

Comprehensive Child Welfare Conference

An Evaluation of Interagency Learning

Final Report in Fulfillment of Contract MU-2005-CCWC

Prepared for:

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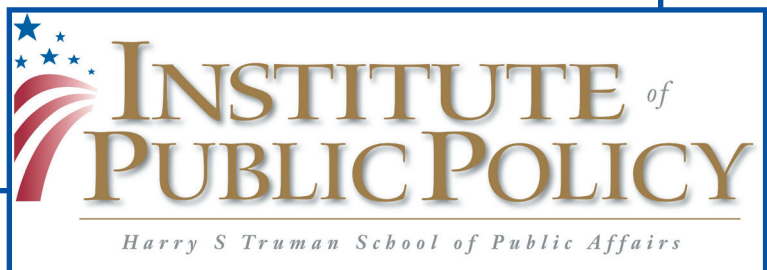
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Executive Summary

Introduction

In Missouri, 9,833 reports of child abuse and neglect were substantiated in fiscal year 2004 and 8,725 children were under the care of the Department of Social Services, Children's Services Division. Each time a child enters the social service system, state law requires a team of professionals, including the Children's Services Division, judges, juvenile officers, court appointed special advocates (CASA), and guardian ad litem, to work together. These teams investigate the abuse / neglect issues and determine what steps should be taken in the best interest of the child.

The wide impact of the new law (House Bill 1453, 2004) required a new approach, a multidisciplinary approach, that would allow circuits to work as a team to devise methods to implement the provisions. In an effort to improve the coordination and problem solving abilities of these teams at the local level, the Department of Social Services and the Office of State Courts Administrator funded, developed, and implemented a series of regional conferences in Spring 2005. The Comprehensive Child Welfare Conference (CCWC) brought together over 600 professionals from each of the judicial circuits in Missouri. The regional conferences were held in Cape Girardeau, Columbia, Kansas City, St. Louis and Springfield. Each circuit was represented by a team of twelve to twenty-five individuals and tended to be well balanced between court staff (judges, clerks, juvenile officers), Children's Division employees, attorneys (for parents and for children), and special advocates (CASA). Each regional conference provided education on House Bill 1453 and addressed other issues related to child welfare cases through plenary sessions and concurrent workshops. Further, each conference provided the opportunity for representatives of multiple perspectives within each circuit to discuss how changes can and should be made to child welfare case processing.

Regional conferences are expensive and time-consuming undertakings. If the objectives of the conference – education and enhanced circuit level problem solving – were not achieved, new educational approaches would be necessary in the future. With this in mind, the Institute of Public Policy worked with OSCA to develop an evaluation plan that would, in part, determine successes and identify improvements for the

future. The first step of this evaluation process was to identify the goals of the regional conferences. Through a series of meetings with the organizers, goals were identified and linked to the assessment forms to be completed by attendees during the conference.

Evaluation Plan

Multiple assessment tools were developed to serve a variety of purposes. The *pre-conference discussion form* was distributed to the circuit manager and deputy juvenile officer in each circuit. The individuals receiving the forms were encouraged to discuss the forms with others in the circuit and identify, from the list provided, topics of particular interest. An assessment was also developed for the *plenary sessions* and *concurrent workshops*. These one-page assessments provided participants an opportunity to rate the content of the educational session as well as the quality of the speaker. The *circuit worksheets* served as discussion guides for teams on the main provisions of HB 1453, and the *overall evaluation* form focused on both the quality of the education received and the quality of interaction between team members and between different judicial circuits.

Findings

Pre-conference Discussion Form

While the concept behind the pre-conference discussion form was important, the forms did not spark conversation between circuit team members as intended. Rather, the individuals who received the forms – juvenile officers and circuit managers – seemed to complete the worksheet as individuals. The pre-conference discussion forms, however, did serve unanticipated purposes. First, the form was used by the speakers to modify the content of a session based on the needs of a region. Second, the forms provided a venue to speak for individuals that may have otherwise been uninvolved in the decision-making process surrounding the handling of child welfare cases in a circuit. So while the forms did not spark discussion within a circuit prior to the conference as anticipated, the net result of the forms was a stronger educational experience for attendees – a conference that addressed specific questions and also discussed roles and reasons for teamwork.

Plenary Sessions

The Day One plenary session received high marks on



relevance and satisfaction with the session. Response rates were fairly high for each location; the highest response rates were in St. Louis, with over 82 percent of attendees completing an assessment. Respondent scores on the relevance of the session ranged from 4.22 to 4.54 out of 5.00. The content of the session was called “Very informative and presentation was such that it kept my interest, I feel I have learned more about the new laws etc that will assist me on the job.” In addition to the presentations on HB 1453, participants enjoyed the question and answer opportunities afforded throughout the morning with one commenting, “the questions people had was the best part of the whole session.”

Day Two comments primarily focused on the SB 1003, pertaining to children’s mental health (2004), presentation by Dr. Carter of the Missouri Department of Mental Health (DMH). Participants complained that the presentation was a repeat of previous offerings on the same subject.” Other respondents expressed concerns regarding DMH’s role in the process and mentioned local level barriers to implementation. One participant stated, “Sounds like a great plan, however in many areas we receive little help from the local agency with mental health issues.”

Concurrent Sessions

The concurrent session forms did not reveal much in terms of the quality of the multidisciplinary approach. Rather, the forms served as a method of improving the content and the presentation of the information from location to location. The sessions with the highest mean score across locations for the question “The content provided in this session was relevant to my job” (relevance variable) were the Juvenile Information Session (JIS) with a mean score of 4.83 and the Putative Father Registry, Father’s Rights in Adoption and Parent Locator Services (Putative) with a mean score of 4.48 out of 5. Comments for the Putative session were the most favorable with one individual stating “Best session, most knowledgeable presenter of three attended.” Comments received on the Putative sessions also indicated that more time was needed to fully address the topic: “Not enough time to adequately cover material. Good job with time allowed.”

Circuit Work Time

Circuits, for the most part, appreciated the time to work on issues as a team. One participant noted the circuit work time was “Well thought-out” and that the circuit worksheets were “helpful.” Another stated: “It was very beneficial to have us break up in a group so we had a chance to talk to our courts.”

In some cases, the comments provided on the circuit worksheets did not reflect the depth of the conversation occurring among members from a given circuit. In other cases, multiple worksheets were generated by a circuit. In the circuits with multiple worksheets, the circuit did not work together as a unit, rather, small groups discussed the issues presented on the worksheet. For the circuits that did not work together, the goal of the circuit worksheets was not met.

During circuit discussion time, the conference evaluator walked between groups to observe the multidisciplinary nature of the conversations. A large variation existed in the level of interaction that occurred in each circuit. High functioning teams tended to have an identified leader to start the discussion of the worksheet questions and to direct the group when conversation faltered. Another interesting aspect of the team-oriented circuits were the number of questions posed by individual members of the group. Less unified teams were marked by a lack of effort to complete or discuss the circuit worksheets on both days of the conference. These teams immediately dissipated or broke into small groups of two or three people. In several cases, only the judge, juvenile officer and clerk – all members of the same agency - engaged in conversation about the worksheet topics.

Overall Evaluation

A total of 435 overall evaluations were completed providing a high response rate of 62.9 percent. The largest percentage of respondents had spent 11 to 20 years in their current professional position (27%) and working with child welfare cases (29%). The majority of respondents work in a multi-county circuit (64%).

To explore the value of multidisciplinary training from the perspective of the participants, the evaluation form asked “What benefits do you see from a multidisciplinary approach to child welfare reform?” A majority of the comments focused on the concept of “everyone being on the same page.” Those who expanded on this concept pointed out that a shared understanding of issues would lead to more consistency in decision making for children and families. Others saw this as a benefit for providing checks and balances on the actions of other team members.

Some viewed the multidisciplinary approach as a way to exchange ideas. This exchange of ideas, in turn, allowed for better problem solving and decision making. Respondents recognized the “different areas of expertise” offered by members of the team and felt that the multiplicity of voices would only improve outcomes for children and families.

For some respondents, the concept of a multidisciplinary approach was fine in theory but not in practice. One pointed to team difficulties with this approach by saying it would be “just fine if we had a facilitator at the local level.”

A multidisciplinary approach to child welfare cases presents a variety of challenges in the minds of respondents. Agency differences were also viewed as a challenge to the multidisciplinary approach. Egos, territorialism, and power struggles were all listed as impediments to a functioning team. Several comments described a multidisciplinary approach as being unachievable due to the adversarial nature of the system. One participant summed it up by saying “we all come from different agencies so our goals aren’t always the same.”



Challenges to the circuit, in many cases, mirrored the responses in the challenges to the multidisciplinary approach question. Interagency issues and team play composed the majority of challenges identified by respondents. Multiple individuals discussed courts not viewing Children's Division staff "as a player and an equal." For these respondents, issues of "respect" and "professional" were key barriers to achieving unity in a circuit.

These issues combined, with a number of references to "a rift" or "power struggles" between the Children's Division and Juvenile Offices, illustrate a team dynamic that will take additional efforts to resolve. The rift also suggests the importance of the multidisciplinary approach where parties are brought together for common training, group discussion, and time to interact on neutral territory.

When asked "what services currently not available in your circuit are needed to implement child welfare reform" the resounding response was "mental health services." Of the 165 responses to this question, 41 listed mental health services as a service lacking in their circuit. Additional foster homes are another service cited as being necessary. The lack of foster homes in an area reduces the ability of some circuits to keep a child in the same school district.

Follow Up Survey

The evaluation of the Comprehensive Child Welfare Conference provided many insights on the conference from a variety of professional perspectives. The evaluation illustrated the challenges that each circuit faces when implementing a multidisciplinary approach and how the circuits plan to work within this new context in the future. Talking and working together as a team and learning information in the same forum was shown to be of benefit at the close of the conference. Determining the success of these circuits in implementing new processes or overcoming the identified challenges as a result of attending the conference, requires, however, additional research. One method of measuring the long term impacts of the conference is through the use of a follow-up or post-conference survey.

Future Multidisciplinary Programs

As OSCA considers future multidisciplinary training, the lessons learned from the Comprehensive Child Welfare Conferences can help strengthen the approach. To achieve this goal, OSCA should consider the type of training participants prefer, changes that could be made to improve the multidisciplinary learning environment, other multidisciplinary learning opportunities to pursue, and developing a solid evaluation plan to monitor progress. The following is a list of items to consider when developing multidisciplinary learning opportunities in the future.

- Respondents strongly prefer regional conferences for multidisciplinary learning.
- Participants indicated roundtables and smaller teams would be more effective for productive discussions. Further, setting aside more time for intra-circuit discussions and having breakout rooms for use by one or two teams would also increase the ability of a circuit to converse.
- Increase the time allowed for cross circuit interaction so a greater variety of barriers can be identified. A longer discussion period may enable circuits to provide examples of success to others in the region.
- Consider addressing the strained relationships through circuit training with teams composed of juvenile officers, Children's Division employees, and judges.
- Institute circuit-level interventions for three to five circuits each year. A one-day "team process" session followed by a few observations by an outside evaluator.
- Include a plenary session on how team functioning can be improved by developing expectations for a team and defining how the process will occur.



Assessment of Participant Responses

Overview of Conference Structure

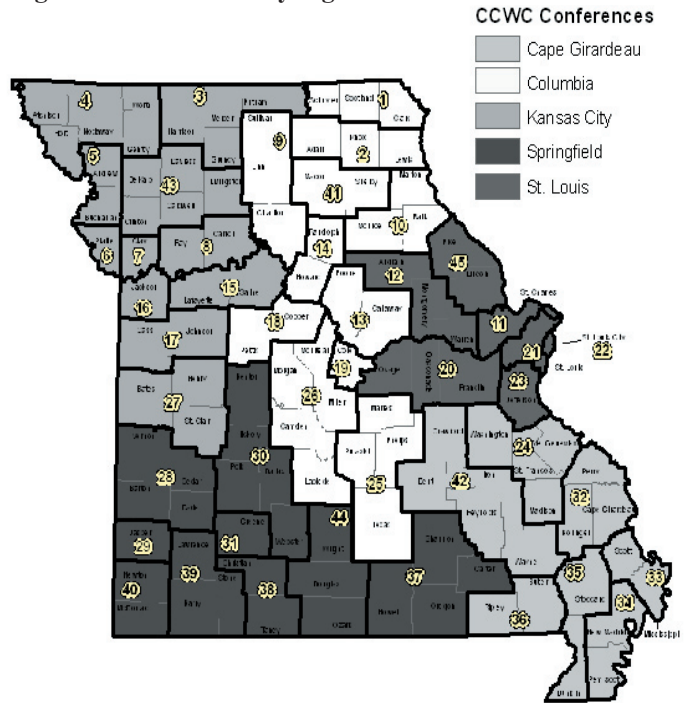
House Bill 1453 (2004) brought about a number of changes in the way child welfare cases are processed and approached in Missouri. These statutory changes affect not only the children and families involved but also the judges, clerks, juvenile officers, Children’s Division caseworkers, CASAs and attorneys handling child abuse and neglect cases.

Traditionally, education regarding these changes would be the responsibility of the individual professions and agencies. For example, judges would learn through profession-specific training offered by the Office of State Courts Administrator while the Department of Social Services would provide separate training to Children’s Division caseworkers. While this approach has its merits, the wide impact of the new laws on changes to the circuit system lent itself to a new approach, specifically a multidisciplinary approach that would allow circuits to work as a team to devise methods to implement the provisions of House Bill 1453.

The Office of State Courts Administrator teamed with the Department of Social Services to fund, develop and implement a multidisciplinary approach to changes in child welfare cases. Through a series of meetings between agencies, the agencies developed two day conferences in five regions around the state. Each regional conference provided education on House Bill 1453 and other issues related to child welfare cases through plenary sessions and concurrent workshops. Further, each conference provided the opportunity for multiple members of a circuit to discuss how changes can and should be made to child welfare case processing.

Circuits from different regions of the state were assigned a conference location and asked to invite participants from the circuit that best represented the child welfare case team. The map below (Figure 1) illustrates the circuits attending the sessions in Cape Girardeau, Columbia, Kansas City, St. Louis and Springfield. Judges and commissioners who hear child abuse and neglect cases on a regular basis were mandated to participate by the Missouri Supreme Court. Teams ranged in size from twelve to twenty-five individuals and tended to be well balanced between court staff (judges, clerks, juvenile officers), Children’s Division employees, attorneys (for parents and for children), and special advocates (CASA). Representatives from the Department of Mental Health attended each conference but were not routinely included in a circuit’s participant roster. The conferences were held from mid-March to mid-May in 2005. The appendix provides an overview of each profession represented at the conferences by region and as a whole. These numbers are based on the sign-in sheets posted at the registration desk during each day of the conference and provide a more accurate picture of the conference attendees than the pre-registration lists.

Figure 1: Attendance by region



Development of Assessment Tools

After finalizing the conference schedule, the Office of State Courts Administrator (with funding from the Children’s Justice Taskforce) hired the Institute of Public Policy to evaluate the effectiveness of the multidisciplinary approach. Regional conferences are expensive and time consuming undertakings. If the objectives of the conference – education and circuit level problem solving – were not achieved, new educational approaches would be necessary in the future. With this in mind, the Institute of Public Policy worked with OSCA to develop an evaluation plan that would, in part, determine successes and identify improvements for the future.

The first step of this evaluation process was to identify the goals of the regional conferences. Through a series of meetings with the organizers, goals were identified and linked to the assessment forms to be completed by attendees during the conference. Multiple assessment tools were developed to serve a variety of purposes. The pre-conference discussion form was distributed to the circuit manager and deputy juvenile officer in each circuit. The individuals receiving the forms were encouraged to discuss the forms with others in the circuit and identify, from the list provided, topics of particular interest. The forms would, in turn, assist the speakers to tailor the instruction provided in each region to fit the needs of the circuits represented. An assessment was also developed for the plenary sessions and concurrent workshops. These one page assessments provided participants an opportunity to rate the content of the educational session as well as the quality of the speaker.



Both the pre-conference discussion form and the plenary / concurrent assessments were aimed at improving the overall quality of the conference from one regional location to another. While valuable tools in an evaluation, additional information was necessary to understand the effect of the multidisciplinary approach used at these conferences. Circuit worksheets and an overall evaluation form were added to achieve this goal. The circuit worksheets served as discussion guides for teams on the main provisions of HB 1453 and were copied at the end of each group dialogue. The original worksheet remained with the circuit, and the copy was included as part of the analysis of group processes.

Individual thoughts and opinions were the main component of the overall evaluation form. The form focused on both the quality of the education received and the quality of interaction between team members and between different judicial circuits. The form also contained more probing questions regarding the benefits and challenges of the multidisciplinary approach to child welfare reform and current gaps in Missouri's child welfare policy. The overall evaluation form concluded with demographic questions regarding profession, number of child welfare cases processed, and opinions on how future educational opportunities should be structured. All forms are included in the appendix.

Pre-conference Discussion Forms

The pre-conference discussion forms were distributed through email by Mary Brennell, Office of State Courts Administrator, one to two weeks prior to a regional conference. The juvenile officer and circuit manager that received the form were encouraged to discuss the items listed with other individuals handling child welfare cases in the circuit. The forms were then returned to the Institute of Public Policy by fax or email for tabulation. This method of distribution insured those receiving the form that it was considered an important part of the conference process. Individuals were also insured anonymity, at least in terms of OSCA, with the comments and questions shared. A tally sheet containing all responses and comments was returned to Ms. Brennell one to two days prior to the conference for distribution to speakers and planners.

While the concept behind the pre-conference discussion form was important, the forms did not prove to work in the manner intended. The forms were intended to serve as a discussion tool for circuits prior to the conference. Rather, the individuals who received the forms – juvenile officers and circuit managers – seemed to complete the worksheet as individuals. While this may not be true in all cases, the few comments that were included tended to focus on profession specific concerns, not issues facing the circuit as a whole.

The pre-conference discussion forms did serve a few unanticipated purposes. First, the form was modified following the first conference based on the questions and concerns presented by participants in Cape Girardeau. The modification

of the document illustrated the desire of the speakers to improve the conference from location to location. Second, the forms provided a venue for individuals that may have otherwise felt disenfranchised from the decision-making process surrounding the handling of child welfare cases in a circuit. The comments shared on these forms tended to split between specific process questions and questions on how to handle situations that seemed to be impeding smooth functioning in the circuit. The following is an example of a situational comment that may not have been discussed in a circuit meeting:

I would like for it to be emphasized that the court has to communicate with CD [Children's Division] and CD has to communicate with the court. CD must know and understand how the court is going to handle a case just like the court wants to know how we are handling our case. One cannot function smoothly without the other. CD needs to be a part of the team in the ongoing process when a child is removed from their home, not just a small piece of the puzzle.

The specific process questions and the situational statements both led to different forms of education offered at the conference. For example, the speakers lengthened discussions on topics identified as important to the region based on the topics checked on a preconference discussion form and on the comments provided by the respondents. So while the forms did not spark discussion within a circuit prior to the conference as anticipated, the net result of the forms was a stronger educational experience for attendees – a conference that addressed specific questions and also discussed roles and reasons for teamwork.

Plenary Sessions

A plenary assessment form was distributed for each day of the training. Each form requested feedback on the content of the session, the use of visual aids and handouts, and overall satisfaction with the session. Further, the forms gathered information on the respondent's professional capacity at the conference (whether a representative of the Courts, DSS, DMH or Other), the number of years employed in the current position, and any additional comments. The Day One plenary assessment covered the HB 1453 Time Standards & Other Issues session presented by Judge Frawley and Shawn McCarver. (The form was changed between Cape Girardeau and the other regions to reflect the removal of the "Through the Eyes of a Child" session.)

Day One

As illustrated in the Table 1, the Day One plenary session received high marks on relevance and satisfaction with the session. Response rates were fairly high for each location; this highest response rates were in St. Louis, with over 82 percent of attendees completing an assessment. Employees of the Courts



and the Department of Social Services completed the majority of the assessments for the Day One plenary session. Others who completed the Day One plenary session assessment forms were Department of Mental Health representatives, parent attorneys, and Guardian ad Litem.

Table 1: Day One Plenary Session

Location	Participants	Responses	Relevant	Satisfied
Cape Girardeau	116	61 (52%)	4.22	3.78
Columbia	141	47 (33%)	4.49	4.19
Kansas City	154	86 (55%)	4.37	4.06
St. Louis	142	117 (82%)	4.54	4.27
Springfield	138	78 (56%)	4.38	4.23

Response categories: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable (Strongly Agree = 5, Strongly Disagree= 1)

Overall, the comments provided on the Day One plenary assessment indicated the content of the session was helpful. One respondent stated “Very informative and presentation was such that it kept my interest, I feel I have learned more about the new laws etc that will assist me on the job.” In addition to the presentations on HB 1453, participants enjoyed the question and answer opportunities afforded throughout the morning with one commenting, “the questions people had was the best part of the whole session.” In this same vein, several acknowledged that there was “not enough time for questions of the speakers,” indicating more time may need to be built into the sessions in future conferences.

Mixed with the positive comments on the content and presentation of the session, a handful of persons wondered why the same material was being presented again. “Almost everyone in the room has heard this before, why did we all have to go over this again?” questioned one evaluation form. This comment was repeated at each location of the conference and may demonstrate the professional development opportunities provided to different agencies in some topical areas. One suggestion from the audience was to present the information as a “concurrent session for those who haven’t heard it before.” These comments were provided by representatives of both the Courts and the Department of Social Services.

The multidisciplinary approach and team structures were another point of conversation on the plenary evaluation forms. A few commented that a lack of representation in the speakers did not reinforce the multidisciplinary ideal. Others indicated that more multidisciplinary training needed to be done with

specific agencies such as the Missouri Department of Mental Health. One disagreed with teaching the same information to all members of a team while advocating a team approach:

Each discipline should go through their own training concurrently then bring us together. Current training seems to waste a lot of time since clerks do not need to know what CD, juvenile, etc. should do. But you are doing better than past years.

Day Two

The Day Two plenary assessment covered both the Open Hearings / Open Records and the SB 1003 (2004) Comprehensive Mental Health System sessions. Open Hearings / Open Records was presented by Judge Frawley and Shawn McCarver while the SB 1003 session was presented by Dr. Pasty Carter of the Department of Mental Health.

The response rates for the Day Two plenary session continued to be high with between 45 percent and 72 percent of attendees completing the assessment form. There was little variation across the conference regions on the relevance and satisfaction measures for the Open Hearings session. The SB 1003 session showed greater variation on these two variables but was ranked highly overall. The results are presented in Table 2.

Table 2: Day Two Plenary Sessions

Location	Participants	Responses	Open Hearings		SB 1003	
			Relevant	Satisfied	Relevant	Satisfied
Cape Girardeau	116	53 (45%)	4.45	4.45	4.35	4.37
Columbia	141	98 (69%)	4.13	4.11	4.02	3.76
Kansas City	154	100 (64%)	4.09	4.04	3.91	3.98
St. Louis	142	103 (72%)	4.12	4.04	3.95	4.16
Springfield	138	95 (68%)	4.26	4.22	3.60	3.64

Response categories: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable (Strongly Agree = 5, Strongly Disagree= 1)

Day Two comments primarily focused on the SB 1003 presentation by Dr. Carter. Participants complained that the presentation was a repeat of previous offerings on the same subject. A participant explained “This session was hard to sit through due to this being the fourth time I have set through this session.” The content of the presentation also caused troubles for audience members; “We don’t need info about why or how this law was enacted. We need info about what services can be provided.”

Many participants expressed concerns regarding DMH’s role in the process. These include:

- Sounds good. I await experiencing DMH's role. They have historically passed the buck, dropped the ball, declined to



- open services, cover costs, etc.
- We have never been able to get DMH to do anything! I don't see that changing in the future but we do now have another layer of government to our requests.
- This is a great idea (SB1003) if you could [get] DMH to follow through with getting appropriate services for the child and their families.

Local level barriers to implementation mentioned by respondents:

- We have had many, many frustrating experiences attempting to implement the diversion protocol. There appears to be a breakdown at the local level.
- Sounds like a great plan, however in many areas we receive little help from local agency with mental health issues

The plenary session worksheets did result in changes to the content of the speakers' presentation from region to region. In the case of Dr. Carter, the amount of time spent describing the structure of SB1003 was reduced in each subsequent region to allow more time for audience questions. Dr. Carter also made an effort to reduce the discussion on the history of SB1003 and more time on the applications of SB1003 at the circuit level. Unfortunately, the change did not impact the relevance or satisfaction scores of the SB1003 session and the additional comments on the assessment form became more heated by Springfield. This lack of improvement in the eyes of the respondents in Springfield may be, in part, due to the perception that Dr. Carter did not understand the issues facing the southwest part of the state. The majority of the negative comments in the Springfield region were provided by Department of Social Service respondents.

Concurrent

The concurrent session forms did not reveal much in terms of the quality of the multidisciplinary approach. Rather, the forms served as a method of improving the content and the presentation of the information from location to location. The sessions with the highest mean score across locations for the question "The content provided in this session was relevant to my job" (relevance variable) were the Juvenile Information Session (JIS) with a mean score of 4.83 and the Putative Father Registry, Father's Rights in Adoption and Parent Locator Services (Putative) with a mean score of 4.48. Comments for the Putative session were the most favorable with one individual stating "Best session, most knowledgeable presenter of three attended." Comments received on the Putative sessions also indicated that more time was needed to fully address the topic: "Not enough time to adequately cover material. Good job with time allowed."

It should be noted that the Juvenile Information System (JIS) session was designed specifically for the circuit clerks attending the conference. The training focused on the use of the new juvenile case management and tracking components of the court information system. The small session size and the

precise nature of the training, may have boosted the evaluation marks for the session in a way that the more general sessions could not be expected to achieve.

The lowest mean scores for the relevance variable across locations was the Program Improvement Plan (PIP) with a mean score of 3.92. While the session was not rated much lower than the highest sessions, the comments on the session illustrate the dissatisfaction of some of the respondents. As one explained: "No relevance to work of courts was provided. Impression received was that PIP is a bureaucratic numbers exercise." Table 3 below provides an overview of the two highest and lowest mean scores for each variable analyzed. A full listing of mean scores for each concurrent session by location are located in the appendix.

Table 3: High & Low Mean Scores on Three Variables Across Locations

Variable	High Mean Score	Low Mean Score
Relevance	Juvenile Information System (4.83)	Program Improvement Plan (3.92)
	Putative Father (4.48)	IDEA (4.07)
Length	Juvenile Information System (4.88)	IDEA (3.38)
	Chafee (4.36)	Relative (3.62)
Satisfied	Juvenile Information System (4.88)	Relative (3.59)
	Putative Father (4.47)	Program Improvement Plan (3.95)

1. Relevance question on the assessment form: The content provided in this session was relevant to my job.
2. Length question on the assessment form: The length of the session was appropriate for the content.
3. Satisfaction question on the assessment form: Overall, I was satisfied with the quality of this session.
4. Response categories: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable (Strongly Agree = 5, Strongly Disagree= 1)

One thing conference organizers may want to consider in the future is limiting the size of concurrent sessions. It is important for participants to have options in attending the session of most relevance, however; the size of each session varied tremendously. For some sessions such as Putative Fathers, the number of participants exceeded 30 people at each location and was as high as 75 participants in a few locations. Other sessions, such as Chafee and Program Improvement Plans, rarely exceeded 20 participants. Equalizing the number of participants in each session can lead to a more productive learning environment by increasing the amount of time available for questions from the audience.



Issues Related to Child Welfare Case Handling

Circuit Worksheets

The worksheets served as a method of identifying the challenges facing a circuit, the methods that would be used to overcome these obstacles, and concerns that stakeholders have regarding the new processes. While 45 circuits attended the conference, some circuits turned in more than one worksheet for each day. As a result, 44 provided responses to the Day One worksheet while 53 worksheets were turned in on Day Two.

In some cases, the comments provided on the circuit worksheets did not reflect the depth of the conversation occurring in a circuit. In other cases, multiple worksheets were generated by a circuit. In these circuits, the team did not work together as a unit, rather, small groups discussed the issues presented on the worksheet. For the circuits that did not work together, the purpose behind the circuit worksheets was lost.

Day One

Three critical issues were identified by a majority of circuits and a number of solutions to address these concerns were provided. The first critical issue was the increased expectations placed on the Guardian ad Litem (GAL) as a result of HB 1453. Under the new statutes, GALs are expected to attend Family Support Team meetings and hearings within the newly defined time lines. Circuits expressed apprehension in locating additional funding to pay the GALs for the increased duties and in finding attorneys willing to take on the role of GAL for a child if additional pay was not available. Possible solutions to this dilemma included applying for additional funding from the state, shifting the payment burden to the Children's Division, and increasing court filing fees. Of these solutions, only raising court filing fees was deemed to be a practical solution by the circuits.

The time lag in requesting criminal background checks for non-offending parents and relatives and receiving the results was also recognized as an issue of importance to several circuits. To address this matter, circuits pondered the use of blanket orders, formally revising standard operating procedures in the circuit, and immediately initiating background checks on all potential placements. One circuit discussed the inability of one county in the circuit to get background checks run by local law enforcement. The circuit offered a creative solution to this roadblock: "have the other county in our circuit run the checks until we get issues worked out in the problem county."

Docket time and traveling judges were another common anxiety that emerged from the circuits. To resolve these issues, circuits discussed trying to resolve more cases prior to trial thus freeing time on the docket and assigning additional judges to child abuse / neglect (C/AN) cases. Several circuits explored the idea of assigning an associate judge to a C/AN case when the presiding judge is holding court in another county as a method to maintain the timelines. A few of the larger circuits

also discussed using telephone or video conferencing to hold Family Support Team meetings or Protective Custody hearings. The only drawback listed for this approach was the cost of maintaining the necessary equipment.

Day Two

The Open Hearings / Open Record session resulted in discussions on changing processes and procedures at the circuit level. Of primary importance was the determination of who would redact open records, when the redacting would occur and how the redacted files would be shared. Another aspect of the open records component was determining when a person has a legitimate interest in the open record. A few circuits indicated that a judge or a judge and clerk would make decisions on open records on a case-by-case basis. Others indicated that the judge and clerk would develop a written plan to address the new requirement. While the time involved with redacting numbers records was mentioned, most felt the issues could be efficiently resolved. One circuit quipped, "The necessary black markers will deteriorate our budget."

Another major theme of the worksheets was the impact the open hearings / open records requirements would have on children and families. Several cited confidentiality issues and one circuit stated "We are concerned about revictimization of the child."

Strategies ranged from formal to informal distribution of the information gathered and discussed at the conference. Less than 10 percent of circuits indicated new procedures would be codified into written policies and procedures for the circuit. Others felt that the information would best be disseminated through staff meetings, in-service training, and email. A few circuits took a narrower approach to this question and determined that handing out the training booklet would be sufficient. Those who took a broader approach listed several of the options presented above plus the use of informal and water cooler meetings.

One interesting theme that emerged through this question was who would be responsible for disseminating the information. In a few cases, members of the court, including the judge, juvenile officer or clerk, were specifically charged with this responsibility. Five circuits indicated that each profession would be responsible for providing the new information to those in their agency and staff. Less than 10 percent of circuits specifically stated the information would be distributed in a unified or multidisciplinary manner. One circuit mentioned that all of the key players were present at the conference so dissemination would not be an issue.

Observation of circuits

During circuit workgroup time, the conference evaluator walked between groups to observe the multidisciplinary nature of the conversations. A large variation existed in



the level of interaction that occurred in each circuit. After observing several locations, the circuits that have a strong team approach became easy to spot. In these circuits, all of the people present would gather at one end of the table, generally around the main juvenile judge or the presiding judge, to form a circle. On a few occasions, circuits already applying a multidisciplinary approach would leave the main conference room to seek a quieter space or an area that would allow all team members to sit in a circle more comfortably. High functioning teams also tended to have an identified leader to start the discussion of the worksheet questions and to direct the group when conversation faltered. Another interesting aspect of the team-oriented circuits were the number of questions posed by individual members of the group. Further, the leaders of these groups were much more persistent in asking for the opinions of everyone in the group. The leader would pose questions such as “what does the children’s division think about this?” or “do you see any problems with this approach?” It should be noted that the leaders for these groups used first names when posing questions to individual team members.

Less unified teams were marked by a lack of effort to complete or discuss the circuit worksheets on both days of the conference. These teams immediately dissipated or broke into small groups of two or three people. These small groups were composed of people from the same agency rather than multidisciplinary teams. In several cases, only the judge, juvenile officer and clerk – all members of the same agency - engaged in conversation about the worksheet topics.

Circuits, for the most part, appreciated the time to work on issues as a team. One participant noted the circuit work time was “Well thought-out” and that the circuit worksheets were “helpful.” Another stated: “It was very beneficial to have us break up in a group so we had a chance to talk to our courts.”

Several common complaints emerged, however, about the physical surroundings and the time devoted to the exercise. Generally, the circuit teams were considered too big for productive discussion. The volume level in the room and the use of long rectangular tables for teams also hindered the ability of teams to work together. As one participant stated on a plenary session form “The table setting for circuits was not good. We could not hear (due to room noise) when we were supposed to discuss issues over lunch.” Other participants noted the lack of time in the schedule for working as a circuit: “I would have liked some time to discuss with the rest of the table some of the points brought out. It was so rushed that we had no opportunity to discuss individual questions for our circuit.”

Overall Evaluation

A total of 435 overall evaluations were completed

providing a high response rate of 62.9 percent. Of those who responded, almost 95 percent indicated their profession. The table below compares the percentage of professions responding to the overall evaluation form to the professions represented at the conference based on the sign-in sheets. The sign-in sheets did not directly correspond to the profession list provided on the overall evaluation so the resulting percentages are for comparative rather than analytical purposes.

Table 4: Professions Represented

Profession	Percentage of Evaluation Forms (Frequency)	Percentage of Sign-In Sheet (Frequency)
Children’s Division	31 (135)	26 (180)
Juvenile Officers	22 (97)	20 (141)
Judges	10 (43)	16 (109)
GAL*	8 (34)	5 (36)
Clerks	6 (27)	7 (46)

*Attorneys that may serve as GALs were not always identified as such on the sign-in sheet. The number of attorneys, including GAL and Prosecuting Attorneys, was 128 or 18.5% of all attendees.

The majority of respondents had spent 11 to 20 years in their current professional position (27%) and working with child welfare cases (29%). The majority of respondents work in a multi-county circuit (64%). Approximately 46 percent of the respondents did not list their judicial circuit on the evaluation form. Of those who did provide a circuit number, all but one judicial circuit is not represented. The largest number of evaluations that list a circuit number are from Circuit 12 (2.5% of the total), Circuit 20 (3% of the total) and Circuit 45 (2.8% of the total).

Ratings

The overall evaluation contained a series of statements designed to determine the perceived value of the conference through the use of a five point scale. Overall, the mean ratings for each question were high and a complete listing is available in the appendix. To gain further insight on these rated statements, the data collected was analyzed through crosstabs by profession. CASA (55%), Judges and Commissioners (38%) and juvenile officers (29%) strongly agreed that “I gained knowledge helpful to my job responsibilities” statement. On the same statement only 16% of Children’s Division representatives strongly agreed but an additional 72 percent agreed with the statement.

Oddly, 17 percent of the judges strongly disagreed or disagreed with the statement “The conference was a valuable professional development experience.” Given the strong ratings and the low disagreement levels on the previous statement (2.4%), the difference in interpretation of the two items is intriguing.

For all of the questions presented in the rating section, the



Children's Division employees and the Juvenile Officers were most likely to agree that the conference was valuable, provided knowledge, and was overall, a satisfying conference.

Benefit of approach

To explore the value of multidisciplinary training from the perspective of the participants, the evaluation form asked "What benefits do you see from a multidisciplinary approach to child welfare reform?" The 285 responses (65%) varied but the common theme was an improvement of services to children and families.

A majority of the comments focused on the concept of "everyone being on the same page." Those who expanded on this concept pointed out that a shared understanding of issues would lead to more consistency in decision making for children and families. Others saw this as a benefit for providing checks and balances on the actions of other team members. "With several different disciplines working together, you will have each monitoring the others. The end result to this is that you have better service to the child and family."

Others viewed the multidisciplinary approach as a way to exchange ideas. This exchange of ideas, in turn, allowed for better problem solving and decision making. Respondents recognized the "different areas of expertise" offered by members of the team and felt that the multiplicity of voices would only improve outcomes for children and families. As one participant stated: "Enjoyed being able to engage in communication with other professionals in my circuit for networking and brainstorming to achieve a higher quality of services to children and families."

Largely, respondents saw benefits to the multidisciplinary approach. Several forms indicated that circuits have engaged in this approach for several years and thought it was the only way to provide services to children and families. As one individual stated "We have had a multidisciplinary approach in our court for 25 plus years. We are lucky!" This positive sentiment was not universal, however. For some respondents, the concept of a multidisciplinary approach was fine in theory but not in practice. One pointed to team difficulties with this approach by saying it would be "just fine if we had a facilitator at local level." Another said "it would be excellent if we truly worked as a team and all viewpoints were allowed and explored." The concerns of some teams suggest more efforts at implementation on the local level will be needed to improve the likelihood of success.

Challenges of approach

A multidisciplinary approach to child welfare cases present a variety of challenges in the minds of respondents. Time was listed as a major challenge but the definition of time often had multiple levels of meaning. Frequently, time was listed as a challenge for scheduling Family Support Team meetings while also referring to a lack of monetary resources. In the

case of monetary resources, respondents referred to "needing more hours in the day or more people." This dilemma was especially pronounced in multi-county circuits where "getting all the participants together in a short period of time" is made more difficult due to the distance from one county to another. Another component of time was the need to continually train new personnel due to high turnover rates in staff.

Agency differences were also viewed as a challenge to the multidisciplinary approach. Egos, territorialism, and power struggles were all listed as impediments to a functioning team. Often these comments described problems between the court (judges, juvenile officers, and GALS) and the Children's Division. In one case, a respondent from the Children's Division was concerned that "other agencies trying to be case managers" would be a challenge to the approach. On the other hand, nine responses to this question specifically lamented the fact that team members don't view Children's Division employees as "professionals". Another stated "courts that do not want to respect or enforce child welfare laws" are a major challenge to implementing a multidisciplinary approach. Many others alluded to the same difficulties within a circuit. A major theme in this set of comments was the idea of some team members being "more equal" than other team members.

Another interesting perspective that emerged was a mixed understanding of the outcome that should be expected from a multidisciplinary approach. Several comments described a multidisciplinary approach as being unachievable due to the adversarial nature of the system. One participant summed it up by saying "we all come from different agencies so our goals aren't always the same." Others talked about reaching consensus, "not always coming to an agreement or cooperating" and a "commitment to 'collaboration' vs 'cooperation'." In short, opinions differed on the goal of a multidisciplinary approach. Is the goal to cooperate or to reach a consensus? Both goals entail different processes to achieve and may need to be explored in future trainings.

Challenges to the circuit

Challenges to the circuit, in many cases, mirrored the responses in the challenges to the multidisciplinary approach question. Time and distance played a role in arranging schedules and "not having enough time to really develop team activity." Others also mentioned the difficulties of working in a multi-county circuit where each county operates by different rules, procedures and expectations. A lack of a desire and a lack of leadership in the circuit to work as a team was also mentioned as a challenge to be overcome.

Interagency issues and team play composed the majority of challenges identified by respondents. Multiple individuals expressed concern that court personnel did not view Children's Division staff "as a player and an equal." For these respondents, issues of "respect" and "professional" recognition were key barriers to achieving unity in a circuit. While many



of these issues were raised by respondents from the Children's Division, the issues were also discussed by Legal Services, CASA, and Court Clerks. The variety of professions pointing out the difficulties the Children's Division faces in a circuit provide further evidence of strained relationships.

The challenges expressed by these respondents seemed validated by a comment on another overall evaluation sheet – "CD makes psychotic requests and ties up court time." These issues combined, with a number of references to "a rift" or "power struggles" between the Children's Division and Juvenile Offices, illustrate a team dynamic that will take additional efforts to resolve. The rift also suggests the importance of the multidisciplinary approach where parties are brought together for common training, group discussion, and time to interact on neutral territory.

Despite the numerous challenges listed by respondents, a segment had positive information to share on the capabilities of the circuit to work in a multidisciplinary fashion. Excluding the frequent concerns of funding and time constraints, a few circuits stated "We are not finding it difficult to work as a team." And "I think everyone in our circuit already operates as a productive team."

Services needed

The previous open-ended questions discussed tended to have response groupings or themes. When asked "what services currently not available in your circuit are needed to implement child welfare reform" the resounding response was "mental health services". Of the 165 responses to this question, 41 listed mental health services as a service lacking in their circuit. This number excludes the responses that listed substance abuse treatment or drug court programs. Some of the respondents citing the need for more mental health services indicated that the rural location of the circuit made the distance to services an impediment. Geography did not play a role in the beliefs of others on the lack of mental health services. As one person explained, what was lacking was a "DMH that will follow through on the needs of the child and families."

Additional foster homes are another service circuits cited as being necessary. The lack of foster homes in an area reduced the ability of some circuits to place a child in the same school district. Resources for families, such as in-home assistance, transportation and access to attorneys were also lacking in some districts. The amount of time it takes to obtain background information through MULES was also frequently listed as a service need not being met.

Occasionally, comments regarding the multidisciplinary approach appeared as a service needed. Some of these comments focused on improved access for team members. One participant stated that a team member lacks email and it resulted in difficulties in getting things done quickly. Another

indicated that "at minimum better telephone conferencing equipment" to effectively take care of problems. A few others listed interpersonal difficulties within a team (based on personalities or perceived traits of agency representatives such as the Children's Division or Juvenile Officers) as the main service lacking in the circuit.

Policy gaps

Responses to the question "What are the current gaps in child welfare policy in Missouri?" resulted in many statements such as "need a coherent policy" and the legislature doesn't "have a true understanding of child welfare. This creates a roller coaster in implementing effective policy." The contradictory rules of the new statutes and the lack of regard for the process impacts caused by the legislation were also listed in this section. These issues, combined with funding and staffing difficulties (often as a result of the lack of funding), turned this question into a vehicle for venting frustration rather than providing concrete suggestions to improve policy in Missouri.

Others took a more technical view of the question and, once again, described limitations when working with the Department of Mental Health or the Children's Division. Methods to work with the Department of Mental Health "when a child is placed in a facility outside of our area of the state" or "getting DMH to provide service to juveniles who are in our system is almost impossible" were of key concern. Respondents also listed inconsistent advice from DMH and CD on how to work with older juveniles, especially those between the ages of 17 and 21, who need continued assistance.

Statements regarding the Children's Division also occurred as a result of this question. Some questioned the accountability of circuit managers in applying the "best interest of the child" standard while another questioned the ability of CD to find appropriate placements: "investigating foster parents and contracted facilities by a DFS body is like an alcoholic guarding the liquor store." Despite these negative comments, respondents recognized the funding and staffing shortages faced by both the Department of Mental Health and the Children's Division and encouraged the legislature to improve funding in the future.

Future Multidisciplinary Programs

As OSCA considers future multidisciplinary training, the lessons learned from the Comprehensive Child Welfare Conferences can help strengthen the approach. To achieve this goal, OSCA should consider the type of training participants prefer, changes that could be made to improve the multidisciplinary learning environment, other multidisciplinary learning opportunities to pursue, and developing a solid evaluation plan to monitor progress.

Preferred Training

Participants were asked what type of training was preferred for



a multidisciplinary approach to policy reform. For respondents, regional conferences are, overwhelmingly, the preferred learning environment. Statewide conferences also fared well, but overall comments indicate that a regional approach utilizing circuit teams best meets the needs of participants. Table 5 below provides the average rating for each of the training types listed.

Distance learning and web-based workshops were the least popular learning environments. While not a preferred learning environment for a multidisciplinary approach, these instructional methods may suffice for transmission of information as compared to fostering a team environment. If the education offered by these methods is aimed more toward individual professional development, the distance learning and web-based workshops may prove more popular.

**Table 5: Average rating for training types
Changes in Approach**

	Average Rating
Regional conference	<u>4.67</u>
Statewide conference	<u>3.66</u>
Web-based workshops	<u>2.46</u>
Distance learning via video teleconference	<u>2.49</u>

Response categories: Strongly Favor, Favor, Neither Favor or Oppose, Oppose, Strongly Oppose
(Strongly Favor = 5, Strongly Oppose = 1)

The regional conferences provided many benefits to participants, based on the comments provided in the overall evaluation form. While appreciating the benefits of the conference, participants offered some suggestions for future changes. Many respondents stated concurrent sessions were not long enough to cover the material. Participants indicated roundtables and smaller teams would be more effective for productive discussions. Further, setting aside more time for inter-circuit discussions and having breakout rooms for use by one or two teams would also increase the ability of a circuit to converse.

One set of changes to consider results from the scores on the overall evaluation form. These questions were developed to understand the value of working with the judicial circuit team and of working with people from other judicial circuits. While the average ratings for these questions appear slightly neutral (ranging from an average of 3.30 to 3.85), closer analysis reveals a strong divide in the value each profession placed on these activities. Almost 40% of judges disagreed that work with other judicial circuits was beneficial in terms of identifying barriers or resolving issues. Less than 15% of representatives from the Children’s Division or juvenile officers disagreed with the same statements.

Table 6: Average rating for working with own and other circuits

	Percentage of Neutral Ratings, All Professions	Percentage Strongly Disagreeing & Disagreeing		
		Judges	Children’s Division	Juvenile Officers
Working with people <u>in my judicial circuit</u> helped me identify potential barriers to implementing the child welfare reforms.	23.9	12.5	3.8	4.1
Working with people <u>in my judicial circuit</u> helped me identify new ways to resolve issues for implementing child welfare reforms.	26.3	10.0	5.3	3.2
Working with people from <u>other</u> judicial circuits helped me identify potential barriers to implementing the child welfare reforms.	45.5	39.4	13.3	12.6
Working with people from <u>other</u> judicial circuits helped me identify new ways to resolve issues for implementing child welfare reforms.	44.1	36.8	14.1	9.5

One method of increasing the value different professions see in working with other circuits is to increase the question and answer opportunities during a regional conference. By increasing the time allowed for judicial circuit interaction, a greater variety of barriers can be identified. Further, a longer discussion period may lead to more circuits offering advice to resolving barriers and example processes implemented within the circuit. The speaker can also take a more active role in seeking examples of “best practices” from the audience and asking questions to spark discussion.

Recommendations for other learning

The murky relationship between juvenile officers and Children’s



Division employees was cited throughout the evaluation forms. The difficulties individuals in those professions encounter and the perception of others on the team that most problems are the result of this bad relationship, needs to be addressed. One method of addressing this issue is through circuit training with teams composed of juvenile officers, Children's Division employees, and judges. Including judges on the team achieves two goals. One, the judge is the locus of power in most circuits and developing a unified approach is near impossible without the support of the judge. Two, Children's Division employees often resented the close relationship between the judge and the juvenile offers in a circuit. By placing these three professions at the same table, the "status" of the Children's Division worker may be elevated. Further, the large majority of issues surrounding a child welfare case come under the purview of each of these professions at some point in time.

When asked about other training settings, 18 individuals requested circuit level training or facilitation. Many of these same individuals were open to the concept of a multidisciplinary approach but were unlikely to believe it could happen in their circuit. Individual assistance for a circuit is a time consuming and expensive prospect but it is likely that only a handful of circuits really need this level of assistance. IFOSCA and the Children's Division work together to identify these circuits, the number of circuit-level interventions that would be necessary would be drastically reduced. Another option to reduce this number is to agree to work with only three to five circuits each year. A one-day "team process" session followed by a few observations by an outside evaluator and a circuit-specific report listing recommendations could address the issues the circuits are facing with a minimum of effort.

Related to the issue of circuit facilitation is the need for team process discussions. The ever changing nature of the teams involved in child welfare cases and the lack of agreement on the goal of a team hinders effective decision making. In the future, regional conferences of this nature may want to include a plenary session on how team functioning can be improved by developing expectations for a team and defining how the process can occur. As mentioned previously, individuals need to understand if the role of the team is to reach consensus or to cooperate in determining the outcomes for a family.

Evaluation Plan

The first step in developing a strong evaluation plan for future multidisciplinary trainings is to determine the learning objectives of the session. If the goal of the training is the transmission of knowledge, a team approach may not be warranted. If the goal of the training is to work on a team process regarding a new law or policy, then smaller multidisciplinary teams (up to twelve people) will allow for more in-depth discussions. If the goal of the training is to have circuits learn from each other, then the team approach is useful for having a variety of disciplines discuss how problems were solved but the size of the team will matter less. While each of these is an attractive goal for each multidisciplinary conference, declaring all three the learning

objective / goal weakens the ability of the conference to meet any goal.

After the major goal of a conference is established, the evaluation plan can be developed to measure progress toward the goal. By tying an evaluation plan and the assessment instrument(s) directly to the goals of a project, two outcomes can be achieved. First, the learning objectives become more concrete in the minds of the planning committee as approaches and assessment instrument questions are discussed. Second, the resulting responses by the participants can be used to illustrate the success of the approach in a more specific manner. The overall outcome of this approach to evaluation is a better learning experience for the participants and results that support the premise of team learning.

An example of an evaluation instrument that can be used for future multidisciplinary conferences is located in the appendix. This evaluation instrument draws on the lessons learned from the overall assessment instrument used for the Comprehensive Child Welfare Conferences. Based on the responses offered in the CCWC evaluation, a few questions have been eliminated and a few others have been reworded. A few of the questions developed for the follow up survey (discussed in the next section) have also been added. The instrument should be changed to reflect the purpose and goal of each multidisciplinary training offered but the Judicial Education division should consider retaining a few common questions from session to session. These questions include demographic information, such as profession and circuit, and open-ended questions, such as benefits / challenges to the multidisciplinary approach and current policy gaps in the area of interest. Maintaining a list of common questions between all multidisciplinary conferences will provide valuable information for future evaluation efforts.

Follow Up Survey

The overall evaluation provided many insights on the conference from a variety of professional perspectives. The evaluation illustrated the challenges each circuit faces when implementing a multidisciplinary approach and how the circuits plan to work within this new context in the future. Talking and working together as a team and learning information in the same forum was shown to be of benefit at the close of the conference. However, determining the success of these circuits in implementing new processes or overcoming the identified challenges as a result of attending the conference, requires additional research. One method of measuring the long term impacts of the conference is through the use of a follow-up or post-conference survey.

A post survey is designed to measure changes in the attitudes of respondents and can be administered any time following the conference. For this conference, a six month follow-up may be appropriate as it allows conference participants to reflect on the learning received and have the opportunity to implement changes at the circuit level. Extending the post-survey past the



six month marker may result in participants forgetting what new processes may have resulted from the conference. A post survey also gives participants a chance to openly discuss problems at the circuit level without the fear that other team members may accidentally see the responses.

While there are many options for developing a post survey, the proposed survey (located in the appendix) is based on the responses from the overall evaluation form, circuit worksheets, and the observations of the evaluator. Several questions from the overall evaluation form were retained to measure changes, if any, in attitude following the conference. These include questions related to the participant's satisfaction with the learning experience and the value of working with those in the judicial circuit and those from other judicial circuits.

A primary change from the assessments at the conference and the post survey is a greater focus on the actions individuals and circuits have taken since the conclusion of the conference. The survey focuses on if and how information was shared with non-participants in the circuit and if the conference impacted the way family support team meetings are conducted.

Finally, the post survey seeks more depth on the attitudes of the attendees on the multidisciplinary approach. These questions explore attitude changes for the participant and key team members and the view of team members toward professional roles in child welfare cases. The questions also explore the idea of multidisciplinary training in more detail by asking how time should be allocated for certain elements of the conference, such as plenary sessions and circuit workgroup time, in the future.

The post survey can be administered through the Internet using a specialized survey software package (Perseus Survey Solutions). The web interface employs a user-friendly design that is versatile enough to handle a variety of questions and response sets. The software allows the inclusion of both open- and closed-ended questions.

Using addresses supplied by the Office of State Courts Administrator, the post survey can be distributed by email with a cover note from the Supreme Court and a link to a web-based survey. A follow-up e-mail will be sent seven days after the original email to those who have not responded asking for completion of the survey.

All survey results can then be coded and entered into a SPSS database for analysis. The findings, summarized in a final report, would provide an overview of findings with comparisons to the original data collected during the course of the conference. The report can also describe variations between regions, participant characteristics (profession, type of circuit, etc.), and preferred allocation of learning components for future programming. The results of the post survey can provide OSCA with further information for successfully and effectively designing multidisciplinary conferences in the future.



Appendix

Conference Agenda

Day 1:

8: 30 – 9:30 a.m. Registration

9: 30 – 9:50 a.m. Welcome / Conference Overview

9:50 – 10:45 a.m. Time Standards and Other Issues

Faculty: Hon. Thomas Frawley, Presiding Judge, St. Louis City

Hon. Shawn McCarver, Attorney-At-Law, Municipal Judge

10:45 – 11 a.m. Break

11 – 12:20 p.m. Working Lunch

1:30 – 4:30 p.m. Concurrent Sessions:

IDEA and Section 504 of the Rehabilitation Act

Faculty: Dr. Kim G. Ratcliffe, Director of Special Education at the Missouri School Board's Association

Putative Father Issues

Faculty: Professor Mary M. Beck, University of Missouri Columbia School of Law; Clinical Professor of Law; and Director of the Domestic Violence Clinic

Interstate Compact on the Placement of Children

Faculty: Ms. Mary Kay Kliethermes; Ms. Monica Sekscinski; Children's Division

Chafee and Entitlements

Faculty: Ms. Tricia Phillips, Children's Division

Relative Placement Issues

Faculty: Mr. Mark Gutchen, Ms. Veronica Stovall, Ms. Amy Martin, Ms. Stefanie Wickers, DSS Department of Legal Services

Program Improvement Plan

Faculty: Ms. Lee Temmen, Management Analyst Specialist, Children's Division

Day 2:

8:30 – 8:50 a.m. Review

8:50 – 10:10 a.m. HB1453 Open Hearings/ Open Records and Other Issues

Faculty: Hon. Thomas Frawley; Hon. Shawn McCarver

10:10 – 10:20 a.m. Break

10:20 – 11:30 a.m. Circuit Workshop

11:30 – 12:30 p.m. SB 1003

Faculty: Dr. Patsy Carter, Clinical Director of Children, Youth and Families with the Department of Mental Health

12:30 p.m. Evaluations And Adjournment



Conference Attendance

Table 1: Professions Attending All Conferences

Title	Frequency	Percent of all Professions
Not listed	9	1.3
Associate Circuit Judge	55	8.0
Attorney	87	12.6
CASA	17	2.5
Chief Deputy Juvenile Officer	21	3.0
Chief Juvenile Officer	18	2.6
Children's Division	148	21.4
Circuit Clerk	20	2.9
Circuit Judge	37	5.4
Circuit Manager	32	4.6
Commissioner	14	2.0
Court Administrator	5	.7
Court Clerk	26	3.8
Department of Mental Health	14	2.0
Deputy Juvenile Officer	65	9.4
GAL	36	5.2
Judge	3	.4
Juvenile Office Attorney	10	1.4
Juvenile Officer	37	5.4
Other	32	4.6
Prosecuting Attorney	5	.7
Total	691	100.0



Table 2: Attendance by Region and Profession

Job Title	Conference Location					Total
	Cape Girardeau	Columbia	Kansas City	St. Louis	Springfield	
Not provided	2	1	4	0	2	9
Associate Circuit Judge	13	14	6	6	16	55
Attorney	5	13	23	29	17	87
CASA	2	2	4	6	3	17
Chief Deputy Juvenile Officer	3	5	5	4	4	21
Chief Juvenile Officer	3	5	3	0	7	18
Children's Division	21	29	30	35	33	148
Circuit Clerk	0	4	4	6	6	20
Circuit Judge	6	7	13	4	7	37
Circuit Manager	6	7	9	5	5	32
Commissioner	1	1	4	8	0	14
Court Administrator	1	0	0	3	1	5
Court Clerk	7	4	7	4	4	26
Department of Mental Health	7	2	3	1	1	14
Deputy Juvenile Officer	18	16	12	8	11	65
GAL	6	9	6	6	9	36
Judge	3	0	0	0	0	3
Juvenile Office Attorney	3	4	1	1	1	10
Juvenile Officer	5	12	11	5	4	37
Other	4	5	7	11	5	32
Prosecuting Attorney	0	1	2	0	2	5
Total	116	141	154	142	138	691



Assessment Forms

Form 1: Pre-Conference Discussion Topics

HB 1453 Time Standards

-
- Locating an absent Parent:
- a. When will we first learn of absent parent – protective custody hearing or family support team?
 - b. What efforts are expected?
 - c. What is a “diligent search”?
 - d. When will further search efforts be excused?
 - e. Who will submit parent locator referral? Can the Division do so?
 - f. How do we report search efforts at each hearing?
 - g. How do we keep a record of search efforts?
-
- Relative Placement:
- a. Who is a relative?
 - b. Can placement with a relative be achieved:
 - prior to protective custody hearing?
 - prior to or at the initial family support team meeting?
 - c. What should be expected before placement with a relative?
 - d. How do we handle competing claims?
 - do they require intervention?
 - e. How do we structure the order as to legal and physical custody?
 - f. What is “contrary to best interests?”
-
- Schools:
- a. No change of schools
 - What is “whenever possible” to avoid a change?
 - How do we coordinate transportation?
 - Is an order necessary?
 - b. Change of schools.
 - How achieve “automatic” transfer of records?
-
- Removal from school for placement:
- a. What is necessary for removal to be permitted?
-
- Audio/Video recordings:
- a. What is a meeting, interview or interrogation?
 - b. Who is the “State”?
 - c. What are “sufficient indicia” of reliability?
-
- Miscellaneous:
- a. What is “sufficient” notice prior to interviewing a child?
 - b. Who will provide notice of family support team meetings?
 - Who is the “convenor”?
-
- Hotline reports:
- a. What is a “judicial proceeding involving a child”?
 - b. When will “stay” a proceeding for a report to be completed?
 - Based on type of proceeding?
-



HB 1453 Time Standards - Continued

-
- Family support team meetings:
 - a. What does “confidential” mean?
 - b. What is effect of a parent/party waiving confidentiality:
 - on the parent/party waiving?
 - on others present at meeting?
 - c. How do we handle admission by parents of unpleaded allegations?
 - d. What do we expect to be done with the form signed by parties?
 - Can parties change by agreement “core commitments”?
 - Is an order required if they change “core commitments”?
 - e. When will we hold initial meeting?
 - What is an emergency change of placement?
-

- Probable cause:
 - a. How is it different from preponderance of the evidence?
 - b. How do we handle ex parte order of protection which requires only probable cause?
-

Issues - Protective Custody Hearing

-
- “In all cases”:
 - a. What if the child is not removed?
 - b. Is there a difference in proceeding if the child is not removed?
 - c. Motion to modify proceeding?
-

- Mandatory:
 - a. Procedure to accomplish within 3 business days?
 - b. Can hearing be waived?
 - c. What are “extenuating circumstances” to justify a continuance?
-

- Appearances:
 - a. Can Division be present?
 - Can Division participate?
 - b. Who sends notice:
 - to foster parents?
 - to relatives?
 - c. What is sufficient notice?
 - d. Guardian ad litem:
 - Appoint in ex parte order?
 - How do we insure attendance?
-

- Procedure:
 - a. How formal?
 - b. Testimony received?
 - c. What is required for appointment of counsel?
 - “Extenuating circumstance” for a continuance?
 - How do we insure counsel’s availability?
 - d. What records are expected?
 - e. What do we expect on whether child can be returned home?
 - f. What constitutes “reasonable efforts” to prevent removal?
 - What constitutes an emergency for “reasonable efforts” to be unnecessary?
 - g. How do we insure “contrary to welfare” finding in 1st court order?
-



Issues - Protective Custody Hearing (Continued)

- Issues:
- a. Paternity established?
 - How does it get established?
 - Order paternity testing?
 - Enter a support order?
 - b. Absent parents
 - c. Relative/kinship providers
 - d. Visitation
 - Parental/sibling?
 - Supervised?
 - a. If so, by whom?
 - e. What efforts to reunify family may begin?
 - f. Does child have special needs?
 - Federal entitlements?
-

- Adjudication hearing
- a. How schedule within 60 days?
 - b. How avoid continuances?
 - c. How insure counsel/GAL/parties available?
-

HB1453 Opening Records and Open Hearings

- Process for educating responsible parties about the requirements for open hearings.
- Process for educating responsible parties about the requirements for open records.
- Process for identifying pleadings and orders that are eligible for release.
- Process for insuring that confidential information and information not to be disclosed, e.g., pleadings and orders in cases initiated before July 1, 2005, is not inappropriately released.
- Procedure for routing requests for information/release of court documents in CAN cases.
- Process for identifying hearings in which the testimony of a child is expected.
- Documentation for exclusion of persons from court, court action on motions to close the proceedings, findings required by the court on motions for closure and rulings thereon.
-

Other topics of interest to be discussed at the Comprehensive Child Welfare Conference:



Form 2: Plenary Session, Day One [Cape Girardeau only]

Please rate the following items for each of the morning plenary sessions. *(Please circle the most appropriate response for each.)*

Through the Eyes of a Child

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speaker presented in a clear and organized manner.	5	4	3	2	1	NA
The speaker was knowledgeable about the subject.	5	4	3	2	1	NA
The speaker's use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

HB 1453 Time Standards & Other Issues

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speakers presented in a clear and organized manner.	5	4	3	2	1	NA
The speakers were knowledgeable about the subject.	5	4	3	2	1	NA
The speakers' use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

I am attending this conference as a representative of the: Courts DSS
 DMH Other *(please specify)*

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below or on the back of this sheet.



Form 3: Plenary Session, Day One [All other regional locations]

Please rate the following items for each of the morning plenary sessions. *(Please circle the most appropriate response for each.)*

HB 1453 Time Standards & Other Issues

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speakers presented in a clear and organized manner.	5	4	3	2	1	NA
The speakers were knowledgeable about the subject.	5	4	3	2	1	NA
The speakers' use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

I am attending this conference as a representative of the: Courts DSS
 DMH Other *(please specify)*

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below or on the back of this sheet.



Form 4: Plenary Session, Day Two

Please rate the following items for each of the plenary sessions. *(Please circle the most appropriate response for each.)*

Open Hearings / Open Records

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speakers presented in a clear and organized manner.	5	4	3	2	1	NA
The speakers were knowledgeable about the subject.	5	4	3	2	1	NA
The speakers' use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

SB 1003 Comprehensive Mental Health System

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speaker presented in a clear and organized manner.	5	4	3	2	1	NA
The speaker was knowledgeable about the subject.	5	4	3	2	1	NA
The speaker's use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

I am attending this conference as a representative of the: Courts DSS
 DMH Other *(please specify)*

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below or on the back of this sheet.



Form 5: Concurrent Sessions

IDEA & SECTION 504 OF THE REHABILITATION ACT

Please rate the following items for this session. *(Please circle the most appropriate response for each.)*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speaker(s) presented in a clear and organized manner.	5	4	3	2	1	NA
The speaker(s) was knowledgeable about the subject.	5	4	3	2	1	NA
The speaker's use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

I am attending this conference as a representative of the: Courts DSS
 DMH Other *(please specify)*

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below.



CHAFEE & ENTITLEMENTS

Please rate the following items for this session. (Please circle the most appropriate response for each.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speaker(s) presented in a clear and organized manner.	5	4	3	2	1	NA
The speaker(s) was knowledgeable about the subject.	5	4	3	2	1	NA
The speaker's use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

I am attending this conference as a representative of the: Courts DSS
 DMH Other (please specify)

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below.



PROGRAM IMPROVEMENT PLAN

Please rate the following items for this session. (Please circle the most appropriate response for each.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speaker(s) presented in a clear and organized manner.	5	4	3	2	1	NA
The speaker(s) was knowledgeable about the subject.	5	4	3	2	1	NA
The speaker's use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

I am attending this conference as a representative of the: Courts DSS
 DMH Other (please specify)

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below.



RELATIVE PLACEMENT ISSUES

Please rate the following items for this session. (Please circle the most appropriate response for each.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speaker(s) presented in a clear and organized manner.	5	4	3	2	1	NA
The speaker(s) was knowledgeable about the subject.	5	4	3	2	1	NA
The speaker's use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

I am attending this conference as a representative of the: Courts DSS
 DMH Other (please specify)

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below.



INTERSTATE COMPACT ON THE PLACEMENT OF CHILDREN

Please rate the following items for this session. (Please circle the most appropriate response for each.)

Table with 7 columns: Item, Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable. Rows include items like 'The content provided in this session was relevant to my job.' and 'Overall, I was satisfied with the quality of this session.'

I am attending this conference as a representative of the: ___ Courts ___ DSS ___ DMH ___ Other (please specify)

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below.



PUTATIVE FATHER ISSUES

Please rate the following items for this session. (Please circle the most appropriate response for each.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The content provided in this session was relevant to my job.	5	4	3	2	1	NA
The speaker(s) presented in a clear and organized manner.	5	4	3	2	1	NA
The speaker(s) was knowledgeable about the subject.	5	4	3	2	1	NA
The speaker's use of presentation visuals was effective.	5	4	3	2	1	NA
The handouts were helpful.	5	4	3	2	1	NA
The length of the session was appropriate for the content.	5	4	3	2	1	NA
Overall, I was satisfied with the quality of this session.	5	4	3	2	1	NA

I am attending this conference as a representative of the: Courts DSS
 DMH Other (please specify)

I have been employed in my current position for ___ years.

If you have any additional information or comments that you would like to provide, please do so below.



Form 6: Circuit Worksheet, Day One

COMPREHENSIVE CHILD WELFARE CONFERENCE

Missouri
Spring, 2005

Workshop Worksheet – Day 1

Identify two critical issues your court is experiencing in implementing any portions of HB 1453.

How do you plan to address these issues in your circuit?

What concerns do the stakeholders (judges, juvenile officers, children’s division workers, etc.) in you circuit have with the suggested plan?



Form 7: Circuit Worksheet, Day Two

**COMPREHENSIVE CHILD WELFARE CONFERENCE
Missouri
Spring, 2005**

Workshop Worksheet – Day 2

Identify two critical issues that will need to be addressed when implementing the open hearings / open records provisions of HB 1453.

How do you plan to address these issues in your circuit?

What concerns do the stakeholders (judges, juvenile officers, children’s division workers, etc.) in you circuit have with the suggested plan?

How do you plan to inform other personnel in your circuit of your outcomes from this conference?



Form 8: Overall Evaluation

**Comprehensive Child Welfare Conference
Overall Evaluation**

1. How would you rate the following items? *(Please circle the most appropriate response for each.)*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Prior to this conference, I had limited knowledge of the recent child welfare reforms in Missouri.	5	4	3	2	1
The pre-conference discussion topics worksheet helped <u>me</u> identify issues to address in my circuit.	5	4	3	2	1
The pre-conference discussion topics worksheet helped <u>my judicial circuit</u> identify issues to address.	5	4	3	2	1
I gained knowledge that will be helpful in performing my job responsibilities.	5	4	3	2	1
Working with people <u>in my judicial circuit</u> helped me identify potential barriers to implementing the child welfare reforms.	5	4	3	2	1
Working with people <u>in my judicial circuit</u> helped me identify new ways to resolve issues for implementing the child welfare reforms.	5	4	3	2	1
Working with people from <u>other</u> judicial circuits helped me identify potential barriers to implementing the child welfare reforms.	5	4	3	2	1
Working with people from <u>other</u> judicial circuits helped me identify new ways to resolve issues for implementing the child welfare reforms.	5	4	3	2	1
The conference was a valuable professional development experience.	5	4	3	2	1
Overall, I was satisfied with this conference.	5	4	3	2	1

2. What do you consider the most valuable knowledge you gained during the course of this conference?

3. What did you wish you could have learned more about during this conference?



4. What benefits do you see from a multidisciplinary approach to child welfare reform?

5. What challenges do you see to a multidisciplinary approach to child welfare reform?

6. Excluding resource / fiscal restraints, what do you consider the greatest challenges for your circuit to implementing a multidisciplinary approach to child welfare reform?

7. Where are the current gaps in child welfare policy in Missouri?

8. What services currently not available in your circuit are needed to implement child welfare reform?



9. What type of training do you prefer for multidisciplinary approaches to policy reform?

(Please circle the most appropriate response for each.)

	Strongly Favor	Somewhat Favor	Neither Favor nor Oppose	Somewhat Oppose	Strongly Oppose
Regional conference	5	4	3	2	1
Statewide conference	5	4	3	2	1
Web-based workshops	5	4	3	2	1
Distance learning via video teleconference	5	4	3	2	1

10. Are there other training settings / arrangements that you prefer? If so, please describe below:

11. In an average month, how many child welfare cases do you process? *(Please circle the most appropriate response.)*

- a. 0 – 1
- b. 2 – 5
- c. 6 – 10
- d. 11 – 15
- e. 16 or more

12. In an average month, how many child welfare cases does your judicial circuit process? *(Please circle.)*

- a. 0 – 1
- b. 2 – 5
- c. 6 – 10
- d. 11 – 15
- e. 16 or more

13. Do you work in a single county or multi-county circuit? *(Please circle.)*

- a. Single county circuit
- b. Multi-county circuit
- c. I work with multiple circuit courts

14. What is your profession? *(Please circle.)*

- a. CASA program staff (if applicable in your circuit)
- b. Children’s Division personnel
- c. Court Clerk
- d. Department of Mental Health personnel
- e. Division of Legal Services Attorney
- f. Family Court Administrator (if applicable in your circuit)
- g. Guardian ad Litem
- h. Judge and Commissioner
- i. Juvenile Court Attorney
- j. Juvenile Officer/Deputy Juvenile Officer
- k. Other (please specify _____)



15. How long have you worked in your current profession? *(Please circle.)*

- a. Less than 2 years
- b. 2 – 5 years
- c. 6 – 10 years
- d. 11 – 20 years
- e. More than 21 years

16. How long have you worked with child welfare cases? *(Please circle.)*

- a. Less than 2 years
- b. 2 – 5 years
- c. 6 – 10 years
- d. 11 – 20 years
- e. More than 21 years

17. Who from your judicial circuit should have been represented at this conference but wasn't? *(Please circle all that apply.)*

- a. CASA program staff (if applicable in your circuit)
- b. Children's Division personnel
- c. Court Clerk
- d. Department of Mental Health personnel
- e. Division of Legal Services Attorney
- f. Family Court Administrator (if applicable in your circuit)
- g. Guardian ad Litem
- h. Judge and Commissioner
- i. Juvenile Court Attorney
- j. Juvenile Officer/Deputy Juvenile Officer
- k. Other (please specify _____)

18. In which judicial circuit are you working now? *(Optional)***19. If you have any additional information or comments that you would like to provide, please do so in the space below.**

Concurrent Sessions

Table 3: Listing of Concurrent Sessions Offered

Session Title	Session Code
Chafee & Entitlements	Chafee
ICPC – How to Implement Regulation 1 & 7	ICPC
IDEA & Section 504 of the Rehabilitation Act	IDEA
Program Improvement Plan	PIP
Putative Father Registry, Father’s Rights in Adoption, and Parent Locator Services	Putative
Relative Placement Issues	Relative
Juvenile Information System	JIS

Table 4: Number of Respondents for Each Session by Location

Session	Location					Total
	Cape Girardeau	Columbia	Kansas City	St. Louis	Springfield	
Chafee	16	19	23	23	3	84
ICPC	47	43	65	55	52	262
IDEA	26	35	37	35	29	162
PIP	35	32	36	43	32	178
Putative	58	74	80	81	82	375
Relative	65	88	82	75	94	404
JIS	5	7	0	5	7	24
Total	252	298	323	317	299	1489



Table 5: Mean Score on Relevance Variable by Location & Session

Session	Location					Mean Score All Locations
	Cape Girardeau	Columbia	Kansas City	St. Louis	Springfield	
Chafee	4.44	4.79	4.04	4.13	4.33	4.32
ICPC	4.24	4.67	4.28	4.32	4.27	4.34
IDEA	4.15	4.26	3.97	3.74	4.28	4.07
PIP	4.12	3.69	3.74	3.93	4.13	3.92
Putative	4.52	4.38	4.54	4.65	4.34	4.48
Relative	4.17	4.00	4.10	4.23	4.04	4.10
JIS	5.00	4.86	--	5.00	4.57	4.83

1. Question on the assessment form: The content provided in this session was relevant to my job.
2. Response categories: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable (Strongly Agree = 5, Strongly Disagree= 1)
3. Assessment forms were not distributed for the JIS session in Kansas City.

Table 6: Mean Score on Appropriate Length Variable by Location & Session

Session	Location					Mean Score All Locations
	Cape Girardeau	Columbia	Kansas City	St. Louis	Springfield	
Chafee	4.19	4.47	4.30	4.35	5.00	4.36
ICPC	4.13	4.40	4.25	4.06	4.27	4.22
IDEA	2.83	3.26	3.36	3.74	3.55	3.38
PIP	3.74	3.91	3.80	3.81	4.06	3.86
Putative	4.40	4.23	4.49	4.41	4.24	4.35
Relative	3.68	3.29	3.84	3.43	3.87	3.62
JIS	5.00	4.86	--	5.00	4.71	4.88

1. Question on the assessment form: The length of the session was appropriate for the content.
2. Response categories: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable (Strongly Agree = 5, Strongly Disagree= 1)
3. Assessment forms were not distributed for the JIS session in Kansas City.



Table 7: Mean Score on Satisfaction Variable by Location & Session

Session	Location					Mean Score All Locations
	Cape Girardeau	Columbia	Kansas City	St. Louis	Springfield	
Chafee	4.19	4.63	4.26	4.22	5.00	4.35
ICPC	4.15	4.60	4.28	4.26	4.31	4.31
IDEA	4.44	4.20	4.24	4.20	4.34	4.27
PIP	3.91	4.00	3.83	3.95	4.09	3.95
Putative	4.66	4.30	4.54	4.54	4.33	4.47
Relative	3.87	2.92	3.76	3.65	3.83	3.59
JIS	5.00	4.86	--	5.00	4.71	4.88

1. Question on the assessment form: Overall, I was satisfied with the quality of this session.

2. Response categories: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable (Strongly Agree = 5, Strongly Disagree= 1)

3. Assessment forms were not distributed for the JIS session in Kansas City.



Overall Survey

Table 8: Average Scores Across Locations

Question	Location					Average Across Locations
	Cape Girardeau	Columbia	Kansas City	St. Louis	Springfield	
I had limited knowledge of reforms.	2.66	2.53	2.87	2.58	2.72	2.67
The pre-conference sheet helped me.	3.58	3.26	3.37	3.32	3.33	3.34
The pre-conference sheet helped my circuit.	3.63	3.31	3.34	3.38	3.29	3.36
I gained knowledge helpful to my job responsibilities.	4.20	4.06	4.12	4.02	4.18	4.10
Working with my circuit helped identify barriers.	4.10	3.91	3.85	3.70	3.79	3.85
Working with my circuit helped resolve issues.	3.98	3.88	3.87	3.69	3.76	3.82
Working with other circuits helped identify barriers.	3.59	3.44	3.22	3.09	3.27	3.30
Working with other circuits helped resolve issues.	3.69	3.46	3.24	3.20	3.29	3.35
The conference was a valuable professional development experience.	4.21	4.00	4.09	3.94	4.09	4.05
Overall, I was satisfied with this conference.	4.27	3.95	4.05	3.98	4.08	4.04

Response categories: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable (Strongly Agree = 5, Strongly Disagree = 1)



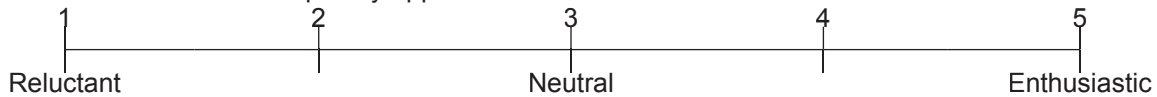
Future Evaluation Assessment Form

How would you rate the following items? (Please circle the most appropriate response for each.)

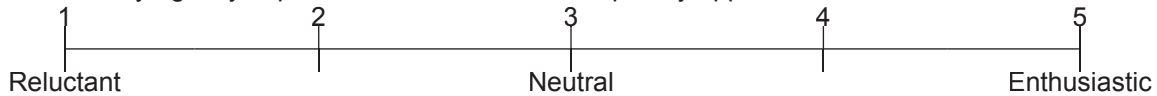
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Prior to this conference, I had limited knowledge of [policy area] changes in Missouri.	5	4	3	2	1
I gained knowledge that will be helpful in performing my job responsibilities.	5	4	3	2	1
The conference was a valuable professional development experience.	5	4	3	2	1
Overall, I was satisfied with this conference.	5	4	3	2	1

Please circle the response that best describes your opinion on the following issues:

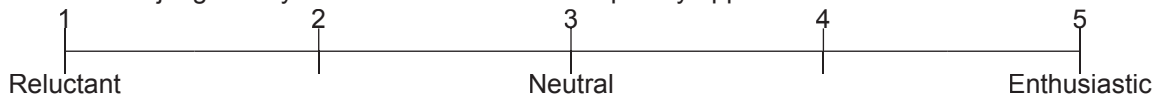
My attitude towards a multidisciplinary approach has been:



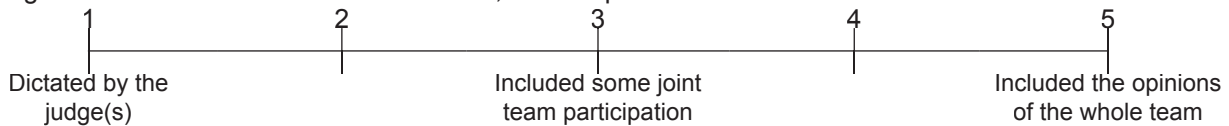
The attitude of my agency supervisor towards a multidisciplinary approach has been:



The attitude of the judge in my circuit towards a multidisciplinary approach has been:

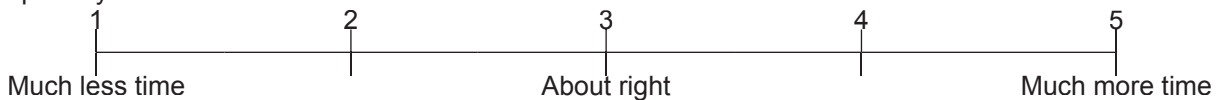


During the circuit work time at the conference, the completion of the worksheets was:

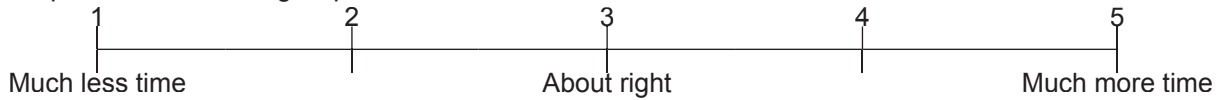


As you reflect on the conference, how would you allocate time for the different learning components?

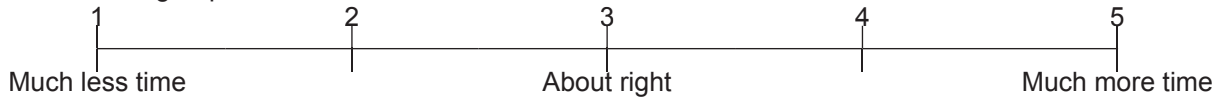
The plenary sessions:



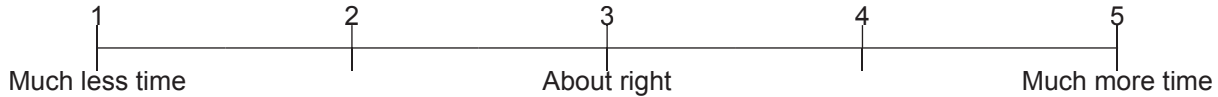
The implementation strategies provided:



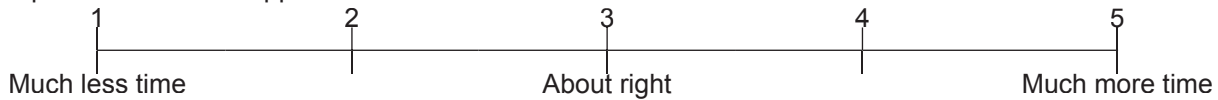
The circuit workgroup time:



The breakout sessions:



The question & answer opportunities:



What do you consider the most valuable knowledge you gained during the course of this conference?

What did you wish you could have learned more about during this conference?

What benefits do you see from a multidisciplinary approach?

What challenges do you see to a multidisciplinary approach?

Excluding resource / fiscal restraints, what do you consider the greatest challenges for your circuit to implementing a multidisciplinary approach?

Where are the current gaps in [insert name here] policy in Missouri?

What services currently not available in your circuit are needed to effectively implement these changes?



What type of training do you prefer for multidisciplinary approaches to policy reform?

(Please circle the most appropriate response for each.)

	Strongly Favor	Somewhat Favor	Neither Favor nor Oppose	Somewhat Oppose	Strongly Oppose
Regional conference	5	4	3	2	1
Statewide conference	5	4	3	2	1
Web-based workshops	5	4	3	2	1
Distance learning via video teleconference	5	4	3	2	1

Are there other training settings / arrangements that you prefer? If so, please describe below:

Do you work . . . ? *(Please circle)*

- a. In a single county circuit
- b. In a multi-county circuit
- c. With multiple circuits

What is your profession? *(Please circle.)*

- a. CASA program staff (if applicable in your circuit)
- b. Children’s Division personnel
- c. Court Clerk
- d. Department of Mental Health personnel
- e. Division of Legal Services Attorney
- f. Family Court Administrator (if applicable in your circuit)
- g. Guardian ad Litem
- h. Judge and Commissioner
- i. Juvenile Court Attorney
- j. Juvenile Officer/Deputy Juvenile Officer
- k. Other (please specify _____)

How long have you worked in your current profession? *(Please circle.)*

- a. Less than 2 years
- b. 2 – 5 years
- c. 6 – 10 years
- d. 11 – 20 years
- e. 21 years or more

In which judicial circuit are you working now?

If you have any additional information or comments that you would like to provide, please do so in the space below.



Follow-up Survey

How would you rate the following items? *(Please circle the most appropriate response for each.)*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I gained knowledge that will be helpful in performing my job responsibilities.	5	4	3	2	1
Working with people <u>in my judicial circuit</u> helped me identify potential barriers to implementing the child welfare reforms.	5	4	3	2	1
Working with people <u>in my judicial circuit</u> helped me identify new ways to resolve issues for implementing the child welfare reforms.	5	4	3	2	1
Working with people from <u>other</u> judicial circuits helped me identify potential barriers to implementing the child welfare reforms.	5	4	3	2	1
Working with people from <u>other</u> judicial circuits helped me identify new ways to resolve issues for implementing the child welfare reforms.	5	4	3	2	1
The conference was a valuable professional development experience.	5	4	3	2	1
Overall, I was satisfied with this conference.	5	4	3	2	1

Following the conference, how did your judicial circuit share the information provided by the speakers with personnel who could not attend? *(please circle all that apply)*

- a. Informal, one-to-one talks
- b. Agency staff meetings
- c. Interagency staff meetings
- d. Court enbanc meetings
- e. Newsletter
- f. Memo
- g. No information sharing occurred
- h. Other (please specify _____)

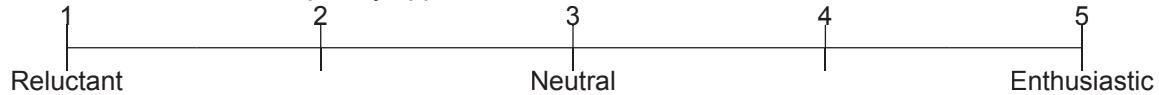
Following the conference, how did your judicial circuit share the information discussed during the circuit meetings with those team members who could not attend? *(please circle all that apply)*

- a. Informal, one-to-one talks
- b. Agency staff meetings
- c. Interagency staff meetings
- d. Court enbanc meetings
- e. Newsletter
- f. Memo
- g. No information sharing occurred
- h. Other (please specify _____)

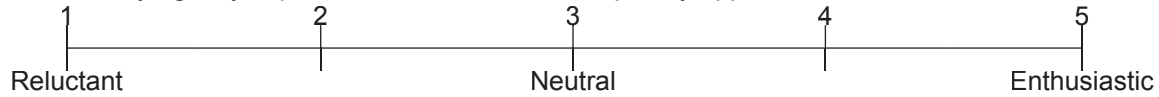


Please circle the response that best describes your opinion on the following issues:

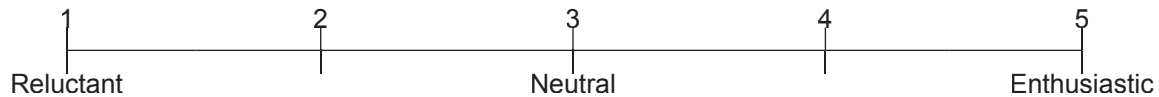
My attitude towards a multidisciplinary approach to child welfare cases has been:



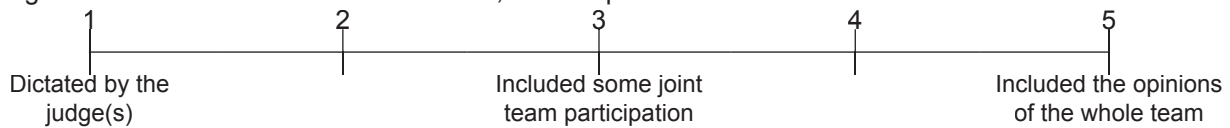
The attitude of my agency supervisor towards a multidisciplinary approach to child welfare cases has been:



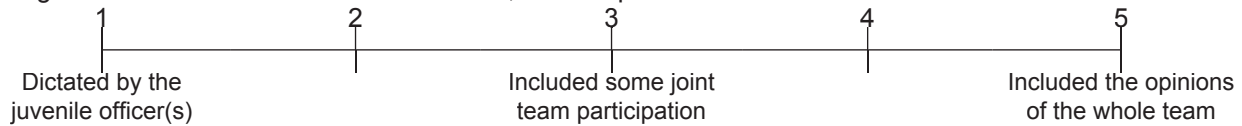
The attitude of the lead juvenile judge in my circuit towards a multidisciplinary approach to child welfare cases has been:



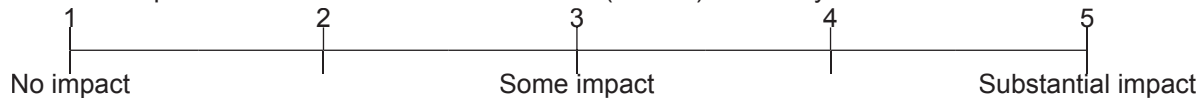
During the circuit work time at the conference, the completion of the worksheets was:



During the circuit work time at the conference, the completion of the worksheets was:



How has the Comprehensive Child Welfare Conference (CCWC) affected your circuit?

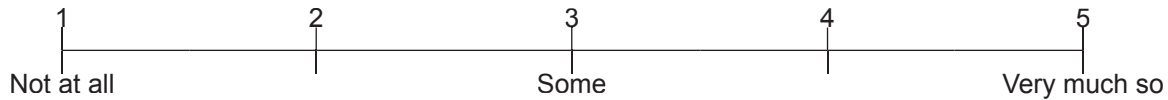


Following the CCWC, the attitude of other team members towards my professional role in the child welfare process has been:

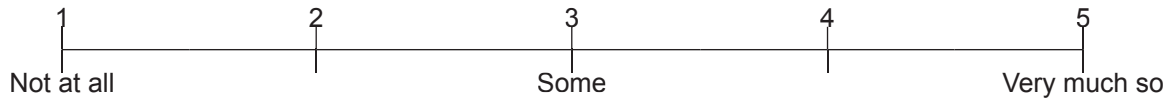


Were your concerns with changes to child welfare processes adequately addressed by:

The conference?

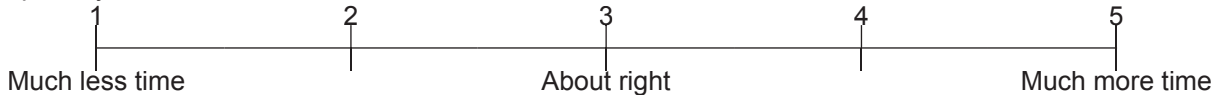


Your circuit team?

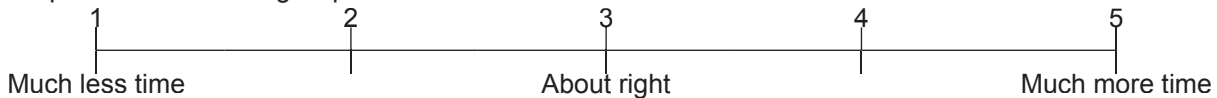


As you look back on the Comprehensive Child Welfare Conference, how would you allocate time for the different learning components?

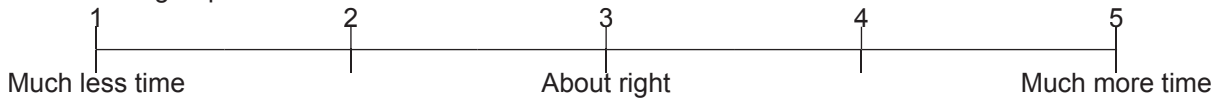
The plenary sessions:



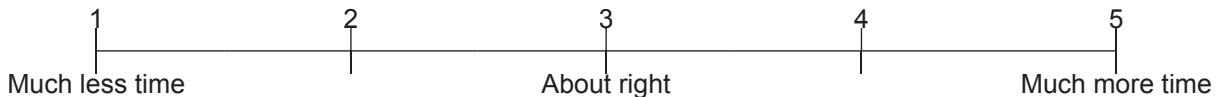
The implementation strategies provided:



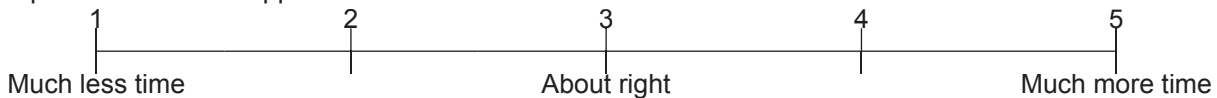
The circuit workgroup time:



The breakout sessions:



The question & answer opportunities:



Did you or anyone from your circuit distribute the worksheets completed during the circuit meetings at the Comprehensive Child Welfare Conference (CCWC) to team members who could not attend?

- a. Yes
- b. No
- c. Don't know



As a result of the information garnered from the CCWC, did your circuit make any changes to the way juvenile court cases are processed?

- a. Yes
- b. No
- c. Don't know

If yes, please briefly describe some of the process changes your circuit made.

As a result of the information garnered from the CCWC, did your circuit make any changes to the way Family Support Team meetings are conducted?

- a. Yes
- b. No
- c. I don't attend Family Support Team meetings

If yes, please briefly describe some of the changes your circuit made.

What topics or approaches need to be included in future multidisciplinary conferences?**Do you work . . . ?** *(Please circle)*

- a. In a single county circuit
- b. In a multi-county circuit
- c. With multiple circuits

What is your profession? *(Please circle)*

- a. CASA program staff (if applicable in your circuit)
- b. Children's Division personnel
- c. Court Clerk
- d. Department of Mental Health personnel
- e. Division of Legal Services Attorney
- f. Family Court Administrator (if applicable in your circuit)
- g. Guardian ad Litem
- h. Judge and Commissioner
- i. Juvenile Court Attorney
- j. Juvenile Officer/Deputy Juvenile Officer
- k. Other (please specify _____)

How long have you worked in your current profession? *(Please circle)*

- a. Less than 2 years
- b. 2 – 5 years
- c. 6 – 10 years
- d. 11 – 20 years
- e. 21 years or more



How long have you worked with child welfare cases? (Please circle)

- a. Less than 2 years
- b. 2 – 5 years
- c. 6 – 10 years
- d. 11 – 20 years
- e. 21 years or more

In which judicial circuit are you working now? (Optional)

If you have any additional information or comments that you would like to provide, please do so in the space below.

Suggested Citation

Richardson, L. E. & Stokes, S. D. (2005). *Comprehensive Child Welfare Conference: An Evaluation of Interagency Learning*. Report 39-2005. Retrieved [Month Day, Year], from University of Missouri Columbia, Institute of Public Policy Web site: <http://www.truman.missouri.edu/ipp/>

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