

KANSAS STATEWIDE CROSSOVER TOOLKIT

A collaborative approach to working with youth and families who are involved in multiple systems and a toolkit to create partnerships across these systems to help youth and families be healthy and thrive.



**Kansas
Judicial Branch**



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with***

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Dear Practitioner:

In 2019, Kansas partnered with the Center for Youth Justice (CYJ) at Georgetown University to implement the Crossover Youth Practice Model. This significant partnership between the Kansas Department of Corrections (KDOC), the Kansas Department for Children and Families (DCF), and the Office of Judicial Administration (OJA) signaled an intentional collaborative effort to provide support for some of the highest need youth in our state: crossover youth.

Since the beginning, numerous professionals and public citizens have worked at various levels. The State Policy Team brings together agency leaders and advocates to support program implementation, influence policy where appropriate, and eliminate obstacles. The model has been piloted in three jurisdictions across the state, including both urban and rural counties, with local, multi-disciplinary implementation teams, and supported by the statewide CYPM coordinators at KDOC, DCF, and OJA.

This toolkit is a compilation of lessons learned through these pilots. Our collective hope is for more jurisdictions to develop collaborative approaches to working with youth and families who are involved in multiple systems and to create partnerships across these systems to help youth and families be healthy and thrive.

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Kansas Definition for “Crossover Youth”

The term “crossover youth” can be used to describe a number of populations and subpopulations. In its most general sense, the label refers to any young person who has experienced maltreatment and engaged in delinquent activity – regardless of whether that youth comes into contact with the child welfare or juvenile justice systems. Other terms, such as “dually involved,” “dual contact,” and “dually adjudicated” are more specific ways of defining crossover as they relate to those youth who do touch both systems and the degree and timing to which this occurs.

In an effort to ensure utility of the term consistently, the Kansas Crossover State Policy Team developed the following definition to describe Kansan crossover youth:

Crossover Youth is defined as a young person age 10 or older with any level of concurrent involvement with the child welfare and juvenile justice systems.

- Involvement in the juvenile justice system includes, but is not limited to, court ordered community supervision, Immediate Intervention Programs (IIP), and youth placed in detention and correctional facilities.
- Involvement in the child welfare system includes, but is not limited to, out of home placement, or participation in preventive services.

It is based on this definition by which the ensuing toolkit should be interpreted and enacted. However, it is at the discretion of each community to expand or further specify the definition used to identify their target population.

Why Focus on Crossover Youth?

It is no mystery that children and youth who are involved in a custodial system often experience worse outcomes than their peers who are not. However, what is less commonly known is that young people who are involved in two systems (i.e., child welfare and juvenile justice) face even harsher experiences and short- and long-term outcomes than single-system involved minors. A common misconception is that more systems equate to greater access to services and resources, but the opposite is actually often the case (*Center for Innovation through Data Intelligence, 2015; Herz et al., 2021*).

In addition to being susceptible to higher rates of home removal, placement and school instability, compound trauma, and school dropout, crossover youth are also more likely to age out of systems of care to become adults who experience homelessness, incarceration, child welfare involvement as a parent, and financial uncertainty. This population faces marginalization in a multitude of other ways as well, particularly in light of the fact that LGBTQ2S+, youth of color, and victims of commercial sexual exploitation are disproportionately known to move between the child welfare and juvenile justice systems.



Partnership with the Center for Youth Justice

In late 2019, the state of Kansas began working with Georgetown University's Center for Youth Justice (CYJ) to develop the Crossover State Policy Team to understand and inform policy and practice as it relates to crossover youth throughout the state.

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CYJ had previously worked in Sedgwick County to implement the Crossover Youth Practice Model (*see below*), and in 2020 began working with Shawnee and Montgomery Counties to implement the Model.

Since this time, a number of efforts have taken hold across the state including but not limited to: establishment of the aforementioned Crossover State Policy Team to identify and address challenges linked to crossover; development of a data sharing memoranda of understanding between KDOC, OJA, and DCF; promotion of awareness of crossover youth and related challenges and solutions; alignment between KDOC and DCF policies related to dually served youth and families; and development of a unified protocol for coordination between foster care case management providers and the Kansas Juvenile Correctional Complex (KJCC).

Locally in Montgomery, Sedgwick, and Shawnee Counties, efforts have included: piloting the Crossover Youth Practice Model through the development of interagency protocols for the identification, information sharing, and case management of crossover cases based on identified pathways; engagement with youth and families through focus groups and surveys to gather feedback on their experiences with multi-system involvement; execution of agency "101" training; and piloting various mechanisms to address local challenges and build on related opportunities.

The present toolkit was created based on the information gathered, lessons learned, and piloting techniques employed over the last several years to help guide any community in Kansas in their independent local-based implementation of the Crossover Youth Practice Model.





Crossover Youth Practice Model (CYPM)

The Crossover Youth Practice Model, or CYPM, was developed by CYJ in 2010 to address the nation's growing need to improve support for young people known to the child welfare and juvenile justice systems. The CYPM itself is a framework for interagency collaboration and shared case management that is designed to align child welfare and juvenile justice (and related fields) case practice and related policies to streamline permissible information sharing, service referral and access, and to minimize undue burdens on youth, families, and workers.

The overarching goals of the Model are to:



REDUCE RELIANCE ON DETENTION



REDUCE NEW SUSTAINED JUVENILE JUSTICE PETITIONS



REDUCE OUT OF HOME PLACEMENTS



INCREASE FAMILY REUNIFICATION



INCREASE SOCIAL SUPPORTS



INCREASE PROSOCIAL ACTIVITIES



INCREASE DIVERSION/DISMISSAL

To accomplish this, the CYPM guides communities in developing local practices that facilitate information sharing, case planning, and case management in three general phases. Phase I entails the identification of a young person when they touch a second system and related decision-making regarding arrest, detention, and initial court hearings. Phase II involves assessment and joint case planning, and Phase III includes collaborative case management and preparation for permanency, transition, and/or case closure by either agency. The three phases and associated tasks serve as guidelines by which jurisdictions develop ensuing practices based on their particular needs, resources, and capabilities. In this way, the CYPM is “one size fits all” because it is intended to be adapted by communities large and small and everything in between.

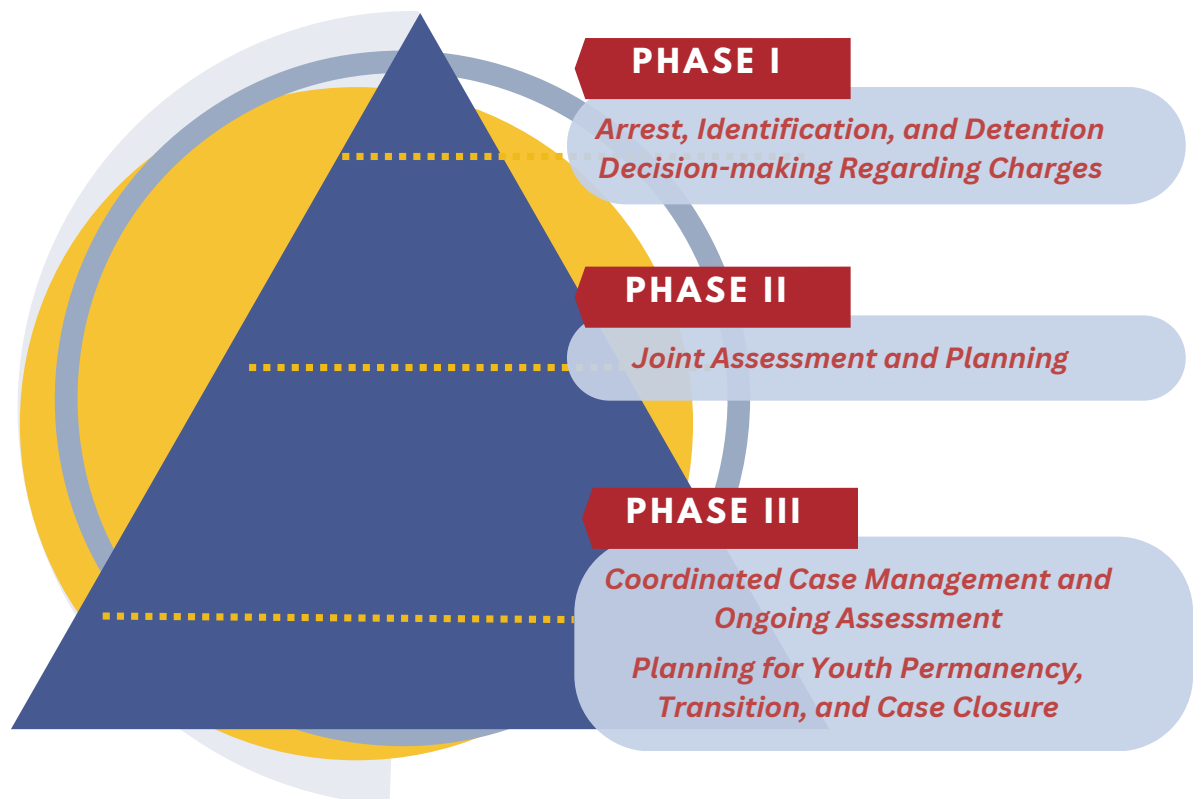


The following toolkit is meant to assist counties in Kansas with creating their own version of the CYPM. Information contained in the toolkit is based on facilitated work completed by the Crossover Youth State Policy Team and the CYPM pilot counties (i.e., Sedgwick, Shawnee, and Montgomery Counties), but is intended to be general enough that any community in Kansas can interpret and enact the stated principles in a manner that best suits the jurisdiction. To assist with this process, communities should feel encouraged to contact the Kansas State Crossover Coordinators representing DCF, KDOC, and OJA:

- **Ashley Brown**, DCF Crossover Coordinator (Ashley.brown@ks.gov)
- **Sandra Booker**, KDOC Crossover Coordinator (Sandra.Booker1@ks.gov)
- **Daniel Olson**, OJA Crossover Coordinator (Daniel.olson@kscourts.gov)

Counties using this toolkit to implement the CYPM or elements of it should ensure that an identified person is serving as a project manager to support the development and implementation of the process as outlined in this toolkit.





For more information on the CYPM, visit sites.google.com/Georgetown.edu/cypm or <https://cyj.georgetown.edu/>



THE WHO

IMPLEMENTATION TEAM

The CYPM, as with any cross-system initiative, requires involvement and commitment from particular parties. These parties (detailed below) come together to form the Implementation Team – or the group that drives the development and enactment of the local protocol. The individuals who compose this team should have a keen understanding of the agency, organization, or group they represent as well as the motivation necessary to compel meaningful change. Persons from various levels (e.g., frontline staff, supervisors, directors) should be represented on the Implementation Team. Specifically, personnel from the following agencies, organizations, or populations are recommended for inclusion:

-  **Department for Children and Families (DCF)** and related contractors, such as:
 - TFI, St. Francis, EmberHope, KVC, Cornerstones of Care, Community Solutions
 - Examples of personnel: investigation staff, intake workers, case managers, independent living coordinators, supervisors, permanency director
-  **Kansas Department of Corrections (KDOC)** and affiliates, such as:
 - Community Corrections, local juvenile detention center
 - Examples of personnel: juvenile intensive supervision officers, intake officers, transition specialists
-  **Court affiliates**, such as:
 - Judges, magistrates, court administrators, Office of the Public Defender, Prosecutor's Office, Guardians ad litem (GAL), Court Appointed Special Advocates (CASA), Court Services units (CINC and JO)
 - Examples of personnel: court clerks, parent's council, youth's council, bond supervision officers, immediate intervention program officers
- 
 - Juvenile Intake and Assessment Centers
 - Parents, guardians, and young people with lived expertise
 - Local school district
 - Mental health and substance use providers
 - Law enforcement
 - Other relevant parties as identified by the jurisdiction (e.g., community mentor programs, local tribal representatives)

This team will meet monthly throughout the development phase of the CYPM and will provide a level of oversight into the process following implementation. The previously noted project manager will serve as the facilitator of this group.



Development and Division of Implementation Team Tasks

The Implementation Team should contain, at most, 20 people to keep it manageable. However, individuals may be invited to attend to particular issues or workgroup focuses. Workgroups can be used to divide and tackle work through smaller subsets of the Implementation Team. (See the section *The How: Structures to Develop, Implement, and Sustain the CYPM* for more information).

THE WHAT:

ESSENTIAL PRACTICE COMPONENTS

There are six practice components that collectively make up the CYPM. These elements will be the focus of your Implementation Team's work throughout the duration of the project. The information below is an overview of each component; additional details can be found in the section indicated beside each.

101 TRAINING

(See Identifying and Meeting Training Needs starting on page 19 for more information.)

At the start of multi-party engagement, many will find that assumptions and misconceptions often drive their understanding (or lack thereof) of partner agencies and organizations. For this reason, agency "101" training is vital to establishing a common understanding across parties regarding how each system operates. This training should be open to all individuals who are relevant to cross-system work. In other words, the training is not just for the Implementation Team but for all personnel who work with youth and families from DCF, KDOC, and OJA (including related contracted agencies), school representatives, community providers, and treatment providers. This topic is discussed further in the Identifying and Meeting Training Needs subsection.



This training can be conducted initially for Implementation Team members only to ensure they are familiar with each other as they take on this multi-party developmental process. However, the training should eventually be offered to all staff on a routine basis.



Protocol Development

(See Cross-System Case Management Processes starting on page 24 for more information)

Creating a protocol to identify and manage crossover cases is the most time-intensive of all the Implementation Team focuses. This task entails understanding information sharing abilities, pinpointing the pathways to crossover that are most relevant to the community, and then mapping out how youth who travel those pathways will be identified and supported through interagency collaboration.

Court Structure

(See Court Structures and Judicial Guidance starting on page 34 for more information)

Because many crossover youth are court involved through either juvenile offender (JO) and child in need of care (CINC) cases, it is important that the court be able to identify, prepare for, and hear these cases in a manner that is beneficial not only to the court and council, but for youth and families. One judge/one family and dedicated court dockets are just a few ways this can be accomplished.

Data

(See The How: Structures to Develop, Implement, and Sustain the CYPM on page 13 for more information)

While the state can support data collection and analysis, local data collection can be instrumental in determining trends related to crossover. For example, common pathways, racial and ethnic disparities, and crossover “hotspots” can all be gleaned from local data collection. Data collection need not be anything fancy – a simple shared Google or Excel spreadsheet is a great way to gather information on young people who move between the child welfare and juvenile justice systems.

Protocol Training

(See Identifying and Meeting Training Needs starting on page 19 for more information)

Upon finalizing the new crossover case management protocol, it is vital that staff and partners across agencies be trained on the new operations. A training of this sort should be facilitated by local agency leadership and include ample opportunities for staff to ask questions and engage with one another. This topic is discussed further in the Identifying and Meeting Training Needs subsection.



Sustainability

(See The How: Structures to Develop, Implement, and Sustain the CYPM starting on page 13 for more information)

In the midst of new policies, leadership changes, and staff turnover it is understandable that the new crossover practices implemented in a county might fall by the wayside. To prevent such from happening, ongoing sustainability efforts are a must. When the heavy lifts are completed, the Implementation Team (or a subgroup of key leaders and staff) should plan to meet regularly to examine strengths of and threats to the local crossover work. Regular meetings between supervisors (across the various systems) will also aide in these efforts. This is detailed further in the subsection Ongoing Development and Practice Meeting Structures.

While the previous focuses are vital to the CYPM, there are additional tasks that Implementation Teams may choose to pursue to further develop their local structures and practices. For example:

LISTENING SESSIONS



Feedback on the experiences of individuals who have undergone dual system involvement can help communities best understand the strengths and pitfalls of their current practices and policies. The information gathered from youth, young adults, and family members should be applied to the new protocol. Further, listening sessions can also be utilized after the new protocol is in place to learn what impact it has had and what changes may still need to occur.

It can also be useful to hold listening sessions with staff from agencies that are central to carrying out the protocol. For example, hearing from frontline staff and supervisors from DCF and KDOC (and their respective contractors and subdivisions) can help pinpoint where there is tension, misunderstanding, and/or strengths in existing collaborative practices. Like those held with individuals with lived expertise, information gathered from staff listening sessions should be applied directly to the new protocol.

For communities that opt to host listening sessions, it is vital that the facilitator of those sessions (and anyone taking notes or observing) not be in an active position of power over the participants. Ideally, a third party should facilitate and take notes on the sessions, and later report the information gathered to the Implementation Team and relevant parties. All reported information should be completely deidentified so as to not risk any form of retaliation on behalf of the participants. Additionally, individuals with lived expertise participating in the sessions should be compensated for their time.

For support in conducting listening sessions, please contact the DCF, KDOC, and OJA Crossover Coordinators and/or see **Appendix B** for related question and confidentiality templates.



PREVENTION



While the primary focus of the CYPM is to respond to crossover through collaborative practices and policies, preventing crossover is also extremely important. This can entail the prevention of crossover from one system to another, the prevention of excessive involvement in either system, and even the prevention of involvement in a first system of care. It can also include efforts to end disproportionate representation of marginalized populations in systems.

For detailed information and examples of how prevention can take shape, check out the CYJ's publication [***Never Too Early: Moving Upstream to Prevent Juvenile Justice, Child Welfare, and. Dual System Involvement.***](#)

TO GAUGE THE STATUS OF YOUR COUNTY'S EXISTING COLLABORATIVE PRACTICES AND SUPPORTS:



The OJJDP Best Practices for Integrated Systems Rubric was designed to help communities evaluate their infrastructure and frontline practices to determine strengths and opportunities for advancement. The information gathered from such an assessment should be utilized to direct the Implementation Team's focuses, particularly as they relate to protocol development.

Click here to view and download the [OJJDP Dual Status Youth Design Study](#), which contains the rubric and details on how to apply it.





THE HOW:

Structures to Develop, Implement, and Sustain the CYPM

There are a number of meeting structures and related activities that should be established to support not only the development and implementation of the CYPM, but also its sustainability over time. Any meeting should be purpose driven and directly reflective of the community's values in strengthening collaborative practice and improving outcomes for young people and families. As a basis for this, the following groups, meeting structures, and related tasks are encouraged:

Developing the CYPM (Pre-CYPM Implementation)

Implementation Team (IT) and Workgroups

As referenced on page 7, the Implementation Team is the hub for all CYPM work. The Implementation Team should meet monthly and be facilitated by the local project manager overseeing this project. For additional support, they can elect a chair to partner with on developing agendas and facilitating discussions. An administrative assistant would be helpful to assist with meeting coordination, note taking, material distribution, and other logistics. The structure of the IT can vary based on the team's capacity and preference. Below are considerations for (1) utilization of workgroups within the IT or (2) having the full team work on all practice areas.

For communities that develop workgroups:

- Unlike the Implementation Team, workgroups are time-limited subgroups that focus on specific tasks (e.g., training, protocol development, court structure, prevention). Workgroups should elect one to two chairs who will devise agendas, facilitate discussion, and share meeting notes. Each workgroup should plan to meet once a month for 60 to 90 minutes until the group's stated goals are completed.
- Workgroups do not take the place of the Implementation Team. The monthly Implementation Team meetings will be used to provide updates on all workgroup activities and the remaining time can be devoted to workgroup breakouts or resolving any issues that have arisen.

For communities that opt not to develop workgroups:

- The Implementation Team should meet once a month for 60 to 90 minutes. Meetings should focus on one developmental task at a time, beginning with protocol development (the [*Cross-system Case Management Processes*](#) section) or the development of court structures should a dedicated docket or other specialty court model be pursued. Subsequently, IT meetings will be used to plan for training, establishing avenues for prevention, and other tasks identified in [*The What: Essential Practice Components section*](#) on page 9.



Maintaining Developed Practices (Post-CYPM Implementation)

Child Welfare and Juvenile Justice Supervisors

In order to maintain stable frontline collaboration and to address challenges as they arise, supervisors from DCF, KDOC, and OJA (including contracted case management providers and subdivisions such as court services and community corrections) should schedule a regular monthly meeting to touch base on what is going well and what issues need addressing. In advance of said meeting, the respective supervisors should connect with their staff to identify topics, cases, and/or issues that require attention.

Sustainability and Quality Assurance

Once the protocol and related measures have been put in place in the community, the Implementation Team (or select members from the team) should continue to touch base regularly. During the first year of implementation, sustainability meetings should occur every other month. After the first year, the frequency can shift to a quarterly basis.

Each year, the team should identify what will serve as the measures for success. This should be five to 10 items that look at practices, youth and family experiences, and/or youth and family outcomes. For instance, the team may gather information on the frequency with which collaborative home visits took place between probation officers and child welfare case workers. Alternatively, the team may create a brief anonymous survey for youth to complete about their experiences working with both a probation officer and child welfare case manager that examines whether young people feel their goals and services aligned across agencies. The quality assurance information that is collected should be reported back to frontline staff and supervisors with recommendations for how to sustain strong practices and how to improve those that may be lacking. (See Understanding Crossover Locally for more information).



The Shawnee County Implementation Team wanted to hear from parents and guardians about their experiences being involved with multiple systems at a time, but the team recognized this information might be hard to gather. In order to encourage families to be honest, the team created an anonymous survey in SurveyMonkey. A QR code and weblink were made available in the KVC, Court Services, and Community Corrections offices. The survey was designed to enable quick completion through multiple choice questions, but also included optional opportunities for participants to elaborate on their responses. Example questions included in the survey are:

- **Do you feel that the services offered to your family were supportive of your needs?**
- **What additional supports would have benefitted your family?**
- **How would you rate the coordination of services among the agencies with which your family has/had involvement?**



Understanding Crossover Locally (Ongoing Pre- and Post-Implementation)

Gathering Data to Understand Demographics and Pathways

Recognizing who is crossing between systems and how is fundamental to preventing crossover as much as it is to responding to it. Nationally, research tells us that youth of color are overrepresented in the crossover population and that the most common pathway to crossover is from the child welfare to the juvenile justice system. However, every community is unique and data collection is one way to understand the nuances of crossover in your jurisdiction. To get started, identify a sample of crossover cases (e.g., youth who entered a second system of care in the last six months) and collect data on the following:

- ✓ Age at crossover
- ✓ Sex or gender identity
- ✓ Race
- ✓ Ethnicity
- ✓ Pathway to crossover
- ✓ Length of time involved in child welfare at point of crossover (if applicable)
- ✓ Length of time involved in juvenile justice at point of crossover (if applicable)
- ✓ Number of arrests prior to crossover (if applicable)
- ✓ Number of placements prior to crossover (if applicable)

To understand how crossover youth compare to other young people in your community, compare analysis on sex, race, and ethnicity to local Census data. This can help indicate if there are disparities between the general population and those who are dual system involved. Communities can go a step further and compare these data points to the populations of youth involved in the child welfare and juvenile justice systems, as well. Regularly collecting data on these characteristics and experiences can shine light on if and how the crossover population changes over time. This is particularly important if your community is aiming to reduce disproportionate representation among certain groups.



Data Collection to Learn the Impact of Practice

In order to gauge whether or not the protocol is a) being implemented with fidelity and b) having the intended impact, it's important that data be collected that aligns directly with practices in the protocol. For example, if the protocol indicates that JIAS should call the local foster care hotline to notify them when a foster youth has been arrested, the Implementation Team should examine how often this is occurring. To do this, the team can randomly select cases over a period of time and document whether or not JIAS adhered to this practice. This information should then be presented to JIAS (and other stakeholders). If the number of times JIAS contacted the foster care agency in these situations is low (e.g., less than 75% of the time), the team will want to help troubleshoot this issue. Alternatively, rather than examining case files after the fact, the team can create a spreadsheet to document in real time certain aspects of the protocol they wish to collect data on. Regardless of which option the Implementation Team selects, a template like the example below can serve this purpose.

Example Data Collection Template

Case ID	Practice Area:	Occured	Did not occur	N/A	Notes:
	JIAS indentified foster youth and notified CMP immediately	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expanding notes...
	Family Preservation provider obtained information release from parent/guardian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Child welfare caseworker attended Probation case planning meeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Probation officer and child welfare worker attended at least one joint home visit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Probation officer attended the temporary custody hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Implementation Steps and General Timeline

The diagram below demonstrates how implementation can take shape. Please note that some steps might occur in tandem, particularly if workgroups are used to “divide and conquer” tasks. The timeline is the average amount of time communities might take in this process; however, every jurisdiction is different.

MONTHS 1-3

STEP A:

Form an Implementation Team

- Identify the project manager(s)
- Set a regular meeting time
- Determine if workgroups will be used
- Review local data on crossover, if available

MONTHS 4-5

STEP B:

Conduct 101 Training

- Develop materials for each agency/provider
- Determine who will act as instructors
- Invite agency staff and community providers

MONTHS 6-20

STEP C:

*Protocol Development**

- Select one crossover pathway to begin with (e.g., *youth in foster care who is arrested or cited*)
- Develop the processes for identification through case management and case closure
- Develop information sharing agreements, if needed
- Continue the process for remaining pathways

STEP D:

*Court Structure**

- Determine if a specific court model (e.g., dedicated docket) is necessary and feasible
- Develop a process for notifying the court when a case is crossover

**These processes may coincide in parallel development.*



MONTHS 21-22

STEP E:

Protocol Training

- Train staff on the new crossover protocol
- Distribute materials to staff
- Develop a plan for regular protocol training (as well as training for other related topic areas)

ONGOING

STEP F:

Data and Sustainability

- Determine how frequently the Implementation Team will reconvene to review and update the protocol
- Develop mechanisms to gather feedback from youth, families, and staff to inform adjustments to the protocol
- Identify data collection measures to regularly evaluate the success of the initiative and to inform protocol revisions and opportunities for prevention



IDENTIFYING AND MEETING TRAINING NEEDS

101 Cross-Training

Before agencies can reasonably collaborate on shared cases, it is imperative that DCF, OJA, and KDOC staff and affiliates be educated on one another's basic operations. There are often misconceptions around what other child- and family-serving partners do, what informs their decisions, and how their case practice is carried out. For this reason, 101 trainings are strongly recommended to streamline understanding among these agencies and other youth- and family-serving partners.

The ultimate purpose of the 101 cross-training is to provide opportunities for partners to become familiar with other agencies' operations as they relate to crossover youth. KDOC, DCF, and OJA serve many more populations than just dual system youth, and while it may be helpful for staff outside those agencies to become aware of the full scope of their services and resources, the dominant focus of each agency's training should be on youth (and families) who are or could be dually-served. Below are guidelines for who should attend, what information should be covered, and how the training might be presented.



Montgomery and Shawnee Counties held virtual 101 training webinars long before their protocols were fully developed and ready for implementation. Doing so helped guide how those creating the protocol understood their partner agencies as well as created opportunities for staff to put faces to names and clarify any misunderstandings they previously had.



Who should participate in the 101 cross-training?

DCF and related contractors

- Program administrators related to foster care, Family First, Family Preservation, permanency, and independent living
- Screening/hotline unit staff (e.g., Child Protection Specialists)
- Foster care case management provider (CMP) caseworkers, permanency specialists, and supervisors
- Placement providers (if different from the local CMPs)
- Family First contractor caseworkers/therapists and supervisors
- Family Preservation contractor caseworkers and supervisors

KDOC

- Juvenile Intake and Assessment Services (JIAS) staff and supervisors
- Local detention center program administrators
- Juvenile Intensive Supervised Probation (ISP) officers and supervisors
- Immediate Intervention Program (IIP) officers and supervisors

OJA

- CINC caseworkers and supervisors
- Immediate Intervention Program (IIP) officers and supervisors
- Bond supervision officers and supervisors
- Standard probation officers and supervisors

Other parties for consideration include:

- School administrators, social workers, and counselors
- Law enforcement (including SROs)
- Court administrators and judicial officers
- CASAs and GALs
- Prosecutors and public defenders

What topics should be included in instruction?

DCF and related contractors

- How referrals are made to DCF, how investigations are conducted, and potential outcomes of those investigations;
- Overview of goals and services related to foster care, Family First, and Family Preservation programs including identifying locally contracted providers and how DCF engages with those providers

KDOC

- What assessments JIAS uses and how it is determined if a youth will be released or detained;
- Overview of how Community Corrections becomes involved with a youth based on the court proceedings and related factors;
- Overview of Intensive Supervised Probation (ISP) and KJCC

OJA

- Overview of CINC services and how it differs from what is offered through DCF;
- The role of Court Services in making recommendations to the court for juvenile offenders based on the Youth Level of Service – Case Management Inventory (YLS – CMI) assessment;
- Overview of juvenile supervision programs, including IIP, bond supervision, and standard probation



When and how should the cross-training be held?

The 101 cross-training will have the most benefit if it is orchestrated within the first few months of a community's initial engagement with the CYPM. The training can be held virtually or in-person, as each has its own benefits. Hosting training sessions virtually enables the ability to record and reuse the material for onboarding and refresher purposes. It also accommodates for the fact that all stakeholders may not be available at the same time. On the other hand, large in-person interagency training facilitates direct interaction between agency staff for the benefit of relationship building as well as enabling real-time discussion and question/answer opportunities. In-person training can also be held on a smaller scale with representatives from one agency visiting the workspace of another to conduct more intimate training that requires less schedule coordination due to fewer persons needing to be involved.

While 101 cross-training should be held at the start of multi-system engagement, it should not be a "one and done" affair. These types of training opportunities should be held annually, at least, which means communities can mix and match the methods by which the trainings are held.

**Consideration should be given to doing a smaller 101 training for the Implementation Team members at the onset of engagement to ensure level understanding among the team members. This will help foster conversations throughout the development and implementation process.*



Even though Sedgwick County has engaged in cross-system collaboration through the CYPM for years, 101 training still occurs. Regularly hosting these opportunities helps refresh staff on their partners' operations, allows for new information to be presented in the event of legislative or policy changes, and ensures new staff are onboarded appropriately.



Protocol Training

Upon finalizing the CYPM protocol, the next step is to organize training on the new processes. Relevant personnel from all involved agencies/organizations should be invited to attend to ensure broad understanding of the information provided to impacted stakeholders and staff.



Protocol training in Shawnee County began with a live webinar accessible to all agency staff. The webinar was recorded and shared with everyone who registered so that individuals unable to attend the event could still access it. The recording also enables Shawnee County to reuse the material for refresher and onboarding training. Within weeks of the webinar, each agency held its own meeting with the Kansas Crossover Coordinators to review components of the protocol applicable to that agency and to allow staff the opportunity to ask questions in person.

Who should participate in protocol training?

Every party named in the protocol, whether their role begins and ends at intake or they provide any level of case management or direct services for months or longer, should have access to the training. This will likely include all parties listed in the previous 101 Cross-Agency Training section.

How should protocol training be held and what topics should be covered?

Because there is a lot of information to not only convey, but for the audience to learn, it may be beneficial to train partners on the protocol in two ways. The first is to introduce the protocol generally with all partners present to enable a foundational understanding as well as to encourage relationship building (if held in person). The second training is agency-specific, in which staff learn the particular ins-and-outs of their roles in the new protocol. The second training serves to reinforce the first and to provide agency-specific details in a more intimate setting.

It is highly encouraged that training be held in person to allow for real-time exchanges between partners. The agency-specific training should occur in person, but should require less time and resources. For example, the agency-specific training can take place during supervisory meetings.



General Interagency Protocol Training Topics:

- Leaders from each partner agency and organization should welcome the audience and set the standard for collaboration.
- Next, provide general background information on the initiative including: what the CYPM is, who is represented on the Implementation Team and what the aims of the group are and what has been accomplished, and the definition of crossover youth as utilized by the state of Kansas.
- Briefly recap key takeaways from the 101 Cross-Training, particularly the meaning of terms and programs that are noted in the protocol.
- Provide an overview of each protocol pathway, and demonstrate how youth will be identified and the ensuing steps regarding key junctures (e.g., assessment, detention, diversion, court hearings, case management, service referral, and case closure). Expectations around communication, including the timing and frequency of contacts and joint visits, should be made explicit.
 - Utilizing a visual, such as a map or desk guide, will help to demonstrate this information for the audience.
- Allow ample opportunity for questions and discussion.

Agency-Specific Protocol Training Topics

- Recap the purpose of the protocol, including the definition of crossover youth.
- Demonstrate the steps of each protocol pathway from the perspective of the agency, emphasizing points of contact within the agency and who serves in those roles in partner agencies. Reiterate expectations around communication, including timing and frequency of emails, phone calls, and joint visits.
- Point out key differences in the new protocol versus previous operations.
- Encourage staff to keep track of and raise issues that occur repeatedly.
- Allow ample opportunity for questions and discussion.



Onboarding and Refresher Training

It is important to the sustainability of the CYPM that protocol training occur regularly. A version of the general protocol training should be recorded and shared across partners for use in onboarding and annual refresher trainings that can be done virtually. However, it is vital that this training be updated as changes to the protocol are made.

Similarly, agency-specific protocol training should take place on an ongoing basis. This does not need to be formal and can take place occasionally during staff meetings to a) identify any issues or questions and b) update staff on any changes that may have taken hold through a protocol revision.

Special Topics

The issue of crossover is dynamic and complex, and can look different from community to community. Because many issues are linked to crossover, it is important that training go beyond the protocol to expand awareness of various interrelated matters. For example, commercial sexual exploitation and sex trafficking are common experiences among crossover youth – especially crossover youth of color – and can actually serve as the event that results in the arrest of a child welfare involved youth. If trafficking is a concern in your community, this is a topic on which to train staff and partners. Other topics to consider include:

- Racial and ethnic disparities
- Gender-responsive practices
- Adolescent development
- Sexual Orientation and Gender Identity/Expression (SOGIE)
- Cultural responsiveness
- School discipline, dropout, and promoting positive school climate
- The role of trauma and trauma-informed practices
- Homelessness
- Commercial Sexual Exploitation of Children (CSEC)

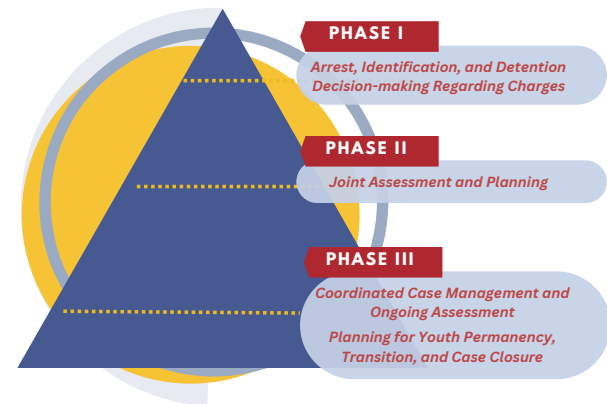
Special topics training can be agency-specific or even community-wide. Many times, these types of training events serve as opportunities for staff across agencies to engage and for the community at large to learn about prominent issues. Although the protocol may be in place, creating opportunities for deliberate interagency and community engagement is important to sustaining the work, reinforcing existing relationships, and generating avenues to form new relationships. If your team conducts listening sessions, that information can be used to identify potential areas for training needs.

DEVELOPMENT OF CROSS-SYSTEM CASE MANAGEMENT PROCESSES

This section of the Kansas Statewide Crossover Toolkit provides detailed information on how to develop a protocol for the various crossover pathways that are common to a community.

Overview

The backbone of the CYPM is the collaborative processes that are agreed upon and adhered to by the various stakeholders who work with youth and families. These processes, often referred to as protocols, may be helpful to conceptualize in three phases: identification upon entry into a second system of care and informing initial decision-making (**Phase I**); collaborative assessment contributing to joint or complementary case plans (**Phase II**); and shared case management including service referral and evaluation, joint visitation, and permanency, transition, and case closure planning (**Phase III**). Throughout each of these phases, information sharing and utilization must be clarified and performed in a manner that ensures the privacy interest of the identified youth and any referenced family members.



Identifying Common Pathways to Crossover

Before developing a protocol, the pathways that youth travel across systems must be understood. This information will provide the starting point of the protocol. There are two dominant pathways to crossover under the Kansas definition:

PATHWAY 1:

Child Welfare to Juvenile Justice

When a young person who is actively involved with DCF in some capacity (e.g., out of home placement, engaged in preventative services) is arrested or cited.

PATHWAY 2:

Juvenile Justice to Child Welfare

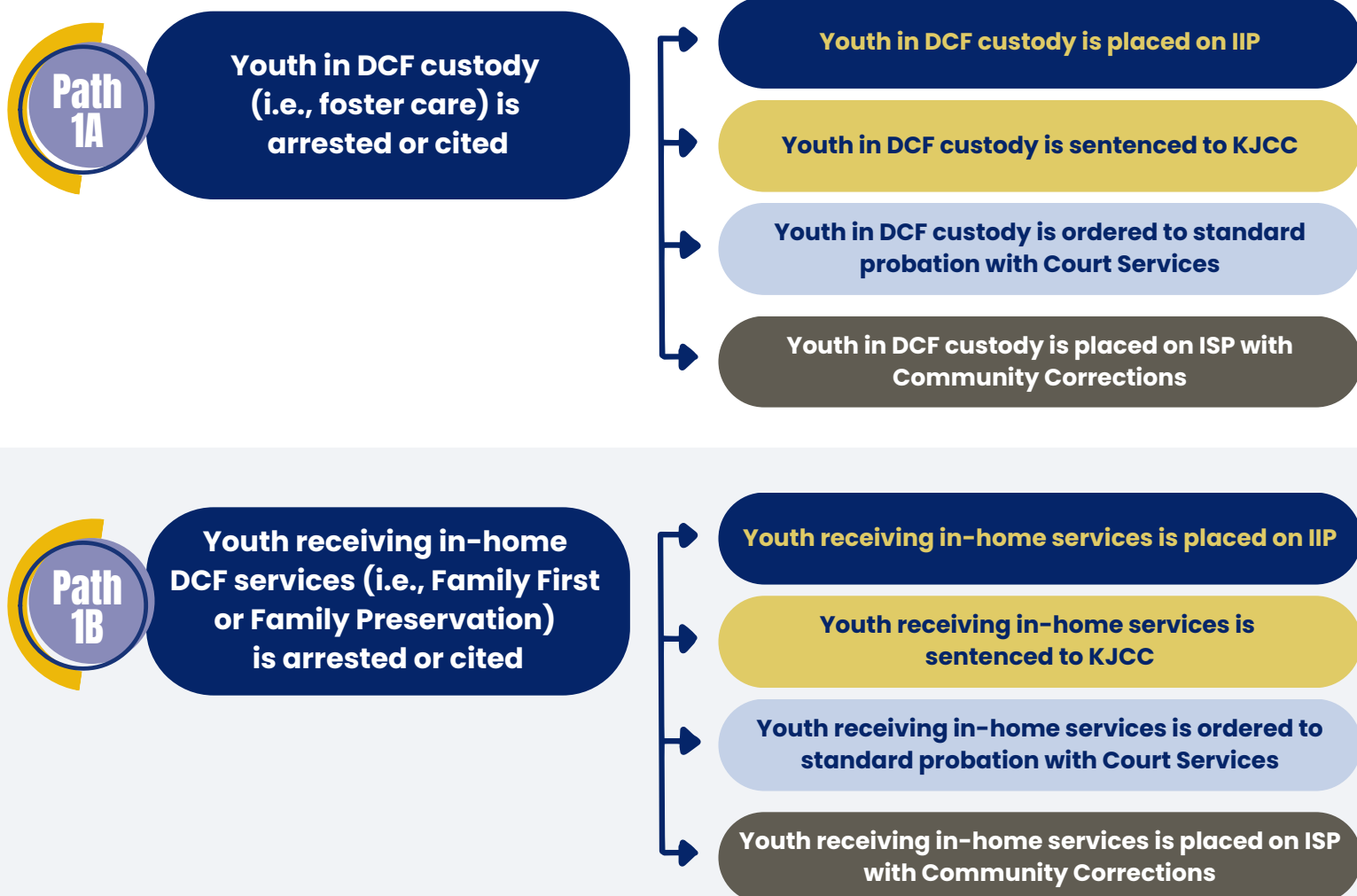
When a youth who is actively involved with KDOC or OJA through diversion, probation, or detention/corrections is referred to DCF and accepted for prevention or foster care services.

Within the two pathways, there are several disposition options (i.e., case types) that can result when a case is opened with a second system of care. For example, disposition options for juvenile justice might include diversion, probation, or commitment to a detention facility. Collaborative case management processes should be outlined for each of these disposition options as they are utilized by the community. Below are those various case types per pathway. See [Appendix A](#) for a system map from Montgomery County that provides an example of a collaborative case management process for Pathway 1a: Youth in DCF custody is arrested or cited.

There are many similarities in the various case/disposition types. However, the variances are to be strongly considered when taking into account the legal status/privacy interest of the youth/family which largely governs what's allowable or not.

PATHWAY 1:

Child Welfare to Juvenile Justice



PATHWAY 2:

*Juvenile Justice to Child Welfare*Path
2A

Youth involved with
Community Corrections
through KJCC (e.g., youth
preparing to reenter
community on conditional
release) is referred to DCF

Youth on conditional release begins
Family First services

Youth on conditional release begins
Family Preservation services

Youth on conditional release is placed
in the custody of DCF

Path
2B

Youth involved with
Community Corrections
through ISP is referred to DCF

Youth on ISP begins Family First services

Youth on ISP begins Family Preservation services

Youth on ISP is placed in the custody of DCF

Path
2C

Youth involved with Court
Services on IIP is
referred to DCF

Youth on IIP begins Family First services

Youth on IIP begins Family Preservation services

Youth on IIP is placed in the custody of DCF

Path
2D

Youth involved with Court
Services on standard
probation is referred to DCF

Youth on standard probation begins
Family First services

Youth on standard probation begins Family
Preservation services

Youth on standard probation is placed in the
custody of DCF

Developing a Protocol

Because every county and region in Kansas is unique, from assets and challenges to the case management providers to terminology, it is important that protocols be developed in reflection of those nuances. However, there are certain aspects that should be standard to any cross-system protocol that focuses on crossover youth. The following is a decision point framework that includes guiding questions to support development of the crossover youth protocol for your community. While the framework is an approximation for the child welfare to juvenile justice pathway, the same concepts apply to the reverse pathway.



When Shawnee County began working on their protocol, they realized that there were a lot of pathways to consider, and thus involvement with a lot of contract agencies was required. With this in mind, the team decided to start with the foster care to juvenile justice pathway so that only one DCF contractor was needed to begin with. KVC (the local foster care provider) worked with JIAS, JDC, Court Services, Community Corrections, the county attorney's office, and a public defender to determine:

- how a foster youth would be identified when they were arrested/cited;
- who JIAS would contact at KVC upon learning that information;
- how KVC would be notified of upcoming hearings
- what should occur if the youth is detained and/or placed on bond supervision; and
- what collaborative case management would look like between KVC and Court Services or Community Corrections, depending on the outcome of disposition.

Once this pathway was completed, the team invited Cornerstones of Care (Family Preservation provider) and Community Solutions, Inc. (Family First provider) to the table to adopt similar processes for pathways involving youth who receive DCF's preventative services. Finally, the team worked out the reverse pathways for youth involved in the juvenile justice system who were referred to DCF.

Identifying Crossover Youth and Notifying Parties

1

Outline the process by which youth will be identified at the point of contact into a second custodial system.

Guiding Questions:

- How will the youth be identified as crossover? (e.g., database review, email communication)
- Who is responsible for identifying the youth? (e.g., the JIAS intake coordinator will email the DCF contractor provider upon receiving the youth's referral to confirm involvement)
- What is the timeframe in which the identification should occur following arrest and/or citation? (e.g., The DCF provider will respond to the email inquiry within one business day [expectations for response should be timelier for foster care providers]. If the youth is placed in detention, the communication will be made via phone to ensure the contractor has timely detention hearing information.)

2

Outline the process by which all other relevant parties will receive the initial notification of the citation/arrest.

Guiding Questions:

- Who will receive the notice? (e.g., Which agencies and whom within those agencies? Who will notify the youth's family/caregiver? How will the youth's attorney in child welfare case be notified?)
- What information on the youth will be shared? (e.g., charge, location of the incident, upcoming hearing or intake appointment information)
- How will information be shared? (e.g., phone, email, communication form, shared electronic file)
- What is the timeframe for the assigned workers from JIAS and the DCF contract agency expected to have initial communication?
- Do information releases need to be signed to permit interagency information sharing? (e.g., Family First and Family Preservation providers should seek releases from parents/guardians)

Assessment and Decision-Making

1

Outline the process by which the initial assessments will be conducted by JIAS

Guiding Questions:

- Will the process include discussions with the child welfare worker to understand the current level of services being provided?
- Will the DCF be expected to participate in the process?
- Will JIAS notify the DCF contractor of any alarming findings? (e.g., if the youth scores high on a trafficking assessment)
- How will the DCF contractor be notified if the case is diverted or under consideration for IIP?

2

Outline the process by which parties will respond if the youth is detained pre-adjudication

Guiding Questions:

- How will JIAS notify the detention facility of the youth's involvement in DCF?
- What will be the expectations for communication between the detention facility and DCF?
- How will the DCF contractor notify the detention center of the youth's medical needs, trauma triggers, behaviors, and any no-contact orders in place?

Preparation For and Attendance At Court Hearings

1

Outline the process by which workers will be notified of the delinquency hearings.

Guiding Questions:

- How will the DCF contractor learn of upcoming delinquency hearings? (e.g., Can the court docket be made available to them?)
- Who will be responsible for providing the parents/caregiver notification regarding the hearing? (e.g., JIAS, detention facility staff, DCF contract agency worker)

2

Outline expectations for attendance at the delinquency hearings.

Guiding Questions:

- Will the DCF contract agency worker (or designee) be expected to attend all delinquency hearings?
- If the DCF contractor does not attend all delinquency hearings, who will be responsible for contacting them to provide information on the hearing's outcome?

3

Outline expectations for preparation and collaboration prior to delinquency hearings.

Guiding Questions:

- If the youth is placed on bond supervision, will Court Services provide an update to the DCF contractor prior to hearings where Court Services is expected to provide updates or recommendations?
- If the youth is in pre-adjudication detention, will the detention facility provide updates to the DCF contractor when the court receives updates?
- How can parties work together to identify additional resources and services for the young person prior to disposition?

Coordinating Service Planning and Case Management

1

Outline the process by which collaborative or complementary case plans will be developed including who will facilitate the meeting, be in attendance, and the timeframe for it to occur post-disposition.

Guiding Questions:

- Is there an opportunity to create an integrated case plan? If so, will an integrated case plan template be utilized?
- If complementary case plans are to be created, how will information be shared regarding past and current services that the youth/family is involved with in order to avoid duplication and fill service gaps?
- How will accountability for actualizing the plan occur?
- With whom will the plan(s) be shared and how often will it/they be reviewed?
- Who will identify and work with the youth's family options?
 - When will these individuals be approached to assess their interest and ability to care for the youth?

2

Outline the expectations for visitation and communication between agency workers.

Guiding Questions:

- How frequently will workers be expected to communicate? (e.g., weekly, biweekly, monthly)
- Will there be an expectation for joint visits with the youth and family? If so, how often should such visits occur?
- In the event of a probation violation, how soon will the probation officer notify the DCF contractor?
- In the event of a placement change, how soon will the social worker notify the probation officer? (e.g., within 24 hours)

Preparation for Reentry, Transition, and Case Closure

1

Outline the process for developing a plan for self-sufficiency, permanency, and/or independent living.

Guiding Questions:

- What tools will be used to assess youths' strengths and areas of interest?
- If the case is being transitioned to a new unit, what is the notification process for the partner agencies?
- If being transitioned to a new unit, how will workers be introduced and when?

2

Outline the process for reentry for youth exiting a secure placement.

Guiding Questions:

- When will the transition plan be developed and how will the DCF contractor be incorporated?
- How will the DCF contractor be kept up to date on the expected reentry date?
- Who will introduce the DCF contractor to the new probation officer, if such should occur?

3

Outline the process for case closure.

Guiding Questions:

- How will agency workers keep one another updated on their prospective case closure timelines?
- Will there be a case closure meeting, and if so, who will notify the other agency worker?
- If one case is closing, how will the agencies collectively ensure that the youth and family will access resources pending ongoing needs?



COURT STRUCTURES AND JUDICIAL GUIDANCE

This section provides an overview of how judicial officers can be involved – and lead – the CYPM efforts in their community. Further, various court models and practices are explored to demonstrate the array of opportunities that exist to streamline hearings, information sharing, and collaboration.

Although crossover youth are a population defined by their involvement in the child welfare and juvenile legal systems regardless of court involvement, the courts stand to influence the experiences and outcomes of these young people and their families as much as their case workers and probation officers. For starters, the presence of judges and magistrates on local teams seeking to drive policy and practice changes (e.g., CYPM Implementation Teams) has demonstrated benefits, including an increased likelihood that the jurisdiction will adhere to and sustain the developed protocols (see [Herz et al., 2019](#)). Further, the courts can play a key role in preventing unnecessary or excessive system involvement as well as overseeing case coordination between DCF, OJA, and/or KDOC.

Court Models and Related Practices

Youth, families, and agency staff alike can become overwhelmed by the sheer number of court hearings they are asked to attend. Young people and families, in particular, may suffer if they have simultaneous JO and CINC court cases due to the need to take off from work (many times without pay), miss school, and identify child care for young children in order to attend the various hearings they are required to participate in. For these reasons and abundant others, the CYPM encourages communities to consider using a dedicated crossover docket or one judge/one family court model.

Dedicated Crossover Dockets

Dedicated crossover dockets are most appropriate for communities that see high volumes of court-involved crossover cases. Many jurisdictions that utilize this model enact the docket post-adjudication, in which disposition and ensuing JO and CINC hearings are docketed together in this specialty court. DCF, OJA, and KDOC (and their corresponding contractors and subdivisions) may dedicate staff trained in crossover specifically to manage the cases assigned to the specialty crossover court (if resources permit). This aides in building and sustaining relationships across agencies and with the court, which in turn helps families and youth access the services and resources they need while minimizing confusion around their respective cases.

One Judge/One Family Model

Unlike a dedicated crossover docket, in which a youth and family may be transferred to a new judge or magistrate upon the formalization of a second court case, the one judge/one family model allows young people and families to remain with their original judge. Such a court model may be more beneficial to smaller communities where formal involvement in both the child welfare and juvenile justice system is less common. Similar to a dedicated docket, however, the one judge/one family model supports hearing alignment to minimize strain on youth, families, and staff.

Pre-Court Conferencing

Regardless of the court structure, pre-court conferencing is beneficial to ensuring all parties to the CINC and JO cases are operating with the same information (as legally permissible) and are aligned in their awareness of what recommendations will be presented to the court. Note: “alignment” does not necessitate agreement. It does, however, promote the ability for probation officers, caseworkers, placement providers, and related parties to prepare for potential outcomes of the hearing. Pre-court conferencing also facilitates the sharing of contextual information that may be important to consider in advance of forming said recommendations.

In the event a one judge/one family or dedicated docket model is not feasible, pre-court conferencing can also create opportunities for judges assigned to the respective CINC and JO cases to consult with one another in order to learn updates that may have implications for the other case. This may be especially important when a young person initially crosses over.

Case Management Benefits of Coordinated Hearings

In addition to the time and resource benefits of coordinated CINC and JO hearings, dedicated court dockets and one judge/one family models can promote collaborative case management and accountability among child welfare and juvenile justice partners. When hearings are combined and stakeholders for each case are present, it ensures that everyone receives the same information – including the youth and their family. Involvement in multiple systems can be extremely overwhelming, but coordinated hearings can help youth and families understand how their cases align. Further, oversight by the court can help ensure that CINC and JO cases complement each other.

In other words, when judges, social workers, probation officers, attorneys, and other key parties are operating with complete information they are able to **avoid duplicative service referrals, over-assessment, conflicting case goals,** and instead work together to streamline resources, share information, and take into account the full context of factors relevant to both cases.

In this appendix, we've included several resources to help aid local Implementation Teams as they develop their own protocols and tools.

Appendix A: Sample Protocol Map

As noted in the **Developing a Protocol** section (p. 25), because every county and region in Kansas is unique, from assets and challenges to the case management providers to terminology, it is important that protocols be developed in reflection of those nuances. However, it may be useful to learn what other Implementation Teams have constructed. Included here is the sample protocol map CYJ and the CYPM Implementation Team in Montgomery County developed.

Appendix B: Sample Focus Group Questions

Holding focus groups with youth and families with lived experience is a great way to hear about what is going right with your system, and to learn what needs to be changed or improved. CYJ strongly recommends that all jurisdictions hold listening sessions to hear directly from the youth and families that systems impact. This appendix provides sample questions that are categorized by system (child welfare, juvenile justice, courts, education, and behavioral and mental health). These questions are not intended to be comprehensive and should be used as a jumping off point as a jurisdiction develops their session protocol. Following the sample questions are example confidentiality forms that can be adjusted based on the needs of the jurisdiction and the incentive being offered to participants.

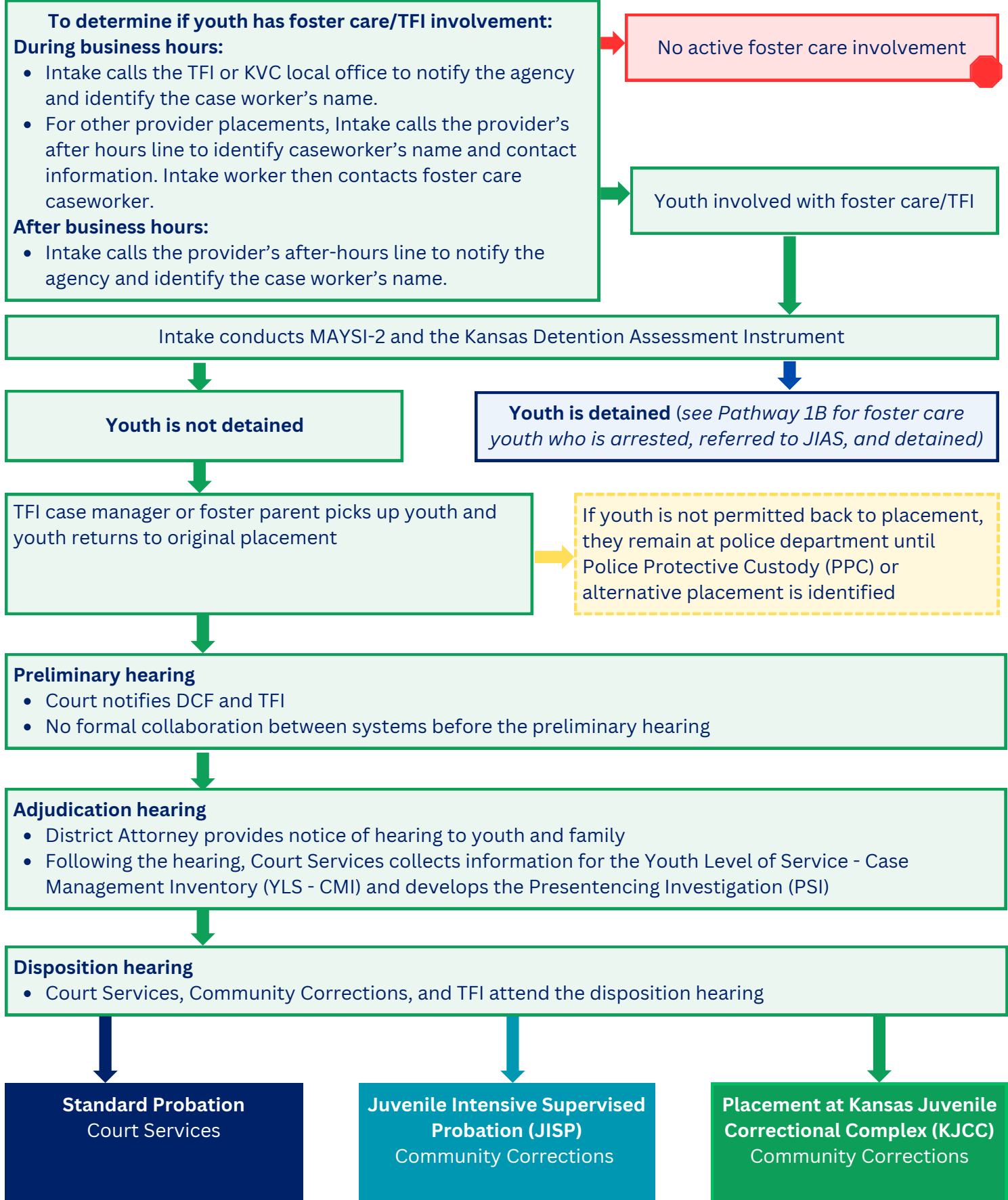
Appendix C: Sample Confidentiality Forms

We've also included two sample confidentiality forms for these focus groups:

- Observer or Facilitator Confidentiality Agreement
- Youth and Family Confidentiality Agreement

Appendix A: ***Sample Protocol Map***

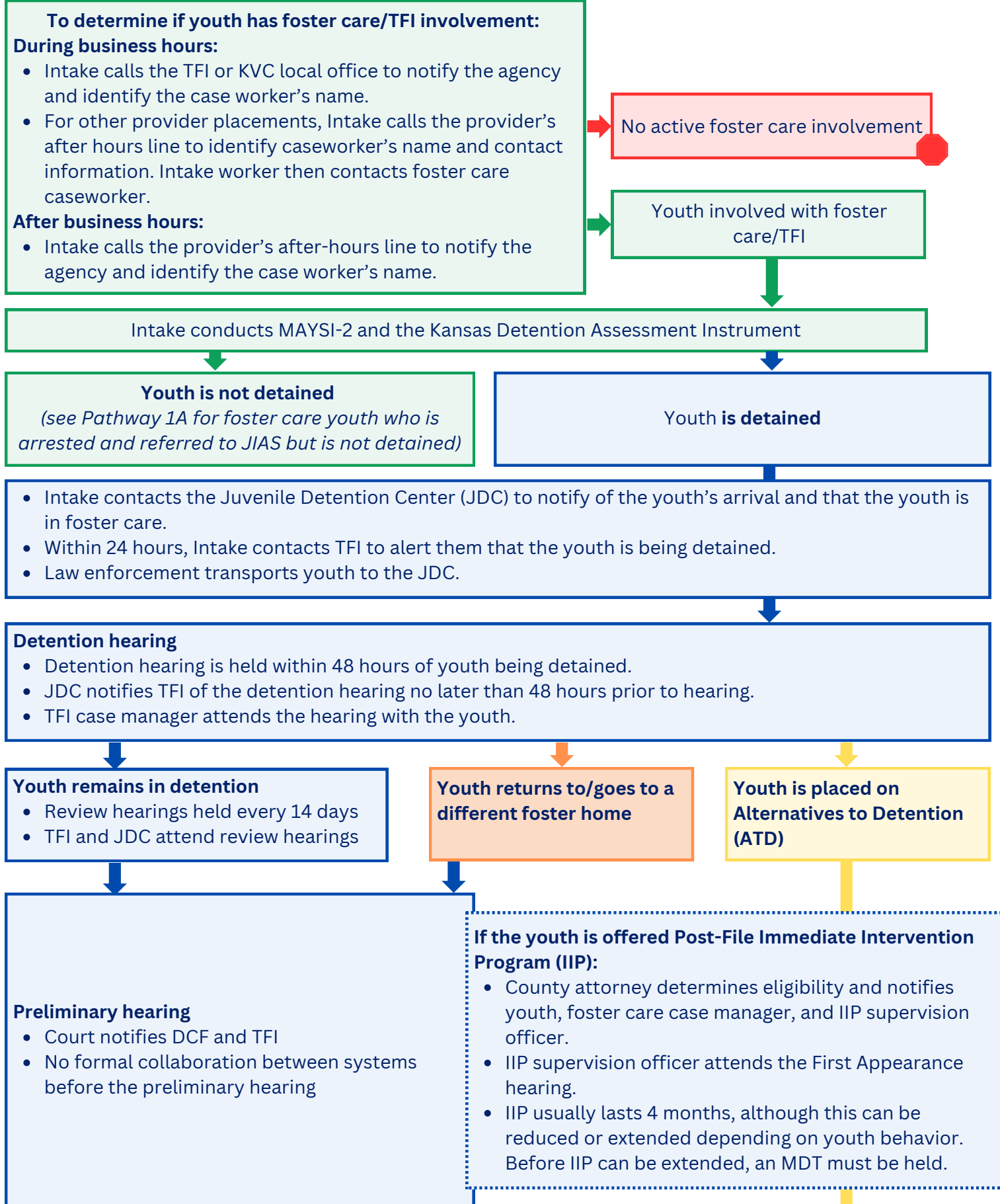
Pathway 1A: Youth in foster care who is arrested or referred to the Juvenile Intake and Assessment Services (JIAS) and does NOT screen in for detention



MONTGOMERY COUNTY CYPM PROTOCOL MAP

Foster Care ➡ JJ
(Detained)

Pathway 1B: Youth in foster care who is arrested or referred to JIAS and screens in for detention



Adjudication hearing

- District Attorney provides notice of hearing to youth and TFI (and parents if rights remain intact).
- Following the hearing, Court Services collects information for the Youth Level of Service - Case Management Inventory (YLS - CMI) and develops the Presentencing Investigation (PSI).

ATD is a program that may include electronic monitoring.

- Youth can be placed on ATD for up to 8 weeks.
- The county attorney provides the conditions.
- Meetings with the ATD case manager and youth (and parents if rights remain intact) occur three times per week.
 - ATD Case Manager will invite TFI worker to participate in meetings and will provide updates following the meetings, and vice versa.
- If a youth on ATD disrupts from a foster home placement, TFI will email the ATD worker within 24-hours of the new address.

Disposition hearing

- Court Services, Community Corrections, and TFI attend the disposition hearing

Standard Probation
Court Services

JISP
Community Corrections

Placement in KJCC
Community Corrections

Collaborative case management:
Court Services and TFI
Standard Probation

Joint case planning

Court Services Officer (CSO) will schedule initial appointment with TFI caseworker and youth to develop case plan that complements and aligns with TFI case plan.

Meetings, hearings, and updates

- Youth returns to/or goes to a different foster home.
- TFI continues to see youth at least once per month at home.
- Case plans continue on the 6-month time frame.
- CSO appointments are determined on the supervision level and the need, usually on a weekly basis.
- If the youth receives three violations, they may be brought back to court to have their supervision revoked.

Preparation for case closure

- CSO will update TFI worker monthly regarding expected completion date.
- *For youth aging out of foster care:* TFI worker will invite CSO to exit interview and connect CSO to independent living (IL) specialist.

Collaborative case management:
Community Corrections and TFI
JISP

Joint case planning

Juvenile Intensive Supervision Officer (JISO) will co-create case plan with youth and will then contact TFI worker to ensure alignment with TFI case plan.

Meetings, hearings, and updates

- The youth returns to/or goes to a different foster home.
- The youth returns to his/her home school unless they have been suspended or expelled.
 - TFI and Community Corrections conduct at least one home visit per month. Visits will be conducted separately.
 - After the TFI home visit, TFI will share an update with Community Corrections within two days of the visit.
 - After the Community Corrections home visit, the agency will share an update with TFI within two days of the visit.
- If the youth receives three violations, they may be brought back to court to have their supervision revoked.

Preparation for case closure

- JISO will update TFI monthly regarding expected probation termination date.
- *For youth aging out of foster care:* TFI worker will invite JISO to exit interview and connect JISO to independent living (IL) specialist.

Collaborative case management
Community Corrections and TFI
Placement in KJCC

Joint case planning

TFI contacts KJCC's Discharge Planner, Program Dir., and Records Dept. to notify that incoming youth has TFI involvement. TFI will attend the initial program planning meeting.

Meetings, hearings, and updates

- The youth is typically placed on case management through Community Corrections, who visits with the youth at least once a month.
- TFI worker will participate in the following KJCC meetings:
 - 180 review conferences
 - Pre-release conference
 - High risk release planning meetings
- TFI will maintain contact with youth, including visiting the young person at KJCC once a month.
- KJCC will provide a weekly report to kscmd@tfifamily.org to keep TFI informed of youth's progress (this is the after hours TFI email, which will be forwarded to the case manager).
- TFI worker will notify the KJCC Discharge Planner and the Corrections Counselor to all related meetings.
- TFI will advocate for youth's release prior to 18th birthday, if possible.
 - TFI will receive notice of pre-release hearing (7 business days before release).

Preparation for case closure

- TFI to attend pre-release conference, high risk release planning meetings, and pre-release hearing (see above)
- KJCC Discharge Planner and Corrections Counselor to attend TFI meetings and staffings (see above).

Appendix B: ***Sample Focus Group Questions***

Holding focus groups with youth and families with lived experience is a great way to hear about what is going right with your system, and to learn what needs to be changed or improved. CYJ strongly recommends that all jurisdictions hold listening sessions to hear directly from the youth and families that systems impact. This appendix provides sample questions that are categorized by system (child welfare, juvenile justice, courts, education, and behavioral and mental health). These questions are not intended to be comprehensive and should be used as a jumping off point as a jurisdiction develops their session protocol. Following the sample questions are example confidentiality forms that can be adjusted based on the needs of the jurisdiction and the incentive being offered to participants.

Child Welfare

- What has your experience been with the child welfare system?
 - What was positive or negative about your interactions with the child welfare system?
 - Has your voice been heard throughout the process?
- What have your interactions with your child welfare case worker been like?
 - How many different case workers have you had?
- When you have wanted to stay connected with family members, has child welfare been helpful in maintaining that connection?
- What do your placement options look like?
 - Have you had a say in where you are placed?
- What would have improved your interactions with child welfare?
- What services did child welfare provide to you?
- What services that were not provided would have been helpful?

Juvenile Justice System

- What has your experience been with the juvenile justice system?
 - What was positive or negative about your interactions with the juvenile justice system?
 - Has your voice been heard throughout the process?
- What have your interactions been like with your juvenile justice case worker?
- What would have improved your interactions with juvenile justice?
- What services did juvenile justice provide to you?
- What services were not provided that would have been helpful?

Courts

- What have been your experiences in going to court?
- What did your representation look like?
 - Did you have a court-appointed attorney or private counsel?
 - Did you have enough time with your representation prior to your hearing?
- Were court proceedings understandable?
 - Were you told what your hearings were about?
- How were you treated by the judge, court staff and attorneys?
 - Did you feel like you had a voice in the process?
 - Did anyone ask you what you wanted to happen with your case?
- What would have improved your interaction with the court?
- Did you think that the result was fair?
- Has a CASA been made available to you?

Education

- What has been your experience with schools?
- Have you had anyone in the schools who is supportive of you?
 - Have you had anyone in the schools you can go to if you want to access services?
- If you have had to change schools, have you had any success in getting credits transferred?
 - Did you want to change schools?
 - Were you part of the transition process?
 - Has anyone talked to you about ensuring you are on time to graduate?
 - If you are behind, has anyone talked to you about speeding up your timeline to graduate?

Behavioral and Mental Health

- What has been your experience with behavioral and mental health?
- Have you received the services you need?
 - Are there services that you would like to receive, but haven't?
 - Has anyone asked you what you need?
- What is your relationship like with your therapist?
 - How many different therapists have you had?
- How long did it take you to get into mental health services?

Additional Questions

Family Connections

- How is child welfare or juvenile justice helping you to maintain connections to your family, including those who may not be blood relatives but who you are very close with?
- If you have siblings, are you able to visit with your siblings?
 - If so, how frequently do you see each other and what do those occasions look like?
- Are you able to visit with other family members (e.g., aunts, uncles, etc.)?
 - If not, was it your choice not to engage with your family?
 - What influenced that decision?

Community Opportunities and Interests

- Are you involved with any clubs, sports, youth groups, or similar activities?
 - If not, have those activities been made available to you through school, your placement, or a caseworker?
- Aside from activities you're already engaged in, what else motivates or interests you?
- If you were to have a volunteer mentor, what do you envision that person being like?
 - Describe the person in your mind. Are they a certain age, gender, race, or religion? What characteristics stand out?

Other Questions

- What gives you hope?
 - What is important to you?
- Do you have a go-to person in your life?
- Have you experienced or noticed how you were treated in comparison to others based on your race?
- How has your experience, in any of these systems, shaped you and your family?
- Finish this sentence: As a result of this experience, my family is ____
- If you could say one thing to the leaders of each of these systems and the receivers of this information, what would you say?
- Is there anything that has not come up that you want to make sure we get across?

Appendix C: ***Sample Confidentiality Forms***

Sample Observer or Facilitator Confidentiality Agreement

Purpose

These focus groups are being held to gather the experiences and stories of youth and families who have lived experience with the juvenile justice system, the child welfare system, or both systems. The CYPM team will use the responses from the focus group participants to inform adjustments to policy and practice intended to better serve youth and families who may become involved in the child welfare and/or juvenile justice systems in the future.

Observer/Facilitator Confidentiality and Terms to Participate:

As an observer or facilitator in these focus groups, I understand that I will not ask youth or family participants to answer any questions that make them uncomfortable or that they do not wish to answer.

I understand that I must maintain the confidentiality and anonymity of the youth and family participants, and that I will not share the names or experiences of the participants outside of the focus group. All notes and reports generated from these focus groups will be de-identified.

I understand that I will listen to and be respectful of others' experiences and stories.

Agreement of Terms to Participate

I acknowledge that I understand the terms of confidentiality and participation as an observer or facilitator of these focus group.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

Sample Youth and Family Confidentiality Agreement

To agree to this release, please download this document, add your signature, and email it to your point of contact. If you are unable to download and sign this document, you may send your contact an email with the following written out:

I, (Insert Your Name), agree to the terms that have been outlined in the Youth and Family Confidentiality Agreement. I acknowledge that I understand the terms of confidentiality and participation as a youth or family participant of this focus group. I acknowledge that my participation is fully voluntary.

If you email the above statement to your point of contact, be sure to also include your mailing address in the email to receive your \$75 Visa gift card.

Purpose

You are invited to a focus group – we want to hear from youths and families about their experience in the juvenile justice system, the child welfare system, or both. We will ask questions about your experiences in these systems. If you had experiences with mental health services and city schools, we will also ask about those experiences. The CYPM team will use the responses from the focus group to improve policy and practice so we can best serve youth and families who may become involved in the child welfare and/or juvenile justice systems in the future. The focus group will last approximately 75 minutes.

Participants' Confidentiality and Terms to Participate

As a participant in this focus group, I understand that:

- I will be asked questions about my experiences with juvenile justice, child welfare, mental health and schools. This will include what went well, what didn't go well and what recommendations you have to make it better.
- I do not have to answer any question that make me uncomfortable or that I do not wish to answer.
- My responses will be recorded in writing by notetakers, and that all notes will be de-identified following the session.
- After the session, the CYPM team will ask me to review the anonymous responses for accuracy and completion.
- I will not share the names or experiences of the other members of the focus group.
- I will be respectful of others' experiences and stories.
- I will receive a \$75 Visa gift card for my participation in this focus group. Gift cards will be mailed by regular mail within 24 hours of the focus group. My mailing address is:

Consent to Participate

I acknowledge that I understand the terms of confidentiality and participation as a youth or family participant of this focus group. I acknowledge that my participation is fully voluntary.

PRINT NAME: _____

DATE: _____

SIGNATURE: _____