and connections made</li> </ul>                        |

*What the evaluation found:*

- The JPCs interviewed for this evaluation said that drug/alcohol and mental health needs were most often identified by the JPC and in advance of referral to YouthSource.
- YouthSource provides assistance and/or referrals with basic needs, including transportation vouchers, food, and clothing. Some of the youth were homeless or couch-surfing.

|    |   |
|----|---|
| 11 | Participation in evidence-based interventions <ul style="list-style-type: none"> <li>• ART</li> <li>• FFT, MST, other programs</li> </ul> |
|----|---|

*What the evaluation found:*

- Youth on probation, based on risk-assessment scores, may be eligible to participate on one of the CJAA evidence-based programs. Most frequently this is ART (Aggression Replacement Training). Many interviewed for this evaluation voiced some concern about the potential burden for the youth in terms of transportation and schedule. There was also support for separate sessions for girls and boys, because of previous victimization.

- FFT (Functional Family Therapy) and MST (Multi-systemic Therapy) are less frequently available, and are offered in the home.

|    |  |
|----|--|
| 12 | <p>GED/education component completed</p> <ul style="list-style-type: none"> <li>• 5 GED tests passed (interim milestone 3/5 tests passed)</li> <li>• Pre-GED steps met (Adult Basic Education)</li> <li>• ESL/ELL completed</li> <li>• Other school path secure, including high school enrollment</li> </ul>   |
| 13 | <p>Work experience and Job training (GED+ component)</p> <ul style="list-style-type: none"> <li>• Workforce Investment Act (WIA)</li> <li>• Employment &amp; Education Training (EET)</li> <li>• Learning, Employment, Achieving, Potential (LEAP)</li> </ul>  |
| 14 | <p>Employment component completed</p> <ul style="list-style-type: none"> <li>• Job Readiness Competency Completion (one of following) <ul style="list-style-type: none"> <li>○ MOVE class completed</li> <li>○ “No One is Unemployable Curriculum”</li> <li>○ 36 out of 41 competencies completed</li> </ul> </li> <li>• Unsubsidized employment</li> <li>• Post-secondary education/training</li> </ul> |

*What the evaluation found:*

- Youth were assigned to employment and training programs based on their abilities, availability of funding under the programs, and their wishes. There were three major programs, as outlined above. LEAP, offered by the Washington Department of Labor through Juvenile Rehabilitation Administration focused on successful re-entry and is offered to youth in detention. Unfortunately funding for LEAP is no longer available. WIA (Workforce Investment ACT) is a federally-sponsored program (Department of Labor). Employment & Education Training (EET) is offered through King County Superior Court to court-involved youth. EET is currently being researched by the Washington State Institute for Public Policy for designation as an evidence-based practice (EBP).
- While the employment programs are not identical, and follow-up support varies, each of the employment programs offers subsidized employment for a period of time. The caseworkers are very innovative in finding employment experience for youth. They work closely with youth to try to match their unique interests, often going to great lengths to do so.
- Unsubsidized employment is a challenge for these youth. A felony conviction is a primary barrier when these youth try to compete in the open market. While “living-wage” jobs are the goal, they are difficult to find and the competition of better-qualified applicants is significant.
- Many of these youth are parents themselves, or pregnant. Lack of child care is a barrier to securing and maintaining employment, and to staying on course with the programs.

## RECOMMENDATIONS

*Refine data collection to capture key events including dates.*

YouthSource, like many agencies working with youth, cobble together funding to take advantage of grants and other financial resources. Each funding source carries specific reporting requirements, which can be burdensome both in terms of time and resources. YouthSource is already capturing extensive data on implementation, particularly at the point the youth is linked with an employment program.

Data collection recommendations (see appendix) build on what is already being captured for the most part, or can be captured easily, particularly dates of events rather than a code for completion. This includes dates of critical events in education and employment, start and completion dates for the intervention as a whole and start and completion dates for probation.

Data for the PathNet pilot demonstration project are kept in an Excel spreadsheet for convenient reporting, a procedure that should continue. The “kid-level” database is valuable in reporting on progress, and also identifying barriers and problems with implementation. Being able to spot and quantify problems is the first step in looking for solutions, including advocating for support from initiatives such as Uniting for Youth.

*Strengthen cross-system communication with crossover youth.*

Youth referred to YouthSource as part of the PathNet demonstration project were all on probation at the time of referral. The evaluation found that JPCs were kept informed of the youth’s progress at YouthSource, although the frequency and form depended somewhat on the JPC and the caseworker at YouthSource. If not already in place, consider policies that ensure that systems are advised of critical events, progress, lapses (that would affect outcomes) and needs. This is not to suggest that a formal report be instituted, rather that it is a policy to keep the other system advised in a way that works best for the partners.

Some of those youth referred to PathNet also had child welfare social workers. The connection between the YouthSource caseworker and the social worker was less defined than the connection between the caseworker and the JPC. YouthSource Caseworkers should be encouraged to attend the cross-system training sessions offered by Uniting for Youth. Information important for outcomes for youth should be shared, including joint staffing when the case is assigned (or alternatively working through the JPC as a conduit, since that communication link is in place at referral).

## COMMUNITY ENGAGEMENT

### BACKGROUND

Actively engaging members of diverse community groups has been a priority of Uniting for Youth both in terms of gaining input and providing a conduit for reporting out on achievements of the Uniting for Youth collaboration. The goal was to understand how current or new policies, processes and services could be shaped to be more culturally informed and appropriate, in order to reduce disproportionately adverse outcomes for some cultural groups. Several Uniting for Youth leaders recognized that their lack of understanding of or communications with diverse cultural groups has led to decisions with unintentional negative results, and wished to overcome that pattern.

A workgroup consisting of services providers who were involved in engaging youth and families in service planning within their own agencies searched for models for outreach and engagement that might bring diverse community voices into systems planning work. They did not discover any best practices in this very different type of arena. Engaging a culturally and ethnically diverse community advisory group to help guide systems changes is a substantial challenge, and one apparently without successful efforts elsewhere to provide assistance.

During the Uniting for Youth key leader interviews, several people highlighted the importance of the community engagement strategy. A few noted, however, that there had been some reluctance and resistance among members of the Executive Steering Committee to move deeply into this strategy. Some interviewees stated their belief that Uniting for Youth had come further in its efforts than any other community that has struggled with meaningful engagement at the system level, and acknowledged the lack of successful models from which to learn. They stressed the importance of continued efforts after a close look at what has been learned to date and what might be the most productive, respectful, and feasible approach for community members and Uniting for Youth going forward.

The evaluators were able to construct a theoretical logic model with an implicit theory of change based on the understanding of the Uniting for Youth Community Engagement plan. (See appendix for model.) However, tangible information about outputs or progress toward outcomes was not available, in part because much of the effort to date has been spent on the essential tasks of developing relationships and trust during informal contacts and conversations.

The Community Advisory Boards did not meet during the time the evaluation was being conducted (July to November 2012), which precluded observation and the intended focus groups. In spite of these limitations, the theoretical model should serve as a basis for decision-making going forward, particularly looking at intended long-term outcomes.

## IMPLEMENTATION EVALUATION OF UNITING FOR YOUTH COMMUNITY ENGAGEMENT

| Community Engagement Evaluation   |  |
|---|--|
| Products  | Methodology  |
| <ul style="list-style-type: none"><li>• Logic model</li><li>• Description</li><li>• Recommendations</li></ul> | <ul style="list-style-type: none"><li>• Review of materials</li><li>• Interview Project Coordinator</li><li>• Attend CAB meetings</li><li>• Interviews/focus groups CABs</li></ul> |

### Project Coordinator Activities

The Project Coordinator selected for this position has a long history of deep and widespread personal and professional connections to underserved communities and those disproportionately affected by the child welfare, education, and criminal justice systems.

A lengthy discussion with the Project Coordinator revealed that recruitment efforts included approaching individuals who were part of 40 to 50 ethnic-specific and grassroots advocacy groups. It required nine months of introductions and trust-building before the Project Coordinator was invited to meetings of those groups. Even then, he was met with hostility and anger resulting from multiple previous experiences of groups being invited to participate in community advisory groups and give input that they believed was never listened to nor responded to.

Notably, eventually all or most of the groups selected a representative for the adult or youth Uniting for Youth Community Advisory Boards. The Project Coordinator met with each nominee individually before the groups met as a whole, has ongoing contact with individual members and attends meetings of their groups. The Project Coordinator spends at least 50 percent of his time on community engagement activities. Participating members of both boards represent a broad spectrum of the community.

- Adult Community Advisory Board consists of 26 members, both men and women; African American, Native American, Cambodian, Vietnamese, Lao/Mien, Latino, Somali, Pacific Islander, Caucasian and Eastern European.
- Youth Community Advisory Board consists of 16 members, also both male and female; African American, Native American, Cambodian, Vietnamese, Lao/Mien, Latino, Somali, Pacific Islander and Caucasian.

The co-chairs of the adult advisory group have been invited to meetings of the Executive Steering Committee for the last year to year-and-a-half, and have attended several meetings. The Project Coordinator spends three to four hours with the co-chairs preparing them for each Executive Steering Committee meeting so they would have the background and context for the topics to be discussed.

Meetings of the advisory groups have tended to focus on hot topics in the community or immediate issues in the lives of the participants. For example, this year much of the discussion has focused on gun violence. Complicating recruitment and meaningful dialogue between Uniting for Youth and the

Community Advisory Boards is the frequent transition of members, many of whom struggle with complex issues in their lives, as well as the lack of readiness of some members of Uniting for Youth to encourage fuller and deeper connections.

Similar to other Uniting for Youth strategies, it appears the Community Engagement strategy may be losing momentum, in part due to trying to uphold the highly ambitious and time-intensive approaches contained in the plan.

### **Interviews with Adult Co-Chairs**

Both co-chairs of the adult Community Advisory Board agreed to interviews. Each person was eager to talk, and shared freely about their own life experiences which led them to want to try to help other children and families. Key points they offered in the interviews include:

- Problems that bring youth to the juvenile justice system can be traced back to educational or mental health problems that start at young ages and can start a spiral of difficulties.
- Some of the most useful support comes from parent groups, rather than from formal systems. Parents share similar challenges and can be a valuable source of what works and what does not, and empower participants to educate themselves to advocate for their children. One agency invited one co-chair to attend professional conferences so she could learn about her child's diagnosis and treatment options.
- Parents are the experts on their children, and find it insulting to be told what to do with their child when the person barely knows the child or family and will not listen to the parents.
- Turnover among treatment staff for youth is very disruptive and works against progress.
- Community members cannot attend day-time meetings. They lose money if they take time off their jobs, and may not have transportation.
- Community members should be paid for participating in efforts like Uniting for Youth. Everyone else at the meetings is being paid for their experience and expertise.
- One co-chair said she felt heard and respected when she attended the Executive Steering Committee meetings, that she was prepared by the Project Coordinator in advance, and debriefed after. She was also informed about what happened if she was not able to attend.
- One co-chair felt many ESC members were uncomfortable around her and did not treat her as part of the group, even after she attended several meetings.
- One co-chair would have liked to know more about what each ESC member did in their organization to better understand their perspective and context for comments and positions.
- People who have recovered from tough circumstances and understand what youth are going through can be invaluable assets to youth and families, but may be barred from jobs because of mistakes made decades ago.
- The cross-system training offered to paid-staff should be offered to community members so they understand what each system can do and how to seek help. "A service is not a service unless you can access it."

- Both co-chairs took great satisfaction in working for JJ 101 (a process where families who have been through the juvenile justice process with their children serve as peer “guides” to help families who were coming to the detention center or court for the first time to understand the process and roles of the many people involved).
- One co-chair was able to use her knowledge of people on the ESC to seek and receive a solution to a problem she observed in the lobby of the juvenile court building.
- One co-chair said that if the Project Coordinator was not involved in Uniting for Youth, the community engagement efforts would go away.

## **RECOMMENDATIONS**

*Reassess how community representatives can be meaningfully and respectfully engaged for the mutual benefit of their goals and those of Uniting for Youth.*

Uniting for Youth has made a major staff commitment to engaging diverse community representatives in guiding its work. However, the current approach is does not appear to be working as envisioned and is not integrated with the overall Uniting for Youth effort.

Elevate engagement efforts to be the responsibility of each member of Uniting for Youth, not just of the Project Coordinator. This might mean that individual members of the Executive Steering Committee attend a meeting of the community group, or meet a representative over coffee for an informal discussion.

Determine what similar efforts are underway among collaboration partners and whether and how those could benefit Uniting for Youth as a whole. Develop revised desired outcomes, approach, roles, and timeline in tandem with Uniting for Youth revised goals and strategic plan.

Consider strategies for reporting back to Uniting for Youth to keep members informed of and involved in all engagement strategies. This would apply to the Project Coordinator reporting back to the Executive Steering Committee after Community Advisory Board meetings and ESC members reporting back to the Steering Committee about meetings they attend individually. Reporting strategies should also include provisions for reporting Uniting for Youth updates and current initiatives back to advisory boards and other community groups, along with changes that might have resulted from advice those groups provided to the ESC.

## **OVERALL UNITING FOR YOUTH INITIATIVE**

An overview of the overall Uniting for Youth Initiative was presented at the beginning of this report and outlines the significant accomplishments achieved under the King County Systems Integration Initiative/ Uniting for Youth. Substantial progress was made on most of the 17 strategies outlined in the 2005

strategic plan, and additional related work was undertaken as opportunities and funding became available.

**IMPLEMENTATION EVALUATION OF OVERALL UNITING FOR YOUTH INITIATIVE**

In addition to the description of Uniting for Youth and identification of milestones, contained at the beginning of this report, and the logic model describing overall initiative (see appendix), a number of other methods were used to understand the impact and reach of Uniting for Youth. Those included attendance at each of the Executive Steering Committee meetings from July to November 2012, interviews with key leaders instrumental in the initiative, a survey intended to gather input on collaboration, and an overall survey of people working in systems likely impacted by Uniting for Youth.

| <b>Overall Uniting for Youth Initiative Evaluation</b>  |   |
|---|---|
| <b>Products</b>   | <b>Methodology</b>  |
| <ul style="list-style-type: none"> <li>• Collaboration description</li> <li>• Milestones</li> <li>• Logic model</li> <li>• Recommendations</li> </ul> | <ul style="list-style-type: none"> <li>• Review of materials</li> <li>• Attend ESC meetings</li> <li>• Interviews of key leaders</li> <li>• Collaboration survey</li> <li>• Overall UfY survey</li> </ul> |

**Collaboration Survey and Interviews with Key Leaders**

All current and past members of Uniting for Youth (King County Systems Integration Initiatives) were invited to participate in a brief web-based survey that focused primarily on collaboration – in all 63 people were invited to participate. A total of 17 responded (roughly 27% of those invited). Respondents were asked to rate (on a 5-point scale) statements regarding collaboration. (See appendix for detailed responses.) In addition to the survey, in-depth interviews were conducted with nine individuals for this evaluation.

*Biggest Success of Uniting for Youth*

Respondents to the collaboration survey and the in-depth interviews with key informants had very similar responses when questioned about the best things to date about Uniting for Youth. The most common responses centered on the tangible products and tools that were developed or significantly advanced by Uniting for Youth, including:

- The prevalence study
- Cross-system training curriculum and offerings
- Crossover youth protocols
- Information sharing guide
- Influence on MIDD funding to create mental health services for youth



Uniting for Youth brought agencies together and forged working relationships over time that would not have developed without the shared commitment. Regular meetings of the Executive Steering Committee and the various subcommittees allowed the partners to respond to needs and opportunities, to reach agreements overcoming barriers across systems, and to leverage resources that would not have otherwise been available.

Several people noted changes in mindsets, stating that “We realize we are all working with the same kids,” and “We understand the concept of integrated and coordinated services and are implementing that approach.”

One key informant spoke to the collective impact of Uniting for Youth, saying “The biggest success has been the ability for people in different areas to come together who usually wouldn’t be working together; this has positively affected our youth in that systems are talking to systems through the members of Uniting for Youth.”

#### *Extent to which Uniting for Youth has fulfilled its Purposes*

Twenty-five purposes were drawn from various Uniting for Youth documents by the evaluation team. These were reviewed by the Evaluation Subcommittee and the Executive Steering Committee. These purposes fell into three categories: collaboration, systems and individual. In addition to other questions, the nine key informants interviewed for this evaluation were asked to rate each purpose in terms of level of fulfillment on a 5-point scale (with 1 being low and 5 being high). The table on the following page lists the purposes and mean scores, ordered from most to least fulfilled (highest to lowest score) in each of the three categories.

Collaboration included those purposes related the coming together of agencies participating in Uniting for Youth and commitment to the process. Respondents voiced highest level of fulfillment of purposes listed in this category, notably as a sounding board, leveraging resources and as a planning structure.

The purposes listed under systems change related to the way work is done within and across systems. Rated as most fulfilled, on average, were the contribution of Uniting for Youth in reducing duplication of efforts, increase in planning and staffing for crossover youth and streamlining the process for youth and families involved in multiple systems. While some level of fulfillment of purposes in this category were noted, however, mean scores were still mid-level (the highest score would have been “5”).

The degree to which purposes related to individual outcomes for youth were fulfilled was somewhat lower than the collaboration and systems change purposes. Uniting for Youth fulfilled in part the purpose of streamlining and simplifying the process for youth across systems, but respondents found the purposes of disrupting the path from child maltreatment to delinquency and reducing disproportionality fulfilled to a lower extent. Neither of these items has been an explicit strategy of Uniting for Youth to date, but both are mentioned as expected long-term outcomes of Uniting for Youth.

**Key Informant Interview Question: To what extent has Uniting for Youth fulfilled its purpose? (N=9)**

| <b>Collaboration/Uniting for Youth</b>   | <b>Mean</b> |
|--|-------------|
| Sounding board and vehicle to receive and disseminate knowledge  | 4.2         |
| Attract resources not available to individual partners (funding, consulting services, training, technical assistance, etc.)                            | 4.1         |
| Sustain ongoing structure for leaders of youth-serving systems to plan, coordinate and guide cross-system issues                                       | 3.7         |
| Structure and capacity to deal with emerging issues and solve problems (flexibility and dynamic aspect of Uniting for Youth)                           | 3.5         |
| Leverage influence by establishing links with related initiatives  | 3.4         |
| Share and blend resources  | 3.4         |
| Structure to reflect on how external changes affect the collaboration (e.g., funding cuts, new initiatives...)   | 3.3         |
| Collectively promote changes in statutes and court rules needed to achieve desired outcomes  | 3.1         |
| Collaboration results in strategic problem solving based on an agreed strategic plan, which is taken back to member agencies and implemented           | 2.9         |
| Engage diverse communities to play an active role in shaping and monitoring implementation of UfY  | 2.7         |
| <b>Regarding Systems Change</b>  | <b>Mean</b> |
| Reduce/eliminate duplication of services (reduced effort, reduced costs, increased capacity)   | 3.7         |
| Improve/modify court process to align with crossover model   | 3.5         |
| Streamline and simplify process of youth and families involved in multiple systems   | 3.5         |
| Staff do cross-system case planning (break down silos between systems)   | 3.4         |
| Disseminate within systems (best practices, knowledge of other systems) and outward (transmit skills, techniques across systems) to other communities) | 2.9         |
| Conflict between agencies is reduced or eliminated   | 2.8         |
| Interactions with and about youth are based on solid knowledge and assessments, not assumptions.   | 2.4         |
| <b>Individual Outcomes (for Youth)</b>   | <b>Mean</b> |
| Streamline and simplify process of youth and families involved in multiple systems   | 3.3         |
| Prevent or reduce institutional placement  | 3.1         |
| Integration of youth and family voice in services and case planning  | 3.0         |
| Students complete education – have options for future independence   | 3.0         |
| Prevent/reduce recidivism  | 2.9         |
| Prevent or reduce youth penetration into the juvenile justice system   | 2.8         |
| Disrupt the path from child maltreatment to delinquency  | 2.1         |
| Reduce disproportionality  | 1.7         |

*Factors that Helped Uniting for Youth Move Forward*

Key informants interviewed for this evaluation were asked to rate the extent to which certain factors helped the Uniting for Youth collaborative group move forward, using a scale of 1 to 5, with 5 being the factors with the largest effect in moving forward. Those with highest average ratings were:

- Perceived need for collaboration
- Willingness to invest agency resources of time, personnel, materials or facilities
- Training and technical assistance from national experts
- Positive attitudes about collaboration among stakeholders
- Benefits seem to outweigh costs
- Outside funding

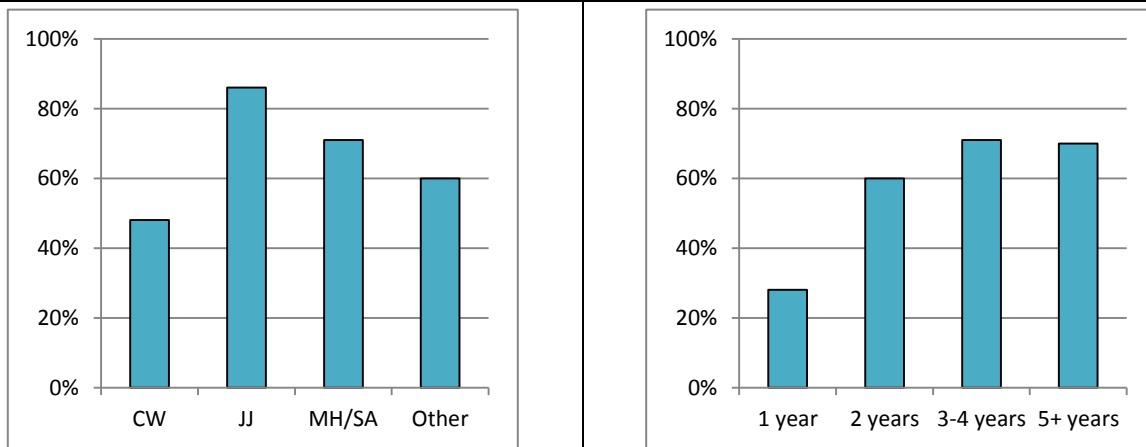
### Factors that Interfered with Progress by Uniting for Youth

Key informants were also asked to rate the extent to which certain factors interfered with progress of the collaborative group. The factors rated as interfering the most were:

- Inertia of existing service system
- Lack of resources/insufficient funding/reduction in funding
- Staff turnover in agencies

### Overall Uniting for Youth Survey

#### 5. Are you familiar with the name “Uniting for Youth” or its previous name “King County Systems Integration Initiative” (KC-SII)?

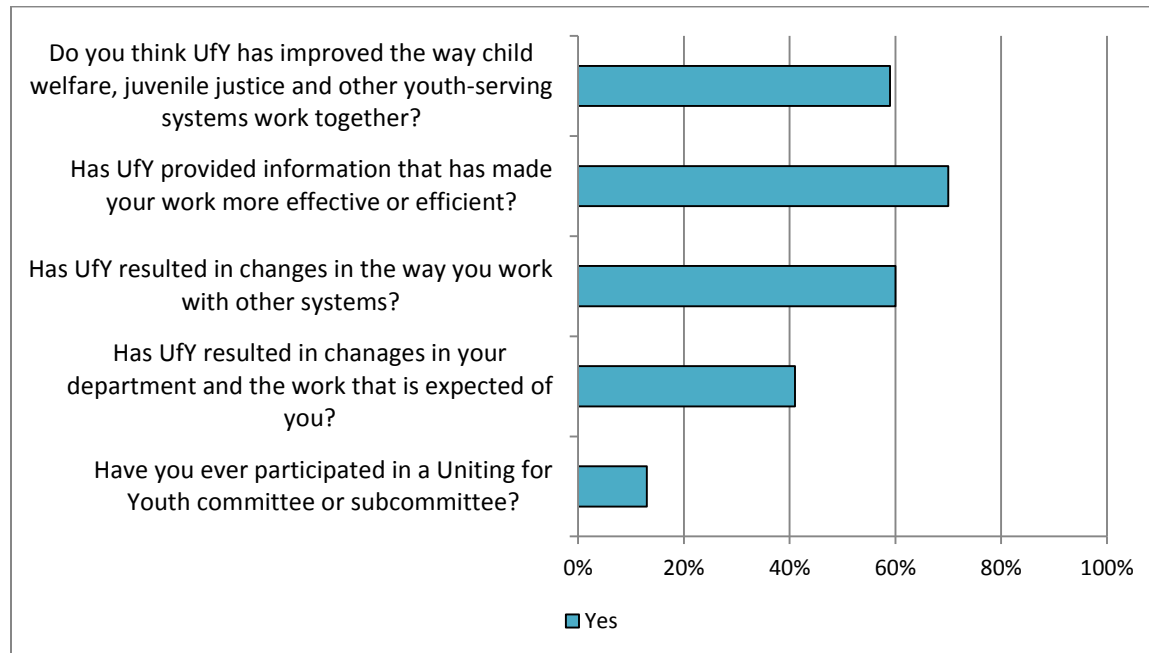


Several questions in the overall survey related to the overall Uniting for Youth initiative. (See appendix for detail and see section on Cross-System Protocols for analysis of questions on the *Resource Guide for Information Sharing Guide* and the protocols.) This was a web-based survey with invitations sent broadly to staff working in youth-serving agencies and contractors whose disciplines were represented in the Uniting for Youth Collaboration.

When asked if they were familiar with the name “Uniting for Youth” 60% of the respondents overall said they were familiar (bars represent “yes” responses). This varied by discipline area and by length of employment at the agency. Just 28% of newer employees (those who had worked at their employment for one year or less) recognized the name. Among those employed in juvenile probation or detention, 86% responded that they were familiar with the name “Uniting for Youth.”

Most (70% of respondents) familiar with the name “Uniting for Youth” said that the initiative had provided information that made their work more effective or efficient and 60% responded that their work with other systems had changed. However, under half (41%) thought Uniting for Youth had resulted in changes in their department and the work expected of them.

### IF FAMILIAR WITH THE NAME UNITING FOR OUTH (OR KC-SII)...



### RECOMMENDATIONS

The following discussion and recommendations are based on themes that emerged primarily from the interviews and surveys.

*Regain momentum with clarity, action, leadership and essential staffing functions.*

Uniting for Youth has been losing momentum for some time, and appears to be at a critical crossroads. There is a commonly perceived need for an overall renewal process to regain momentum, including adoption of a very compelling shared vision, a short-term action plan, and a new strategic plan. Reinvigorate membership by recruiting members whose participation is essential to outcomes for youth, particularly from education.

Quickly and thoughtfully plan and hold an intense renewal session that results in immediate next steps and people assigned to lead them. Utilize existing data and evaluation findings. Assess leadership needed at all levels, who can drive change, what essential people and financial resources are required, and what structure is most likely to support success.

Specific items proposed for next steps include:

- Implement data systems to continually gauge the effectiveness of current and new strategies to improve the lives of children, youth and families.
- Solidify and institutionalize gains and deepen/extend reach; ensure system-level changes are happening on the front lines and will continue to do so.
- Maximize community engagement investments.

- Move toward interrupting the pathway from child welfare to juvenile justice
  - Update prevalence study and include children and youth involved in child welfare, mental health, and other systems.
  - Maximize opportunities offered by new CPS differential response approach (HB 2106).
- Revisit opportunities for cross-system database.
- Increase alternatives to juvenile justice approaches to youth with multiple risk factors (truancy, diversion, etc.).
- Revisit job description and priorities of project coordinator, as well as supervision responsibilities and professional development opportunities.
- Revisit roles, responsibilities and commitment of members of Executive Steering Committee.

*Develop and implement efficient and effective data collection systems to ensure accountability.*

Uniting for Youth lacks a data collection and evaluation strategy, which makes it difficult to measure the extent to which new tools and processes are being used, and whether they are having the desired effects. For a few strategies, data are being collected, although not in a consistent way or focused on the most important indicators. There is no system in place to oversee consistent data collection, data entry, analysis, or determination of refinements. Utilize the logic models and proposed data collection methodology being developed as part of the current evaluation. Develop an evaluation design and plan, along with an assigned oversight function within each system and within Uniting for Youth.

Reinforce the focus on youth and outcomes by regularly bringing staff who work with youth (probation counselors, case workers, and social workers) to meetings of the Executive Steering Committee to discuss risks and barriers faced by youth and agencies. The discussion (mindful of confidentiality) should be presented by those with direct contact with youth and systems. This would bring cross-system issues to light as well as providing an opportunity for those working with youth to voice their opinions and concerns.

*Advance and solidify the gains.*

Key informants highly value the tangible tools that have been developed through Uniting for Youth (*Resource Guide for Information Sharing, Cross-System Training, System Integration Protocols, and Prevalence Study*). Almost all believe that, although there are some people on the front lines who are using and benefiting from these tools, most of them have not been integrated into systems in a systemic way that would lead to broad usage and ensure implementation and sustainability of the improvements that were created.

As part of an updated strategic plan, develop clear action steps within each system of the actions needed, who will do them, and a timeline to integrate key tools and processes. This could include examples such as new employee orientation, requiring attendance at cross-system training, and integration of Uniting for Youth duties and budget items in the strategic plans, policies and budgets of partners.

*Celebrate community engagement efforts and revamp.*

Uniting for Youth has made a major staff commitment to engaging diverse community representatives in guiding its work. However, the current approach does not appear to be working as envisioned and is not integrated with the overall Uniting for Youth effort.

Reassess how community representatives can be meaningfully and respectfully engaged for the mutual benefit of their goals and those of Uniting for Youth. Elevate engagement efforts to be the responsibility of each member of Uniting for Youth, not just of the Project Coordinator. Determine what similar efforts are underway among collaboration partners and whether and how those could benefit Uniting for Youth as a whole. Develop revised desired outcomes, approach, roles, and timeline.

*Highlight accomplishments and future plans to policymakers, funders and key stakeholders.*

Continued success of Uniting for Youth will require awareness and support of policymakers, funders and key supporters at the local, regional, state and national level in order to obtain the resources, leadership, and participation of organizations needed to accomplish significant results.

Build on the proposed reinvigoration effort described above and the results of the current evaluation to make one-on-one visits or other equally effective techniques to report successes and open the door for future concrete support.

*Determine role of Uniting for Youth in reducing disproportionality.*

Uniting for Youth has not placed an intentional focus on reducing disproportionate minority contact of youth with various youth-serving systems. Initially this was to avoid duplication of efforts by the King County Equity and Social Justice Initiative, the King County Coalition to Eliminate Disproportionality, the Statewide Racial Disproportionality Advisory Committee, and local disproportionality groups. However, several key informants noted that attention to disproportionality is the responsibility of all members of Uniting for Youth, and that the collaboration has the opportunity to make important contributions to reducing disproportionality within each of its strategies.

Revisit each major tool or process developed by Uniting for Youth to determine how, at each decision point for youth affected by it, the tool or process needs to be modified to include explicit ways in which choices and options can reduce or ameliorate disproportionality. Build a similar step into all future Uniting for Youth strategies.

# KING COUNTY UNITING FOR YOUTH IMPLEMENTATION EVALUATION

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## APPENDICES

| <b>APPENDIX</b>                             | <b>Page</b> |
|---|-------------|
| Logic Models and Theories of Change         | A-1         |
| Crossover Youth (Cross-System Protocols)    |             |
| Cross-System Training                       |             |
| PathNet Demonstration Project (YouthSource) |             |
| Community Engagement                        |             |
| Overall Uniting for Youth Collaboration     |             |
| Data Collection Recommendations             | A-2         |
| Cross-System Protocols                      |             |
| PathNet Demonstration (YouthSource)         |             |
| Collaboration Survey Results                | A-3         |
| Overall Uniting for Youth Survey Results    | A-4         |
| Cross-System Training                       | A-5         |
| Post-Session Evaluations Compiled 2011-2012 |             |
| UfY Training Institute Form October 2012    |             |



**APPENDIX A-1**  
**LOGIC MODELS**

## **THEORY OF CHANGE: SYSTEM-INTEGRATION PROTOCOLS**

**Strategy:** Implement System-Integration Protocols in juvenile justice and child welfare systems working with dually-involved youth

**So that:** Juvenile Probation Counselors (JPCs) implementing the Protocols

- Receive early notification of cross-system involvement
- Know the current status and past child-welfare involvement of assigned youth
- Contact SWs promptly for joint case management
- Collaborate with SWs on needed services and having ongoing collaboration
- Receive timely notice of status in child welfare system (e.g., runs, change of placement)

**So that:** Social workers (SWs) implementing the Protocols

- Receive early notification of cross-system involvement
- Knowing current and past criminal justice involvement of assigned youth
- Contact JPCs promptly for joint case management
- Collaborate with JPCs on needed services
- Receive timely notice of criminal status (e.g., court dates, warrants, new offenses)
- Have ready access to youth in detention

**So that:** Systems (juvenile justice and child welfare staff) implementing the Protocols

- Learn how connections can make their work more efficient and less frustrating
- Utilize relationships effectively
- Are more satisfied with their contribution to better outcomes

**So that:** Criminal and child dependency courts, when Protocols are implemented

- Routinely receive input from both the JPC and SW
- Have input at hand when making decisions (e.g., placement, detention, prosecution, disposition)

**So that:** Systems implementing the Protocols

- Reduce duplication of services
- Reduce current and future system costs and efforts
- Increase effective referrals and services
- Increase staff satisfaction with ability to work with crossover youth

**So that:** Children and youth benefitting from implementation of Protocols

- Receive better coordinated services and supports
- Receive more effective services and supports
- Reduce time in detention and recidivism
- Increase placement stability
- Increase positive, sustained outcomes

**Uniting for Youth: CROSSOVER YOUTH (CROSS-SYSTEM PROTOCOLS) LOGIC MODEL**

| Inputs  | Activities   | Outputs (Measures)   | Short-term Outcomes (Measures)   | Long-term Outcomes (Measures)  |
|---|--|--|--|--|
| <p>UFY Steering Committee</p> <p>UFY Protocols Subcommittee</p> <p>UFY Project Coordinator</p> <p><i>Prevalence Study</i></p> <p>Children’s Administration</p> <ul style="list-style-type: none"> <li>• Social worker supervisor</li> <li>• Social workers</li> </ul> <p>King County Juvenile Court</p> <ul style="list-style-type: none"> <li>• Detention screening</li> <li>• Probation managers</li> <li>• Intake juvenile probation counselors (JPC)</li> <li>• Supervision juvenile probation counselors</li> </ul> <p>Youth-serving agencies</p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Substance abuse</li> </ul> <p>Assessments/Files</p> <ul style="list-style-type: none"> <li>• GAINS</li> <li>• Risk assessments (detention; prescreen PACT; full PACT)</li> <li>• ISSP (Individual Service &amp; Safety Plan) (CA)</li> <li>• FamLink (CA)</li> <li>• Social file; C-MAP (JPC)</li> </ul> | <p>Crossover youth identified weekly</p> <ul style="list-style-type: none"> <li>• <b>List of arrested youth (all jurisdictions King County)</b></li> <li>• <b>List of cases referred</b></li> <li>• List of cases filed upon</li> </ul> <p>List reviewed by DCFS</p> <p>Social worker informed of:</p> <ul style="list-style-type: none"> <li>• dependency warrants</li> <li>• cases in detention</li> </ul> <p>Notifications begin shared case management</p> <ul style="list-style-type: none"> <li>• Contact information shared</li> <li>• Case information shared</li> </ul> <p>Joint staffing</p> <ul style="list-style-type: none"> <li>• Initial consultation (in-person or by phone)</li> <li>• Joint case plan</li> <li>• Ongoing case management</li> </ul> <p><b>Court(s) informed</b></p> <p>Needs identified</p> <p>Referrals made</p> <p>Cross-system training (overviews)</p> <p><b>Joint trainings (in-depth)</b></p> <p>Outreach/training police/sheriffs</p> | <p>Crossover youth identified (# active offender &amp; active dependency; other paths)</p> <p>Coordinated case planning (dates and critical steps)</p> <ul style="list-style-type: none"> <li>• Identification counterpart (date)</li> <li>• Information shared (date, current/historical)</li> <li>• Initial coordination (phone, meeting)</li> <li>• Lead agency identified</li> <li>• Ongoing coordination</li> <li>• Advise on changes, court dates</li> </ul> <p>Court informed in all proceedings</p> <ul style="list-style-type: none"> <li>• Input from both systems on court reports</li> </ul> <p>Referrals for services</p> <ul style="list-style-type: none"> <li>• Assessments completed (dates/types)</li> <li>• Needs identified</li> <li>• Appropriate referrals made (type/agency)</li> <li>• Referrals result in delivered services</li> </ul> <p>Youth/caregiver involved</p> <p>Juvenile Detention Intake Criteria</p> | <p>JPC and CA cross-system trained (% overview; % in-depth; % new employees trained)</p> <p>Short timelines for ID of crossover youth – within 72 hours (time to ID; method of ID)</p> <p>CA has ready access to youth within 24 hours</p> <ul style="list-style-type: none"> <li>• In detention</li> <li>• Transported to SW</li> </ul> <p>Court making decisions based on shared information (reflected in court documents)</p> <p>Shared case management (dates, expected links or events)</p> <p>Problems identified and resolved early</p> <p>Case history considered in making decisions</p> <p>Youth receives appropriate services</p> <p>Youth released from detention following protocols</p> | <p>Increased cooperation between systems</p> <p>Reduction in duplicated services</p> <p>Alternatives to initial detention by police/sheriffs</p> <p>Reduced time in detention</p> <p><b>Increased diversion, SOC, community service</b></p> <p>Reduced felony convictions</p> <p>Reduced recidivism</p> <p>Shorter time to permanency</p> <p>Reduced runs</p> <p>Reduced warrants</p> <p>Fewer placement changes</p> |

NOTE: Entries in red font indicate paths not fully implemented as of November 2012.

## **THEORY OF CHANGE: CROSS –SYSTEM TRAINING**

**Strategy:** Provide joint training for personnel from the multiple systems in which children, youth and families are involved

**So that:** People working in different organizations and systems

- See each other face-to-face
- Receive objective information – about capacities and limitations of other systems
- See where their work may overlap or be related

**So that:** Those who attend the training

- Substitute beliefs with facts
- Learn how connections can make their work more efficient and less frustrating

**So that:** Those who take advantage of changed opinions and knowledge

- Develop more effective working relationships with people in other systems
- Have more productive activities

**So that:** Those who develop effective cross-organizational relationships

- Provide effective services and supports to children, youth and families
- Are more satisfied with their contribution to better outcomes
- Are encouraged to continue cross-organizational communication and working relationship

**So that:** Children, youth and families that receive services and supports

- Receive better coordinated services and supports
- Receive more effective services and supports
- Increase trust in the ability of organizations to provide effective services
- Increase their engagement in seeking positive outcomes

**So that:** Resources are better utilized, which

- Reduces duplication and ineffective approaches
- Increases safety, fairness and stability for children, youth, families and communities
- Reduces current and future system costs and efforts

## Uniting for Youth: CROSS-SYSTEM TRAINING LOGIC MODEL

| Inputs   | Activities   | Outputs (Measures)  | Short-term Outcomes (Measures)   | Long-term Outcomes (Measures)  |
|--|--|---|--|--|
| UfY Steering Committee<br>UfY Training Subcommittee<br>UfY Project Coordinator<br><b>Cross-System Training strategic plan</b><br>Regular presentations: <ul style="list-style-type: none"> <li>Children's Administration</li> <li>Developmental Disabilities</li> <li>Education</li> <li>Mental Health/Substance Abuse</li> <li>Juvenile Rehabilitation Administration</li> <li>Superior Court/Detention</li> </ul> Keynote presentations<br>Presentation materials <ul style="list-style-type: none"> <li>Syllabi</li> <li>Handouts</li> </ul> <i>Information Sharing Guide</i><br><i>Juvenile Detention Alternatives DVD</i> | Convene UfY Training Subcommittee <ul style="list-style-type: none"> <li><b>Develop strategic plan</b></li> <li>Set face-to-face training schedule and content</li> <li>Identify resources to sustain</li> <li>Identify face-to-face presenters</li> <li>Identify keynote topics</li> <li><b>Identify alternative trainings</b></li> <li><b>Identify target trainees</b></li> <li>Consider evaluations from previous trainings</li> </ul> Recruit keynote speakers<br>Coordinate face-to-face trainings including location, lunch, presenters, materials, certificates, CEUs<br>Training materials prepared<br>Publicize trainings<br>Recruit trainees to attend face-to-face sessions<br>Evaluate face-to-face sessions using session evaluation forms<br>Distribute <i>Information Sharing Guide</i><br><b>Implement alternative training formats</b><br><b>Create web site to host schedule and other systems information</b> | Meetings of UfY Training Subcommittee (# meetings; attendance)<br><b>Strategic plan developed (date; description)</b><br>Face-to-face trainings held (schedule; content; keynote presenters)<br>Recruitment (# targeted; type targeted; publicity method)<br>Attendance at face-to-face trainings (registration; attendance by targeted audience/agency; types and # sessions attended)<br><b>Alternative trainings (type; delivery method; venue)</b><br><b>Alternative trainings recruitment (target audience; publicity method)</b><br><b>Attendance alternative trainings (registration; attendance by targeted audience/agency; types and # sessions attended)</b><br>Cross-system materials available for ongoing use: <ul style="list-style-type: none"> <li>Handouts</li> <li><i>Information Sharing Guide</i></li> <li><i>Juvenile Detention Alternatives DVD</i></li> </ul> | Systems leaders support UfY (participation in UfY)<br>Systems leaders understand systems outside their own (annual survey)<br>Service delivery staff understand purpose/importance of UfY (annual survey)<br>Youth-serving staff understand youth-serving systems outside their own: services available, access and eligibility (post-session evaluations; annual survey)<br>New employees receive cross-system training as part of orientation (registration; attendance)<br>Youth-serving staff know how to work with counterparts in other systems (post-session evaluation; annual survey)<br>Groundwork set for shared case planning (annual survey)<br><i>Information Sharing Guide</i> understood and used (post-session evaluation; annual survey) | Systems leaders collaborate (annual survey)<br>Service delivery staff collaborate on cross-system youth (case review)<br>Youth (families) involvement in systems is streamlined (case review)<br>Cross-system youth and families receive appropriate services (case review)<br>Reduced duplication of services (case review)<br>Reduced system costs and efforts |

Note: Entries in red font indicate paths not fully implemented as of November 2012.

## **THEORY OF CHANGE: PATHNET DEMONSTRATION PROJECT**

**Strategy:** Provide a combination of education and employment training/readiness options (including *GEDplus*) based on youth's abilities and self-directed goals.

**So that:** JPCs in the geographic region are trained partners

- Making suitable and eligible referrals to PathNet
- Providing ongoing information and collaboration with case managers
- Cooperating on securing needed services

**So that:** Referred youth are actively engaged

- Identifying care manager
- Collaborating on suitable education course
- Identifying postsecondary education options (for some)
- Defining employment goals
- Completing employment internships and readiness training
- Finding and maintaining employment (for some)

**So that:** YouthSource (as PathNet demonstration project) has at hand multiple resources to

- Provide education (e.g., regular high school, GED, *GEDplus*, ESL, remedial courses)
- Assist youth with postsecondary education goals (e.g., technical college, 4-year college, scholarships and grants)
- Secure appropriate internships, including funding (e.g., EET, WIA, LEAP)
- Assist youth seek and obtain unsubsidized employment

**So that:** Youth benefitting from implementation of PathNet demonstration project

- Decide the course of their education and employment based on interests and aptitude
- Are engaged in making decisions
- Are matched to appropriate educational course
- Identify employment options
- Are on the path to, or actually have, living wage jobs
- Increase positive, sustained outcomes
- Reduced recidivism

## Uniting for Youth: PATHNET DEMONSTRATION PROJECT (YOUTHSOURCE)

| Inputs  | Activities  | Outputs (Measures)  | Short-term Outcomes (Measures)   | Long-term Outcomes (Measures)   |
|---|---|---|--|---|
| <p><b>PathNet System</b></p> <p>UFY Steering Committee</p> <p>UFY Education Subcommittee (PathNet)</p> <p>UFY Project Coordinator</p> <p>Puget Sound Educational Service District (PSESD) support</p> <p><b>Demonstration Project</b></p> <p>Connections Coordinator</p> <p>Case manager</p> <p>Juvenile Probation Counselors</p> <p>Partner programs/agencies:</p> <ul style="list-style-type: none"> <li>• GED programs/testing</li> <li>• Schools</li> <li>• Vocational training</li> <li>• Other education resources</li> <li>• Employment Education Training (EET)</li> <li>• Other employment training programs IWIA, LEAP)</li> <li>• Evidence-based programs (e.g., ART, FFT, MST, FIT)</li> <li>• Job readiness training</li> </ul> <p>Funding (grants, other)</p> <p>PathNet demonstration project database</p> | <p>Juvenile Probation Counselors refer youth:</p> <ul style="list-style-type: none"> <li>• High or moderate risk</li> <li>• Not employed</li> <li>• Not in school</li> <li>• Poor to no use of free time</li> </ul> <p>Connections Coordinator meets with youth; develops plan</p> <p>Strength assessment completed</p> <p>Barriers and needs identified</p> <p>Support services maintained/coordinated (with JPC, CA)</p> <p>Support programs: e.g., ART</p> <p>Youth select care manager (outside adult)</p> <p>Education path engaged</p> <ul style="list-style-type: none"> <li>• GED</li> <li>• High school or alternative</li> </ul> <p>Employment path engaged</p> <ul style="list-style-type: none"> <li>• WIA</li> <li>• LEAP</li> <li>• EET</li> <li>• Job readiness completed</li> </ul> <p>Postsecondary education</p> <p>Employment (unsubsidized)</p> | <p>Referrals to PathNet (# and source of referral; demographics; risks; assets)</p> <p>Risk levels identified (using scales on risk assessment)</p> <p>Completed education plans (# and % completing)</p> <p>Participation in educational program – GED, remedial, high school (#, type, location of program; progress; dates)</p> <p>Participation in employment training (# referred; types of programs; progress; dates)</p> <p>Participation in evidence-based program: FFT, ART, other (#, %, start date by program)</p> | <p>Youth complete secondary education: HS diploma, GED, other completion (# and % of completions by type)</p> <p>Youth complete employment training (# and % of completions by type)</p> <p>Job readiness competency achieved (#, %, date, type of achievement)</p> <p>Risk levels improvement (using scales on risk assessment)</p> <p>Conditions of probation met (date probation end)</p> | <p>Youth enrolled in postsecondary education (# and enrollment by type; actual against goal)</p> <p>Youth employed in unsubsidized jobs (# and % working at exit; type of job; actual against goal; wage; annual follow up survey)</p> <p>Youth employed at living wages (wage at exit against goal or standard; annual follow up survey)</p> <p>Reduced recidivism (referral/conviction data at 6 month intervals)</p> |

## **THEORY OF CHANGE: COMMUNITY ENGAGEMENT**

**Strategy:** Make connections with adult and youth representative of the population of King County, with those with direct experience with systems involved in Uniting for Youth.

**So that:** Uniting for Youth Executive Steering Committee members

- Receive advice based on concerns and experiences of community interests/representatives
- Have a method for informing adult and youth community representatives of goals, strategies and initiatives
- Benefit from feedback from community review of goals, strategies and initiatives
- Consider system changes that would better fit community interests and needs (adult and youth)
- Expand the Uniting for Youth collaborative process

**So that:** Adult and youth community representatives and groups

- Have a pathway to reducing distrust and isolation
- Can make meaningful contributions to goals and policies
- Understand goals, strategies and initiatives
- Have an avenue for voicing support or disapproval without feeling threatened or intimidated

**So that:** Stakeholders, policy makers and funders

- Can rely on Uniting for Youth practice of community engagement being integral in policies, strategies and initiatives brought before them

**So that:** Children, youth and families in the community

- Are engaged in making decisions
- Have increased, appropriate prevention and intervention alternatives in place
- Enjoy increased positive, sustained outcomes
- Have decreased disproportionality in outcomes and consequences



**Uniting for Youth: COMMUNITY ENGAGEMENT**

| Inputs  | Activities  | Outputs (Measures)   | Short-term Outcomes (Measures)  | Long-term Outcomes (Measures)   |
|---|---|--|---|---|
| <p>UfY Project Coordinator</p> <p>Coordinator's community contacts</p> <p>Staff from systems serving children, youth and families</p> <p>UfY subcommittee</p> <p>UfY Executive Steering Committee</p> | <p>Identify individuals in diverse populations groups who have been affected by systems serving children, youth and families</p> <p>UfY subcommittee plans strategy</p> <p>Coordinator builds trust</p> <p>Coordinator recruits individuals to serve on advisory boards</p> <p>Convene adult/youth Community Advisory Boards</p> <p>Sustain relationship and trust-building; handle all logistics and staffing of CABs</p> <p>Provide information to CAB members about UfY and available resources and how to access them</p> <p>Modify UfY processes to allow/encourage/guarantee community input prior to specified decisions or actions</p> <p>Adult/youth CAB members attend Steering Committee meetings and provide substantive comments</p> <p>Document process</p> <p>Evaluate process</p> | <p>Individuals identified (#, representation)</p> <p>Meetings with individuals (#, description)</p> <p>Individuals recruited for adult/youth CAB represent diverse cultures/interests (description against targeted cultures/issues)</p> <p>Subcommittee members (systems represented)</p> <p>Plan for community engagement (#; types)</p> <p>Regular attendance (% attending)</p> <p>Continuity of membership (% of adult/youth continue/time)</p> <p>Adult/youth CAB meetings (#,agendas, attendance)</p> <p>Documents or events to inform CAB members about UfY, available resources, access(#; type of documents; distribution)</p> <p>Policy/process for ensuring community input in specified areas</p> <p>Adult/youth CAB members attend ESC meetings (attendance)</p> <p>ESC meetings at which adult/youth CAB members offer opinions on substantive issues (description of topics)</p> <p>Documentation of Community Engagement process</p> <p>Evaluation of Community Engagement</p> | <p>Increase community trust of UfY and its members (CAB input)</p> <p>CABs reflect demographics of youth/ families involved in multiple systems (descriptive)</p> <p>Increased familiarity by UfY to develop and implement effective community engagement strategy</p> <p>Increase two-way conversations between CAB members and UfY Steering Committee members</p> <p>Constituents and diverse community groups have active role in shaping and monitoring UfY goals and strategies</p> <p>Increased knowledge of diverse cultures by UfY decision-makers</p> <p>Increase range of opinions and ideas informing decisions of UfY</p> | <p>Community members on CABs engage others in their community in proactively improving youth-and family-serving systems</p> <p>UfY decisions lead to better outcomes for diverse children, youth, families involved in multiple systems, and for the community</p> <p>Decrease disproportionality</p> |

NOTE: Entries in red font indicate paths not fully implemented as of November 2012.

## **THEORY OF CHANGE: OVERALL UNITING FOR YOUTH COLLABORATION**

**Strategy:** Form a collaboration of state, county and local organizations to identify barriers and implement strategies to work more effectively with youth served by multiple systems (crossover youth).

**So that:** Uniting for Youth collaborating partners

- Have an ongoing structure of leaders of youth-serving systems to plan, coordinate and guide cross-system issues
- Collectively promote changes in statutes and court rules needed to achieve desired outcomes
- Cooperate and agree on a strategic plan or initiative, which can be taken back to member agencies and implemented
- Have a structure and capacity to deal with emerging issues and solve problems
- Leverage influence by establishing links with related initiatives
- Have a sounding board and vehicle to receive and disseminate input and information
- Attract resources not available to individual partners

**So that:** Systems working with crossover youth

- Implement policy shifts and practice revisions reducing duplicated efforts and increasing trust
- Reduce conflict at the leadership level and eventually at the staff level

**So that:** Stakeholders, policy makers and funders

- Rely on the collaboration of UfY in making legislative and policy decisions
- Are more likely to base funding recommendations on the combined voice of cross-system partners

**So that:** Children, youth and families in the community

- Have more effective and less duplicative interactions with systems
- Have increased, appropriate prevention and intervention alternatives in place
- Enjoy increased positive, sustained outcomes
- Have decreased disproportionality in outcomes and consequences

## Uniting for Youth: OVERALL UNITING FOR YOUTH COLLABORATION

| Inputs  | Activities  | Outputs (Measures)  | Short-term Outcomes (Measures)   | Long-term Outcomes (Measures)   |
|---|---|---|--|---|
| <p>Federal statutes focused on crossover children/youth</p> <p>CWLA framework to improve child welfare and juvenile justice system coordination</p> <p>Members of Executive Steering Committee, Oversight Committee, subcommittees, and staff</p> <p>UfY Project Coordinator</p> <p>CWLA consultation 2004-2011</p> <p>National guidebooks (organizations for juvenile justice and child welfare system coordination and integration)</p> <p>History of collaboration and shared protocols among partner systems</p> <p>MacArthur Foundation <i>Models for Change: Systems Reform in Juvenile Justice Initiative</i> funding, consultation, technical assistance</p> <p>Casey Family Programs</p> <p>Grants from other Sources</p> <p>Concerned community groups and constituents</p> | <p>Collaboration/governance structure</p> <p>Convene committee meetings</p> <p>Develop strategic plan</p> <p>Develop <i>Information Sharing Guide</i></p> <p>Apply protocols in practice model</p> <p>Hire Project Coordinator</p> <p>Plan/advocate to improve mental health services in juvenile justice</p> <p>Community engagement plan</p> <p><b>Engage diverse communities to shape and monitor UfY</b></p> <p>Deliver training for personnel of partner agencies</p> <p>Develop materials for law enforcement for alternatives to taking youth to juvenile detention</p> <p>Develop plan to meet educational needs of youth in juvenile justice; advocate for state legislation</p> <p><b>Expand blended funding/shared responsibility</b></p> <p><b>Consolidate court processes</b></p> <p><b>Construct a cross-system sharable information data system</b></p> <p>Conduct Prevalence Study</p> <p>Disseminate results</p> <p>Conduct evaluation</p> | <p>Charter</p> <p>Strategic plan</p> <p>Executive Steering Committee meetings</p> <p>Subcommittee meetings</p> <p>Training sessions</p> <p>Materials and processes to reduce number of juveniles in detention</p> <p><i>Information Sharing Guide</i></p> <p>Cross-system protocols</p> <p>Adult/Youth Community Advisory Boards</p> <p>Presentations on successes</p> <p>Updated Working Agreement</p> <p>PathNet pilot project</p> <p>Strategic plan for statewide comprehensive dropout and retrieval system</p> <p>Prevalence study</p> | <p>Strategic problem solving based on agreed strategic plan, taken back to member agencies and implemented</p> <p>Increase shared knowledge, cooperation, coordination, and integration at the administrative and service delivery levels</p> <p>Attract resources not available to individual partners</p> <p>Staff do cross-system case planning</p> <p>Children/youth in multiple systems have access to larger menu of services</p> <p>Conflict between agencies reduced or eliminated</p> <p><b>Diverse communities active role in shaping and monitoring implementation coordination and integration of services</b></p> | <p>Institutionalize multi-system coordination and integration</p> <p>Structure/capacity to deal with emerging issues and solve problems</p> <p>Sustain structure for coordination and integration across systems</p> <p>Shared/blended resources</p> <p>Changes in statutes and court rules to achieve outcomes</p> <p><b>Court process aligned with crossover model</b></p> <p>Streamlined process for youth and families in multiple systems</p> <p><b>Path from child maltreatment to delinquency disrupted</b></p> <p>Penetration into juvenile justice system prevented/reduced</p> <p>Increased placement stability</p> <p>Institutional placement prevented/reduced</p> <p>Students complete education</p> <p>Reduced recidivism</p> <p><b>Reduced negative outcomes for subsets of children and youth who disproportionately suffer adverse effects</b></p> |

NOTE: Entries in red font indicate paths not fully implemented as of November 2012.

**APPENDIX A-2**  
**DATA COLLECTION RECOMMENDATIONS**

**DATA COLLECTION RECOMMENDATIONS  
CROSS-SYSTEM PROTOCOLS (CROSSOVER YOUTH)**

**Felds in filing notice across systems, or available to JPC**

| <b>Variables at Start</b>        | <b>Notes</b>  |
|----------------------------------|---|
| Name of youth                    | Last, first (or 2 fields)   |
| Gender                           | Numeric: 0 male; 1 female   |
| Race/ethnicity                   | Code; consistent with source with lowest number of values         |
| Date of birth                    |   |
| Intake JPC                       | Name (last)   |
| Supervising JPC                  | Name (last)   |
| Probation office                 | Code(numeric) for office (may be intake at filing)                |
| JCN                              | Or other youth court ID to match records                          |
| File date                        |   |
| Case number(s)                   | Select one  |
| Incident date(s)                 | Select one  |
| Offense                          | Most serious charged  |
| SW-JPC contact date              | Date of first contact (response to email advising of shared case) |
| SW-JPC joint staffing            | Date of staffing (response to email)                              |
| Joint staffing method            | Code: phone, in-person (response to email)                        |
| Joint staffing participation     | Codes: JPC/SW only; JPC/SW/MH; etc.                               |
| Resolution date                  |   |
| Disposition                      | Codes: dismissed, diversion, etc.                                 |
| Probation start date (actual)    |   |
| Probation end date (anticipated) |   |
| Probation end date (actual)      |   |
| Risk level (overall)             | Code: high, moderate, low (from PACT)                             |
| School engagement at start       | Numeric code from PACT  |
| IEP                              | Yes/no/don't know or missing (provide codes, not blanks)          |
| Prior criminal history           | Summary code from PACT (including detention summary)              |
| Other PACT                       | Other summary fields useful in noting change start to stop        |

**Fields available to SW, in filing notice, or easily obtained**

|                            |   |
|----------------------------|---|
| Social worker              | Name  |
| Office                     | Code for district office  |
| Living situation at start  | Code consistent with child welfare codes, supplement with other appropriate codes (e.g., with parents, homeless, couch surfing) |
| Primary caregiver at start | Code  |
| CW history                 | Code devised by CA, or code consistent with PACT  |

**Data additions from other systems (method of coding and match to be determined)**

|                      |                                    |
|----------------------|------------------------------------|
| MH assessment        | Date                               |
| MH assessment type   | Code, as appropriate               |
| MH treatment type    | Code, as appropriate               |
| Treatment start date | (could have started before filing) |
| Treatment end date   |                                    |
| SA assessment        | Date                               |

|                      |                                    |
|----------------------|------------------------------------|
| SA assessment type   | Code, as appropriate               |
| SA treatment type    | Code, as appropriate               |
| Treatment start date | (could have started before filing) |
| Treatment end date   |                                    |

**Data additions from court records (options)**

|                        |                                 |
|------------------------|---------------------------------|
| Referral date          | Related to file date (at start) |
| Referral number        |                                 |
| Detention start date   |                                 |
| Detention release date |                                 |

Notes:

- “Response to email” suggests that JPC (or SW) be required to respond to the email sent out at filing with this information.
- Creates for variables, if in Excel columns, rather than having lengthy names
- Use codes rather than text, where possible; use numbers rather than alpha, where possible
- Change in PACT fields will be required for JPC reporting; integrate here where possible and useful for JPCs (including SC-EET)
- PACT is a good source of verified information; can obtain from JPC

**DATA COLLECTION RECOMMENDATIONS**  
**PATHNET DEMONSTRATION PROJECT (YOUTHSOURCE)**

| <b>Variable</b>                  | <b>Notes</b>  |
|----------------------------------|---|
| Name of youth                    | Last, first (or 2 fields)   |
| Referral date                    | Date JPC refers to YouthSource  |
| JPC                              | Name of referring JPC (last)  |
| Probation office                 | Code(numeric) for office  |
| JCN                              | Or other youth court ID to match records  |
| Probation start date (actual)    |   |
| Probation end date (anticipated) |   |
| Probation end date (actual)      |   |
| Risk level (overall)             | Code: high, moderate, low from PACT)  |
| School engagement at start       | Numeric code from PACT  |
| IEP                              | Yes/no/don't know or missing (provide codes, not blanks)  |
| Gender                           | Numeric: 0 male; 1 female   |
| Race/ethnicity                   | Code; consistent with source with lowest number of values   |
| Date of birth                    |   |
| Date of first interview          | Date youth meets with YouthSource   |
| Pregnant/parenting               | Yes/no/don't know or missing  |
| Child welfare                    | Yes/no – active social worker at start (from JPC)   |
| Living situation at start        | Code consistent with child welfare codes, supplement with other appropriate codes (e.g., with parents, homeless, couch surfing) |
| CASAS reading                    | Score at start  |
| CASAS math                       | Score at start  |
| Assessment date                  | Date completed strength based assessment  |
| School tract at start            | Codes, e.g.: GED, ABE, ELL, high school re-entry  |
| GED start date                   |   |
| GED tests completed dates        | All tests, or milestones (e.g. 3 out of 5; 5 out of 5)  |
| Employment program               | Codes for relevant (WIA, LEAP, EET, etc.)   |
| Program start date               | Date referred to the caseworker   |
| Internship start date            | Date subsidized employment/internship started   |
| Unsubsidized employment start    | Date  |
| Post-secondary education         | Date  |
| Job Readiness Competency         | Date  |
| PathNet end                      | Date (this may require 2 fields if employment program has follow-up period)   |

Notes:

- Creates for variables, if in Excel columns, rather than having lengthy names
- Use codes rather than text, where possible; use numbers rather than alpha, where possible
- Change in PACT fields will be required for JPC reporting; integrate here where possible and useful for JPCs (including SC-EET)
- PACT is a good source of verified information; can obtain from JPC
- Open loop might require interim start and stop dates

**APPENDIX A-3**  
**COLLABORATION SURVEY RESULTS**



## Uniting for Youth (KC-SII) Collaboration Survey September 2012

The web-based survey was distributed on 9/14/12 to 63 present or past members of the Executive Steering Committee and/or one of the subcommittees. A total of 17 responded (roughly 27% of those invited). A reminder was sent with a final date for completion of September 28, 2012. An incentive (drawing for one of three \$25 gift cards) was provided.

Respondents were asked to indicate their agreement with the following statements using a 5-point scale from strongly disagree (1) to strongly agree (5). The mean (M) provides a sense of the tendency of responses, although imperfect with a Likert Scale. Shading was added to highlight response majorities.

| Statement  | Strongly disagree |     | Strongly agree |     |     | N  | M   |
|--|-------------------|-----|----------------|-----|-----|----|-----|
|  | 1                 | 2   | 3              | 4   | 5   |    |     |
| I have a clear understanding of the vision of Uniting for Youth  |                   | 18% | 18%            | 24% | 41% | 17 | 3.9 |
| I am confident that our strong shared vision guides us   |                   | 18% | 24%            | 24% | 35% | 17 | 3.8 |
| Goals and objectives are clear to committee members  |                   | 18% | 41%            | 29% | 12% | 17 | 3.4 |
| Members agree on the goals and objectives  |                   | 24% | 29%            | 18% | 29% | 17 | 3.5 |
| I have a clear understanding of the activities of the subcommittees  |                   | 29% | 18%            | 53% |     | 17 | 3.2 |
| Members understand and follow work plans   |                   | 24% | 24%            | 41% | 12% | 17 | 3.4 |
| Members receive clear and timely information about progress  | 12%               | 12% | 41%            | 29% | 6%  | 17 | 3.1 |
| Members assess the effectiveness of our implementation and impact  | 6%                | 18% | 29%            | 47% |     | 17 | 3.2 |
| Members regularly consider data in our planning and decision-making  | 13%               | 13% | 20%            | 33% | 20% | 15 | 3.3 |
| Roles of members and subcommittees are clear   |                   | 19% | 44%            | 31% | 6%  | 16 | 3.2 |
| I feel my input is valued  |                   | 18% | 6%             | 47% | 29% | 17 | 3.9 |
| I feel my agency has benefited from my involvement   | 6%                |     | 6%             | 35% | 53% | 17 | 4.3 |
| Effective procedures for reaching decisions are in place   | 6%                | 25% | 31%            | 19% | 19% | 16 | 3.2 |
| Current members are those we need to meet our goals  |                   | 19% | 31%            | 38% | 12% | 16 | 3.4 |
| Changes in membership have happened smoothly   |                   | 25% | 44%            | 31% |     | 16 | 3.1 |
| Members are able to manage conflict and move forward   | 12%               | 6%  | 25%            | 44% | 12% | 16 | 3.4 |
| Uniting for Youth has an effective and appropriate leadership arrangement  | 12%               | 12% | 38%            | 25% | 12% | 16 | 3.1 |
| Members trust one another  |                   | 12% | 31%            | 38% | 19% | 16 | 3.6 |
| Members regularly communicate our mission and accomplishments to stakeholders  |                   | 38% | 19%            | 31% | 12% | 16 | 3.2 |
| Uniting for Youth has the ear of policy makers in King County and Washington   | 7%                | 20% | 47%            | 13% | 13% | 15 | 3.1 |
| Our impact is substantial considering the time and resources invested  |                   | 25% | 12%            | 50% | 12% | 16 | 3.5 |
| Members are well-informed about whether our efforts are effective for diverse communities  | 6%                | 19% | 56%            | 19% |     | 16 | 2.9 |
| Uniting for Youth has adequate resources to manage the collaboration   | 12%               | 50% | 12%            | 25% |     | 16 | 2.5 |
| Our momentum and level of engagement is high   | 6%                | 12% | 38%            | 44% |     | 16 | 3.2 |
| I feel the momentum and level of engagement of members have remained strong  | 6%                | 19% | 38%            | 25% | 12% | 16 | 3.2 |
| I believe Uniting for Youth should continue  | 6%                | 6%  | 6%             | 6%  | 75% | 16 | 4.4 |
| System integration strategies developed by Uniting for Youth have been adopted and embedded in the organizations intended to implement the changes | 13%               | 7%  | 27%            | 33% | 20% | 15 | 3.4 |

What would you describe as the biggest success of Uniting for Youth?

- Cross-system training
- The focus on information sharing and importance of collaboration
- The shared work being done by the direct line workers from Children's Administration & probation, which positively impacts the youth & families
- Systems integration protocols and institutionalization of the UfY
- Partners coming together to better serve our youth by changing practice and by increasing the power to receive foundation funds and outside nationally recognized technical assistance
- Elevating the relevance and importance of systems integration, bringing MacArthur to Washington, participating in the Crossover Youth BSC and Practice Model
- Partnerships
- Relationship between system partners
- The consistent ongoing co-convening of the executive leadership team; the training institutes; the detention/child welfare protocols
- Information sharing guide, cross system training, prevalence study
- The ability to receive in-depth information on the various systems
- The biggest success has been the ability for people in different areas to come together that usually won't be working together; this has positively affected our youth in that systems are talking to systems through the members of UfY
- Children and youth centered investment

What do you think is the biggest barrier to overcome going forward?

- Developing and maintaining the visibility with leadership, particularly elected leadership
- Subcommittees don't hear much about what other committees or leadership are doing
- Keeping forward momentum
- An action agenda
- At the moment, my number one concern is establishing solid funding to maintain a full time coordinator. We wouldn't be where we are without Marcus!
- Lack of a clear and agreed upon vision for what things could be for children and families as a result of seamless access to resources and support from child and family serving systems in King County. Identifying the preferred future and articulating it in terms of outcomes for youth and children
- We have a vision but a lack of clear goals and objectives for what and where we are going, particularly in the next 6 to 12 months
- Taking on too much
- Members do not have a shared vision; there is no short or long term strategic plan to guide the work; there is no evaluation or evaluation plan; the group is disconnected from the community and providers
- No clear next steps. We have accomplished so much and now seem stuck
- Funding will be a major obstacle however I believe the group can manage past that
- Sustainable organizational commitments, limited resources and competing objectives

What should the focus be in the next 1-2 years?

- Improve leadership visibility, sustain funding for current efforts, develop a DMC approach, ensure close monitoring of current efforts, move upstream
- Don't know enough about the answers to questions regarding the whole group to give a clear answer
- The focus should be on continuing the work & informing the workers about the protocol to ensure that all new workers are familiar with CYPM. Continuing to adapt/develop effective strategies for case collaboration that streamlines the work being done
- Clearly articulated action steps with clearly defined activities
- Look at the data on the prevalence study and create action. Maybe it's time to have a one-day retreat to explore next steps?
- Full implementation of the CYPM, and expansion to education and mental health (information sharing, joint assessment, joint case planning, seamless access to resources). Building on the prevalence study to determine outcomes and cost savings from UFY initiatives. Promoting legislation that allows child serving systems to retain \$ that are saved through prevention/intervention
- This is a larger conversation that requires the group
- Fully articulated outcomes and measures that are evaluated and shared with larger stakeholder group
- Develop a clear, concise strategic plan including an evaluation plan; create greater connection to the community, providers, and county leadership to elevate the importance of this work
- Service integration. Focus on evidence based practices. Blended funding
- Adding more systems that are new
- In the next two years there should be a focus on bringing more diverse communities into the work and decision making of UFY as well as youth
- Shared case management and resource building

|   |                                  |  |   |
|---|----------------------------------|--|---|
| Total responding to survey: 17                    |                                  | Member of UFY subcommittee(s) (N=17)         |   |
|   |                                  | 53%  | Current member of subcommittee(s)         |
| Member of Executive Steering Committee (N=17)     |                                  | 35%  | Past (not current) member of subcommittee |
| 35%   | Current member of ESC            | 12%  | Never on subcommittee                     |
| 29%   | Past (not current) member of ESC |  |   |
| 35%   | Never on ESC                     | Type of agency/discipline represented (N=16) |   |
|   |                                  | 19%  | Child welfare (including DDD)             |
| Length of involvement in Uniting for Youth (N=17) |                                  | 6%   | Probation/detention                       |
| 35%   | 2 years                          | 19%  | Other juvenile justice (including JRA)    |
| 6%  | 3 years                          | 12%  | Mental health                             |
| 6%  | 4 years                          | 19%  | Education                                 |
| 53%   | 5 years or longer                | 25%  | Other                                     |

**APPENDIX A-4**  
**OVERALL UNITING FOR YOUTH SURVEY RESULTS**

**OVERALL REACH OF UNITING FOR YOUTH AND CROSS-SYSTEM TRAINING (OCTOBER 2012)**

1. What type of agency/organization do you work for? (Select the best option)

|     |  |
|-----|--|
| 36% | Child welfare                                |
| 5%  | Developmental disabilities                   |
| 12% | Juvenile probation/detention                 |
| 3%  | Juvenile court                               |
| 4%  | Juvenile Rehabilitation Administration (JRA) |
| 14% | Mental health                                |
| 2%  | Substance abuse treatment/assessment         |
| 7%  | Education                                    |
| 16% | Other  |
| 181 | Responding                                   |

2. How long have you worked in your current position?

|     |                |
|-----|----------------|
| 21% | 1 year or less |
| 11% | 2 years        |
| 12% | 3 to 4 years   |
| 57% | 5+ years       |
| 180 | Responding     |

3. Do you work directly with youth and/or families?

|     |            |
|-----|------------|
| 82% | Yes        |
| 18% | No         |
| 179 | Responding |

4. Do you supervise others who work directly with youth and/or families?

|     |            |
|-----|------------|
| 26% | Yes        |
| 74% | No         |
| 180 | Responding |

5. Are you familiar with the name “Uniting for Youth” or its previous name “King County Systems Integration Initiative” (KC-SII)?

|     |                                 |
|-----|---------------------------------|
| 61% | Yes                             |
| 39% | No                              |
| 180 | Responding (responding yes=109) |

IF YES TO QUESTION 5:

a. Do you think Uniting for Youth (or KC-SII) has improved the way child welfare, juvenile justice and other youth-serving systems work together?

|     |            |
|-----|------------|
| 59% | Yes        |
| 11% | No         |
| 30% | Don't know |
| 103 | Responding |

ALSO IF YES TO QUESTION 5:

b. Has Uniting for Youth (or KC-SII) provided information that has made your work more effective or efficient?

|     |            |
|-----|------------|
| 70% | Yes        |
| 30% | No         |
| 103 | Responding |

ALSO IF YES TO QUESTION 5:

c. Has Uniting for Youth (or KC-SII) resulted in changes in the way you work with other systems?

|     |            |
|-----|------------|
| 60% | Yes        |
| 40% | No         |
| 104 | Responding |

ALSO IF YES TO QUESTION 5:

d. Has Uniting for Youth (or KC-SII) resulted in changes in your department and the work that is expected of you?

|     |            |
|-----|------------|
| 41% | Yes        |
| 59% | No         |
| 103 | Responding |

ALSO IF YES TO QUESTION 5:

e. Have you ever participated in a Uniting for Youth committee or subcommittee?

|     |            |
|-----|------------|
| 13% | Yes        |
| 87% | No         |
| 102 | Responding |

6. Are you familiar with the Information Sharing Guide that outlines what client information can be shared across systems?

|     |                                      |
|-----|--------------------------------------|
| 33% | Do not know of this                  |
| 30% | Have seen it but not used in my work |
| 37% | Have used in my work                 |
| 169 | Responding                           |

7. In your present position (employment), do you work with agencies outside your system?

|     |                 |
|-----|-----------------|
| 81% | Frequently      |
| 17% | Sometimes       |
| 2%  | Rarely or never |
| 170 | Responding      |

8. Do you have good working relationships with other systems that serve youth that you work with?

|     |   |
|-----|---|
| 45% | Yes, when needed, I know who to contact for effective collaboration               |
| 50% | I have some good working relationships, but not in all of the systems I work with |
| 4%  | Even when needed, collaboration with other systems is difficult or rare           |
| 1%  | Cross-system collaboration is frustrating and not worth it                        |
| 167 | Responding  |

9. Do you feel you have a good understanding of the systems you work with?

|     |                           |
|-----|---------------------------|
| 54% | Yes                       |
| 42% | Somewhat                  |
| 4%  | Not nearly enough or none |
| 167 | Responding                |

10. Have you heard of the system integration protocols, or cross-system protocols (which provide specific procedures to address children and youth involved in both the child welfare and juvenile justice systems)?

|     |                                |
|-----|--------------------------------|
| 57% | Yes                            |
| 43% | No                             |
| 168 | Responding (responding yes=95) |

IF YES TO QUESTION 10:

a. Have you used them in your work?

|     |            |
|-----|------------|
| 64% | Yes        |
| 36% | No         |
| 94  | Responding |

11. Do you think your work (or work of your staff) with youth and/families is understood by agencies or services outside your own?

|     |            |
|-----|------------|
| 18% | Yes        |
| 68% | Somewhat   |
| 15% | No         |
| 165 | Responding |

12. How important do you think cross-system training and collaboration is to the effectiveness of your work?

|     |              |
|-----|--------------|
| 82% | Very         |
| 16% | Somewhat     |
| 2%  | Not too much |
| 165 | Responding   |

13. How important do you think cross-system training and collaboration is to positive outcomes for youth?

|     |              |
|-----|--------------|
| 87% | Very         |
| 11% | Somewhat     |
| 2%  | Not too much |
| 167 | Responding   |

14. Have you attended all or part of a Uniting for Youth day-long training on systems that work with youth (most recently held in Renton at the Puget Sound Educational Service District)?

|     |  |
|-----|--|
| 19% | Yes, I have attended the whole series of workshops |
| 36% | Yes, I have attended some of the workshops         |
| 46% | No, I have not attended any workshops              |
| 167 | Responding (responding yes=91; responding no=76)   |

IF **YES** TO QUESTION 14:

- a. Did the training increase your knowledge of services in systems outside your own?

|     |  |
|-----|--|
| 49% | Yes, very much                                   |
| 44% | Yes, somewhat                                    |
| 7%  | No, did not increase my knowledge much or at all |
| 89  | Responding                                       |

ALSO IF **YES** TO QUESTION 14:

- b. Did the training increase your knowledge of how to share information with other systems?

|     |  |
|-----|--|
| 42% | Yes, very much                                   |
| 46% | Yes, somewhat                                    |
| 12% | No, did not increase my knowledge much or at all |
| 89  | Responding                                       |

ALSO IF **YES** TO QUESTION 14:

- c. Did the training increase your understanding of the importance of integrating services across systems?

|     |  |
|-----|--|
| 52% | Yes, very much                                   |
| 34% | Yes, somewhat                                    |
| 15% | No, did not increase my knowledge much or at all |
| 89  | Responding                                       |

ALSO IF **YES** TO QUESTION 14:

- d. Did the training improve your working relationships with people in other youth-serving systems?

|     |  |
|-----|--|
| 30% | Yes, very much                                   |
| 53% | Yes, somewhat                                    |
| 17% | No, did not increase my knowledge much or at all |
| 89  | Responding                                       |

ALSO IF **YES** TO QUESTION 14:

- e. Did the training help you to be more effective or efficient in your job?

|     |  |
|-----|--|
| 30% | Yes, very much                                   |
| 52% | Yes, somewhat                                    |
| 18% | No, did not increase my knowledge much or at all |
| 89  | Responding                                       |

IF **NO** TO QUESTION 14:

- f. Did you know that Uniting for Youth sponsors trainings to teach about systems working with youth?

|     |            |
|-----|------------|
| 39% | Yes        |
| 61% | No         |
| 75  | Responding |



ALSO IF **NO** TO QUESTION 14

g. Would learning more about education, special education and drop-out alternatives help you in your work?

|     |            |
|-----|------------|
| 87% | Yes        |
| 13% | No         |
| 75  | Responding |

ALSO IF **NO** TO QUESTION 14

h. Would learning more about developmental disabilities services for adolescents help you in your work?

|     |            |
|-----|------------|
| 83% | Yes        |
| 17% | No         |
| 75  | Responding |

ALSO IF **NO** TO QUESTION 14

i. Would learning more about the adolescent mental health assessment and treatment systems help you in your work?

|     |            |
|-----|------------|
| 93% | Yes        |
| 7%  | No         |
| 74  | Responding |

ALSO IF **NO** TO QUESTION 14

j. Would learning more about the adolescent substance abuse assessment and treatment systems help you in your work?

|     |            |
|-----|------------|
| 88% | Yes        |
| 12% | No         |
| 75  | Responding |

ALSO IF **NO** TO QUESTION 14

k. Would learning more about the juvenile court, probation and detention help you in your work?

|     |            |
|-----|------------|
| 79% | Yes        |
| 21% | No         |
| 73  | Responding |

ALSO IF **NO** TO QUESTION 14

l. Would learning more about child protective services, foster care and Children's Administration help you in your work?

|     |            |
|-----|------------|
| 67% | Yes        |
| 33% | No         |
| 75  | Responding |

**APPENDIX A-5**  
**CROSS-SYSTEM TRAINING**

**CROSS-SYSTEM TRAINING POST-SESSION EVALUATION FORMS**

| Workshop                      | #   | %    |
|-------------------------------|-----|------|
| Developmental Disabilities    | 70  | 11%  |
| Education                     | 107 | 17%  |
| Children's Administration     | 77  | 12%  |
| Juvenile Court/Detention      | 104 | 17%  |
| JRA                           | 78  | 12%  |
| Mental Health/Substance Abuse | 136 | 22%  |
| Wrap Around                   | 22  | 3%   |
| Missing Session Name          | 36  | 6%   |
| Total                         | 630 | 100% |

Post-session evaluation forms entered for trainings:  
 3/2/11  
 10/4/11  
 2/1/12  
 4/4/12  
 7/18/12

**Questions:**

1. The learning objectives were clearly defined.
2. The topics covered were relevant.
3. There was sufficient opportunity for interactive participation.
4. The format allowed me to get to know the other participants.
5. The training experience will be useful in my work.
6. The materials for the training were helpful.
7. The facilitators were knowledgeable about the topic.
8. The facilitators encouraged active participation.
9. The facilitators answered questions in a complete and clear manner.
10. The learning objectives of the training have been met.
11. I plan to share the information I received during the training with other workers in my agency.
12. The training provided me an opportunity to meet other professionals from different disciplines and backgrounds.
13. I would recommend this training to a colleague.

**All workshops combined**

| Question | q1   | q2   | q3   | q4   | q5   | q6  | q7   | q8   | q9   | q10  | q11  | q12  | q13  |
|----------|------|------|------|------|------|-----|------|------|------|------|------|------|------|
| Valid    | 623  | 596  | 622  | 581  | 620  | 574 | 627  | 602  | 623  | 622  | 602  | 620  | 594  |
| Missing  | 7    | 34   | 8    | 49   | 10   | 56  | 3    | 28   | 7    | 8    | 28   | 10   | 36   |
| Mean     | 2.56 | 2.68 | 2.56 | 2.43 | 2.62 | 2.6 | 2.82 | 2.65 | 2.74 | 2.59 | 2.61 | 2.49 | 2.61 |
| Below    | 2%   | 1%   | 6%   | 11%  | 2%   | 3%  |      | 4%   | 1%   | 2%   | 2%   | 7%   | 3%   |
| Met      | 40%  | 31%  | 31%  | 34%  | 35%  | 34% | 18%  | 26%  | 24%  | 38%  | 35%  | 37%  | 34%  |
| Exceed   | 58%  | 68%  | 62%  | 55%  | 64%  | 63% | 82%  | 69%  | 75%  | 60%  | 63%  | 56%  | 63%  |

**Developmental Disabilities**

| Question | q1   | q2   | q3   | q4   | q5  | q6   | q7   | q8   | q9  | q10  | q11  | q12  | q13  |
|----------|------|------|------|------|-----|------|------|------|-----|------|------|------|------|
| Valid    | 70   | 66   | 67   | 65   | 70  | 62   | 70   | 65   | 70  | 69   | 67   | 69   | 65   |
| Missing  | 0    | 4    | 3    | 5    | 0   | 8    | 0    | 5    | 0   | 1    | 3    | 1    | 5    |
| Mean     | 2.47 | 2.55 | 2.43 | 2.35 | 2.5 | 2.58 | 2.74 | 2.46 | 2.7 | 2.54 | 2.58 | 2.38 | 2.52 |
| Below    |      |      | 6%   | 15%  | 3%  |      | 1%   | 6%   | 1%  | 1%   | 1%   | 10%  | 2%   |
| Met      | 53%  | 45%  | 45%  | 34%  | 44% | 42%  | 23%  | 42%  | 27% | 43%  | 39%  | 42%  | 45%  |
| Exceed   | 47%  | 55%  | 49%  | 51%  | 53% | 58%  | 76%  | 52%  | 71% | 55%  | 60%  | 48%  | 54%  |

**Education**

| Question | q1   | q2   | q3   | q4   | q5   | q6   | q7   | q8   | q9   | q10  | q11  | q12  | q13 |
|----------|------|------|------|------|------|------|------|------|------|------|------|------|-----|
| Valid    | 106  | 105  | 107  | 102  | 103  | 98   | 107  | 106  | 107  | 107  | 107  | 106  | 105 |
| Missing  | 1    | 2    | 0    | 5    | 4    | 9    | 0    | 1    | 0    | 0    | 0    | 1    | 2   |
| Mean     | 2.54 | 2.68 | 2.32 | 2.53 | 2.59 | 2.61 | 2.79 | 2.64 | 2.67 | 2.52 | 2.56 | 2.53 | 2.6 |
| Below    |      |      | 13%  | 5%   |      |      |      | 5%   | 1%   | 1%   | 3%   | 5%   | 3%  |
| Met      | 46%  | 32%  | 42%  | 37%  | 41%  | 39%  | 21%  | 26%  | 31%  | 46%  | 38%  | 38%  | 34% |
| Exceed   | 54%  | 68%  | 45%  | 58%  | 59%  | 61%  | 79%  | 69%  | 68%  | 53%  | 59%  | 58%  | 63% |

**Children's Administration**

| Question | q1   | q2   | q3   | q4   | q5   | q6   | q7   | q8   | q9   | q10  | q11  | q12 | q13  |
|----------|------|------|------|------|------|------|------|------|------|------|------|-----|------|
| Valid    | 77   | 73   | 77   | 72   | 77   | 71   | 77   | 74   | 77   | 77   | 74   | 77  | 72   |
| Missing  | 0    | 4    | 0    | 5    | 0    | 6    | 0    | 3    | 0    | 0    | 3    | 0   | 5    |
| Mean     | 2.74 | 2.75 | 2.64 | 2.51 | 2.81 | 2.79 | 2.84 | 2.72 | 2.79 | 2.68 | 2.64 | 2.6 | 2.69 |
| Below    |      | 3%   | 6%   | 7%   |      |      |      | 3%   |      |      | 3%   | 5%  | 1%   |
| Met      | 26%  | 19%  | 23%  | 35%  | 19%  | 21%  | 16%  | 23%  | 21%  | 32%  | 31%  | 30% | 28%  |
| Exceed   | 74%  | 78%  | 70%  | 58%  | 81%  | 79%  | 84%  | 74%  | 79%  | 68%  | 66%  | 65% | 71%  |

**Juvenile Court/Detention**

| Question | q1   | q2   | q3   | q4   | q5   | q6   | q7   | q8  | q9   | q10  | q11  | q12  | q13 |
|----------|------|------|------|------|------|------|------|-----|------|------|------|------|-----|
| Valid    | 100  | 95   | 100  | 92   | 101  | 91   | 102  | 97  | 100  | 101  | 96   | 99   | 95  |
| Missing  | 4    | 9    | 4    | 12   | 3    | 13   | 2    | 7   | 4    | 3    | 8    | 5    | 9   |
| Mean     | 2.32 | 2.54 | 2.42 | 1.88 | 2.43 | 2.24 | 2.72 | 2.4 | 2.57 | 2.41 | 2.49 | 2.09 | 2.4 |
| Below    | 7%   | 2%   | 10%  | 38%  | 6%   | 14%  | 1%   | 12% | 5%   | 6%   | 5%   | 23%  | 7%  |
| Met      | 54%  | 42%  | 38%  | 36%  | 46%  | 47%  | 26%  | 35% | 33%  | 48%  | 41%  | 44%  | 45% |
| Exceed   | 39%  | 56%  | 52%  | 26%  | 49%  | 38%  | 73%  | 53% | 62%  | 47%  | 54%  | 32%  | 47% |

**JRA**

| Question | q1   | q2   | q3   | q4   | q5   | q6   | q7  | q8  | q9   | q10  | q11  | q12  | q13  |
|----------|------|------|------|------|------|------|-----|-----|------|------|------|------|------|
| Valid    | 76   | 74   | 77   | 74   | 77   | 70   | 77  | 75  | 77   | 76   | 74   | 76   | 74   |
| Missing  | 2    | 4    | 1    | 4    | 1    | 8    | 1   | 3   | 1    | 2    | 4    | 2    | 4    |
| Mean     | 2.62 | 2.72 | 2.79 | 2.62 | 2.68 | 2.69 | 2.9 | 2.8 | 2.86 | 2.68 | 2.69 | 2.63 | 2.74 |
| Below    |      |      | 3%   | 4%   |      |      |     | 1%  |      |      |      | 1%   |      |
| Met      | 38%  | 28%  | 16%  | 30%  | 32%  | 31%  | 10% | 17% | 14%  | 32%  | 31%  | 34%  | 26%  |
| Exceed   | 62%  | 72%  | 82%  | 66%  | 68%  | 69%  | 90% | 81% | 86%  | 68%  | 69%  | 64%  | 74%  |

**Mental Health/Substance Abuse**

| Question | q1   | q2   | q3   | q4   | q5   | q6   | q7   | q8   | q9   | q10  | q11 | q12  | q13  |
|----------|------|------|------|------|------|------|------|------|------|------|-----|------|------|
| Valid    | 136  | 127  | 136  | 126  | 135  | 127  | 136  | 128  | 134  | 135  | 127 | 135  | 126  |
| Missing  | 0    | 9    | 0    | 10   | 1    | 9    | 0    | 8    | 2    | 1    | 9   | 1    | 10   |
| Mean     | 2.58 | 2.65 | 2.63 | 2.63 | 2.64 | 2.63 | 2.82 | 2.76 | 2.74 | 2.58 | 2.6 | 2.62 | 2.59 |
| Below    | 2%   | 1%   | 2%   | 2%   | 2%   | 2%   |      | 1%   | 1%   | 1%   | 2%  |      | 2%   |
| Met      | 39%  | 33%  | 33%  | 32%  | 32%  | 32%  | 18%  | 23%  | 25%  | 39%  | 37% | 38%  | 37%  |
| Exceed   | 60%  | 66%  | 65%  | 66%  | 66%  | 65%  | 82%  | 77%  | 75%  | 59%  | 61% | 62%  | 61%  |

**Other (Wrap Around)/Session not Identified**

| Question | q1   | q2   | q3   | q4   | q5   | q6   | q7   | q8   | q9   | q10  | q11  | q12 | q13  |
|----------|------|------|------|------|------|------|------|------|------|------|------|-----|------|
| Valid    | 58   | 56   | 58   | 50   | 57   | 55   | 58   | 57   | 58   | 57   | 57   | 58  | 57   |
| Missing  | 0    | 2    | 0    | 8    | 1    | 3    | 0    | 1    | 0    | 1    | 1    | 0   | 1    |
| Mean     | 2.79 | 2.96 | 2.84 | 2.46 | 2.75 | 2.82 | 2.98 | 2.77 | 2.95 | 2.86 | 2.84 | 2.6 | 2.82 |
| Below    | 2%   |      | 2%   | 10%  | 2%   |      |      | 2%   |      |      |      | 7%  |      |
| Met      | 17%  | 4%   | 12%  | 34%  | 21%  | 18%  | 2%   | 19%  | 5%   | 14%  | 16%  | 26% | 18%  |
| Exceed   | 81%  | 96%  | 86%  | 56%  | 77%  | 82%  | 98%  | 79%  | 96%  | 86%  | 84%  | 67% | 82%  |

**UNITING FOR YOUTH TRAINING INSTITUTE EVALUATION FORM**

Today's date: \_\_\_\_\_

Your assessment of today's training is important. Return this form to the box marked "evaluations" and enter your name for the drawing at the same time. Thank you in advance.

**A. Background:**

|   |   |
|---|---|
| 1 | Where do you work (agency name)? _____  |
| 2 | How long have you worked there? _____ years   |
| 3 | Do you work directly with youth and/or families? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4 | Do you supervise or manage other people? <input type="checkbox"/> Yes <input type="checkbox"/> No         |

**B. Today's training overall:**

*(Answer based on a 5-point scale: 1=strongly disagree and 5=strongly agree.)*

|    |   | Disagree |   |   | Agree |   |
|----|---|----------|---|---|-------|---|
|    |   | 1        | 2 | 3 | 4     | 5 |
| 5  | This training was what I was expecting                                    |          |   |   |       |   |
| 6  | This training increased my understanding of the Information Sharing Guide |          |   |   |       |   |
| 7  | This training increased my understanding of Uniting for Youth             |          |   |   |       |   |
| 8  | The keynote address was valuable to me                                    |          |   |   |       |   |
| 9  | The format of this training allowed me to get to know other participants  |          |   |   |       |   |
| 10 | I met other people at this training who will be helpful in my work        |          |   |   |       |   |
| 11 | I would like to see more time for:  |          |   |   |       |   |
| 12 | A keynote topic that would be good in the future is:                      |          |   |   |       |   |

**C. Name of morning workshop:** \_\_\_\_\_

|    |   | Disagree |   |   | Agree |   |
|----|---|----------|---|---|-------|---|
|    |   | 1        | 2 | 3 | 4     | 5 |
| 13 | The training improved my understanding  |          |   |   |       |   |
| 14 | I understand the eligibility process  |          |   |   |       |   |
| 15 | I will be able to use what I learned in this session directly in my work                        |          |   |   |       |   |
| 16 | I know who to contact when I have questions   |          |   |   |       |   |
| 17 | I felt that there was enough time for questions during the sessions                             |          |   |   |       |   |
| 18 | Have you attended this session before? <input type="checkbox"/> Yes <input type="checkbox"/> No |          |   |   |       |   |
| 19 | I wish I knew more about:   |          |   |   |       |   |

**D. Name of afternoon workshop:** \_\_\_\_\_

|    |   | Disagree |   |   | Agree |   |
|----|---|----------|---|---|-------|---|
|    |   | 1        | 2 | 3 | 4     | 5 |
| 20 | The training improved my understanding  |          |   |   |       |   |
| 21 | I understand the eligibility process  |          |   |   |       |   |
| 22 | I will be able to use what I learned in this session directly in my work                        |          |   |   |       |   |
| 23 | I know who to contact when I have questions   |          |   |   |       |   |
| 24 | I felt that there was enough time for questions during the sessions                             |          |   |   |       |   |
| 25 | Have you attended this session before? <input type="checkbox"/> Yes <input type="checkbox"/> No |          |   |   |       |   |
| 26 | I wish I knew more about:   |          |   |   |       |   |