

Drop Off Analysis Resources for Change

Building Strong Futures:

Increasing Capacity and Scale in Our Collaborative Courts



Table A: Resources to improve referral, identification, and engagement

Select your top 2-3 problems and explore the related solutions and resources.

Problem	How Do You Know?	Possible Solution & Resources
<p>We do not identify families in which SU is an issue, or we do not identify them soon enough.</p>	<ul style="list-style-type: none"> ■ Data about number of families affected by SU are unknown or untrusted. ■ SU is not asked about in the child welfare’s initial screening or assessment process unless it is the primary concern. ■ SU is rarely asked about or discussed during the initial court hearings. ■ Judges, attorneys, and caseworkers do not ask or are uncomfortable asking about SU concerns. ■ Parents are often referred to SUD assessments later in a case. 	<p>Create a standardized and systematic referral, screening and assessment process.</p> <ul style="list-style-type: none"> ■ Family Treatment Court Best Practice Standards (FTC BPS) Standard 4 – Early Identification, Screening, and Assessment ■ 2016 FTC Practice Academy – Early Screening and Assessment: How Effective FTCs Match Service to Need ■ Prevention and Family Recovery Lesson 4 – FTC Teams Need to Maintain a Consistent and Strong Focus on FTC Participant Recruitment, Timely Engagement, and Retention ■ Developing Screening Protocols to Identify Parental SUDs and Related Child and Family Needs ■ Understanding Screening and Assessment of SUDs: Child Welfare Practice Tips ■ Identifying Safety and Protective Capacities for Families with Parental SUDs and Child Welfare Involvement ■ Child Welfare & Planning for Safety: A Collaborative Approach for Families with Parental SUDs and Child Welfare Involvement

Problem	How Do You Know?	Possible Solution & Resources
<p>Our referral pathway is fragmented.</p>	<ul style="list-style-type: none"> ■ We have a large drop-off point between the number of cases with identified SU concerns and the number of cases referred to the FTC. ■ Whether or not a parent is referred to FTC depends on who is assigned as their judge, attorney, caseworker, or treatment provider. Many stakeholders do not know about the FTC. ■ The FTC referral process is hard to follow, unknown by staff, or ignored. ■ We don't know what happens to families once SU is identified. 	<p>Create a standardized and systematic referral, screening and assessment process and educate all partners about it.</p> <ul style="list-style-type: none"> ■ FTC BPS Standard 1 – Organization and Structure ■ FTC BPS Standard 4 – Early Identification, Screening, and Assessment ■ 2016 Practice Academy – Early Screening and Assessment: How Effective FTCs Match Service to Need ■ Prevention and Family Recovery Lesson 4 – FTC Teams Need to Maintain a Consistent and Strong Focus on FTC Participant Recruitment, Timely Engagement, and Retention ■ Developing Screening Protocols to Identify Parental SUDs and Related Child and Family Needs ■ Understanding Screening and Assessment of SUDs: Child Welfare Practice Tips ■ Establishing Practice-Level Communication Pathways and Information Sharing Protocols ■ Contact us for example marketing materials, brochures, and staff training slides.
<p>Our population of focus is very narrow or unclear.</p>	<ul style="list-style-type: none"> ■ We have a large drop-off point between the number of cases with identified SU concerns and the number of cases eligible for the FTC. ■ Stakeholders no longer refer to the FTC because it seems like no one is ever eligible. ■ Our FTC has a screening committee that decides whether a parent should be granted entry. ■ Our exclusionary criteria are lengthy. ■ Decisions about parent admission are made by subjective reasoning. 	<p>Define/redefine target population using objective eligibility and exclusionary criteria, specified in writing and communicated to all referral sources. Do not make eligibility determinations based on subjective criteria.</p> <ul style="list-style-type: none"> ■ FTC BPS Standard 3 – Ensuring Equity and Inclusion ■ FTC BPS Standard 4 – Early Identification, Screening, and Assessment ■ FTC Planning Guide

Problem	How Do You Know?	Possible Solution & Resources
<p>It is difficult for parents to gain entry into the FTC.</p>	<ul style="list-style-type: none"> ■ We have a large drop-off point between the number of cases eligible/referred to FTC and the number of cases that enter the FTC. ■ Parents must complete multiple screenings, assessments, court appearances, and/or appointments prior to entering FTC. ■ We require parents to show “motivation” or “readiness” to enter the FTC. ■ Parents have little or no support from caseworkers, treatment professionals, or peer support prior to entering FTC. 	<p>Reduce entry requirements to what is minimally necessary, and actively engage and support parents through the referral/entry process.</p> <ul style="list-style-type: none"> ■ FTC BPS Standard 7 – Therapeutic Responses to Behavior ■ The Use of Peers and Recovery Specialists in Child Welfare Settings ■ Understanding Engagement of Families Affected by SUDs: Child Welfare Practice Tips
<p>We are missing a lot of data and don’t know how to access it.</p>	<ul style="list-style-type: none"> ■ This tool was difficult to complete; we have a lot of missing data fields. ■ We don’t know how to access child welfare data or who to talk to about this. ■ We don’t collect FTC specific data. ■ We have no demographic data to examine. 	<p>Use your governance structure to determine shared goals and performance measures and to create a plan for collection and monitoring.</p> <ul style="list-style-type: none"> ■ FTC BPS Standard 1 – Organization and Structure ■ FTC BPS Standard 8 – Monitoring and Evaluation ■ 2022 FTC Practice Academy: Strategies to Collect and (Actually) Use Your FTC Data Academy ■ Prevention and Family Recovery – Data Capacity: What Is It and Does Our FTC Team Have It? ■ FTC Brief: Using Data as a Tool for Change
<p>We prefer to have a low capacity in the FTC.</p>	<ul style="list-style-type: none"> ■ We want to serve a small, hand-picked group of parents to ensure their success and the FTC’s sustainability. ■ We are nervous to expand our capacity because we don’t want to “dilute” the FTC model. ■ We do not think the FTC is a good fit for most families with dependency cases. 	<p>Review this <i>Practice Academy</i> course with your team/steering committee. Complete the tool and consider the discussion questions, then discuss if your capacity is appropriate for the community’s need. See solutions/resources in Table B for ideas on how to expand resources.</p> <ul style="list-style-type: none"> ■ 2022 FTC Practice Academy – FTCs: Collaborative Partnerships for Improved Family Outcomes ■ Prevention and Family Recovery Case Study: Tompkins County, NY

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<p>We are not sure how our capacity was initially determined.</p>	<ul style="list-style-type: none"> ■ Our capacity was chosen arbitrarily or based on grant requirements. ■ Before using this tool, we had not considered how many families in our community could benefit from the FTC intervention and if the FTC can meet that need. ■ We operate apart from the larger court and child welfare systems and are not sure how our outcomes affect those systems. 	<p>Review this <i>Practice Academy</i> course with your team/steering committee. Complete the tool and consider the discussion questions, then discuss if your capacity is appropriate for the community’s need.</p> <ul style="list-style-type: none"> ■ FTC Planning Guide ■ 2022 FTC Practice Academy – FTCs: Collaborative Partnerships for Improved Family Outcomes
<p>We have insufficient resources to reach our capacity/We think our capacity is too high.</p>	<ul style="list-style-type: none"> ■ We don’t have enough time (staffing, docket time) to serve more families. ■ We are limited by staff availability (caseworker, attorney, coordinator, or treatment provider caseloads). ■ We do not have the appropriate treatment services available to meet the needs of our participants. ■ We are limited by judicial or docket/courtroom time. 	<p>See resources in Table B.</p> <ul style="list-style-type: none"> ■ FTC Brief: Funding and Sustaining Crucial Services for Families ■ Prevention and Family Recovery Lesson 5 – Developing the Evidence-Based Program Capacity of Sites is a Complex Undertaking ■ Sustainability Toolkit
<p>The demographics of our FTC participants are not representative of the child welfare population.</p>	<ul style="list-style-type: none"> ■ We disproportionately serve white families in FTC. ■ Historically marginalized families are not represented in the FTC’s census. ■ Historically marginalized families are not referred to the FTC. ■ Historically marginalized families are proportionately referred to the FTC but are disproportionately denied access. ■ Historically marginalized families are proportionately referred to the FTC but disproportionately decline enrollment. 	<p>Examine FTC eligibility criteria, screening, referral, and entry and assessment processes to determine if bias, subjective decision-making, or other factors contribute to disparate access to the FTC. Explore the FTC team’s demographic makeup to determine if the team is reflective of the community. Ensure culturally relevant treatment options are available.</p> <ul style="list-style-type: none"> ■ FTC BPS Standard 3 – Ensuring Equity and Inclusion ■ The Use of Peers and Recovery Specialists in Child Welfare Settings ■ 2018 FTC Practice Academy – Equity and Inclusion in FTCs ■ Disproportionalities and Disparities in Child Welfare ■ Key Considerations for Applying an Equity Lens to Collaborative Practice ■ Engaging Parents and Youths with Lived Experience

Problem	How Do You Know?	Possible Solution & Resources
<p>We lack buy-in from key partners.</p>	<ul style="list-style-type: none"> ■ We do not have a strong governance structure with cross-system representation from key partners. ■ We had difficulty gathering data from key partners. ■ Key partners are not willing to augment screening and assessment processes to identify SU early in a case. ■ We have difficulty getting referrals from partners. ■ We do not have a formal cross-system Memorandum of Understanding/Agreement or information-sharing protocol that outlines roles, responsibilities, and expectations. ■ We are seen as an isolated program apart from the larger child welfare and dependency court systems. 	<p>Build/rebuild a strong and active multidisciplinary governance structure that includes an oversight body, steering committee, and operational team and shares a common mission, vision, and goals.</p> <ul style="list-style-type: none"> ■ FTC BPS Standard 1 – Organization and Structure ■ Prevention and Family Recovery Lesson 1 – Increased, Renewed, and Continued Focus on Cross-Systems Collaboration is Needed to Achieve and Sustain Systems Change ■ Prevention and Family Recovery Lesson 3 – A Formal Governance Structure is Necessary to Prioritize, Oversee, and Sustain the FTC ■ Developing the Structure of Collaborative Teams to Serve Families Affected by SUDs ■ Addressing Values and Developing Shared Principles and Trust in Collaborative Teams ■ 2016 FTC Practice Academy – Governance Structure and Leadership: Is Your FTC Built to Last or Left to Fade? ■ Collaborative Values Inventory
<p>Parent attorneys discourage entry into the FTC.</p>	<ul style="list-style-type: none"> ■ Parent attorneys do not believe the FTC is in their clients’ best interests and therefore block referrals or discourage parents from enrolling. ■ Parent attorneys speak outwardly about their dislike or distrust of the FTC. ■ There is no parent attorney representation on the FTC team, and parent attorneys seem to not understand the FTC’s mission and structure. 	<p>Hold open, honest, and non-adversarial discussions with parent attorneys to gain a clear understanding of their concerns with the FTC. Identify 1-2 parent attorneys who are willing to join the team and help resolve the concerns.</p> <ul style="list-style-type: none"> ■ 2020 FTC Practice Academy – Why Quality Legal Representation Matters for Families Affected by Substance Use Disorders ■ FTC BPS Standard 1 – Organization and Structure ■ Addressing Values and Developing Shared Principles and Trust in Collaborative Teams ■ Collaborative Values Inventory

Problem	How Do You Know?	Possible Solution & Resources
<p>We offer FTC to parents, but many decline entry.</p>	<ul style="list-style-type: none"> ■ Parents do not seem interested in the FTC. ■ Negative messaging about the FTC exists in the community. ■ Parents are concerned about the length of the FTC, sanctions, or the intensity of services. ■ Parents don't see how the FTC will benefit them. 	<p>Conduct surveys and/or facilitate focus groups to inquire why parents decline entry; implement strategies that eliminate their concerns. Engage peer support to answer parents' questions about the FTC. Create or update marketing materials (brochures, videos, pamphlets, etc.) geared towards parents that describe the benefits of enrollment, highlighting data and outcomes.</p> <ul style="list-style-type: none"> ■ Conveying Your Message – Strategies for Promoting Your Program ■ The Use of Peers and Recovery Specialists in Child Welfare Settings ■ 2022 FTC Practice Academy: Disrupting Stigma to Support Meaningful Change for Families in FTC ■ Disrupting Stigma: How Understanding, Empathy, and Connection Can Improve Outcomes for Families Affected by SUDs ■ Contact us for example marketing materials, brochures, and videos.



Problem	How Do You Know?	Possible Solution & Resources
<p>Parents enter the FTC, but many do not advance out of the initial phase.</p>	<ul style="list-style-type: none"> ■ Parents enter the FTC and then disengage. ■ Parents make slow progress or stay in the initial phase longer than the team expects. ■ Parents report feeling overwhelmed in the initial phase and say requirements are not realistic. ■ Parents seem surprised at the requirements or intensity of the FTC. ■ Parents enter the FTC but do not engage in treatment. 	<p>Build/rebuild an initial phase focused on orientation, engagement, and assessment to support early success and buy-in. Ensure treatment and other related services are culturally relevant, trauma-informed, and gender-responsive.</p> <ul style="list-style-type: none"> ■ FTC BPS Standard 7 – Therapeutic Responses to Behavior ■ The Use of Peers and Recovery Specialists in Child Welfare Settings ■ 2021 FTC Practice Academy: Disrupting Stigma to Support Meaningful Change for Families in FTC ■ Disrupting Stigma: How Understanding, Empathy, and Connection Can Improve Outcomes for Families Affected by SUDs ■ 2021 FTC Practice Academy: Applying a Family-Centered, Problem-Solving Approach to FTC Staffing and Court Hearings ■ Establishing Comprehensive Assessment Procedures and Promoting Family Engagement in Services ■ Trauma-Informed Care Walkthrough Project Report ■ 2018 FTC Practice Academy – Equity and Inclusion in FTCs ■ Disproportionalities and Disparities in Child Welfare ■ Key Considerations for Applying an Equity Lens to Collaborative Practice

Expansion is Limited by:	How Do You Know?	Resources
<p>Relationships</p> <p>Trusting and committed relationships between the right people from diverse agencies that can meet the needs of FTC families</p>	<ul style="list-style-type: none"> ■ Needed leaders or agencies are not active partners in the FTC collaborative; the oversight/steering committee doesn't have the authority to make decisions during governance meetings. ■ There is artificial "ownership" of the FTC by one person or partner, and the team does not engage in consensus decision-making. ■ The FTC is disconnected from the larger child welfare, treatment, and dependency court system. ■ The FTC is viewed as just a "court program." ■ A shared mission and vision have not been established. There is no agreed-upon definition of success. ■ The FTC does not have a formal cross-system Memorandum of Understanding/Agreement or information-sharing protocol that outlines roles, responsibilities, and expectations. 	<p>Build or strengthen the FTC governance structure focused on the broader goal of improving outcomes for all child-welfare involved families affected by substance use, not only those in the FTC. Create or revisit a Memorandum of Agreement/Understanding that identifies partners and their roles/responsibilities, sets shared mission and vision, formalizes data sharing, and supports sustainability.</p> <ul style="list-style-type: none"> ■ Practice-Level Strategies to Create Systems-Level Change: Relationships ■ Sustainability Toolkit: <ul style="list-style-type: none"> • Appendix B – Community Mapping ■ FTC Planning Guide ■ FTC BPS Standard 1 – Organization and Structure ■ Conveying Your Message – Strategies for Promoting Your Program ■ Prevention and Family Recovery Lesson 1 – Increased, Renewed, and Continued Focus on Cross-Systems Collaboration is Needed to Achieve and Sustain Systems Change ■ Prevention and Family Recovery Lesson 3 – A Formal Governance Structure is Necessary to Prioritize, Oversee, and Sustain the FTC ■ Developing the Structure of Collaborative Teams to Serve Families Affected by SUDs ■ Addressing Values and Developing Shared Principles and Trust in Collaborative Teams ■ Establishing Practice-Level Communication Pathways and Information Sharing Protocols ■ Collaborative Values Inventory

Expansion is Limited by:	How Do You Know?	Resources
<p>Results</p> <p>Establishing and analyzing collaborative goals, outcomes, and indicators</p>	<ul style="list-style-type: none"> ■ We do not know what happens to FTC families after case closure, or how the FTC affects child welfare, court or treatment outcomes. ■ The FTC has positive outcomes for families, but that information is not shared outside the FTC team. ■ The community, including funders and potential community partners, is unaware of the FTC and its outcomes. ■ Partners do not discuss how positive outcomes will lead to expansion of FTC resources/funding. ■ We do not have shared outcomes agreed upon by all systems represented on the FTC team. The FTC outcomes we have are not important to our partners' mission. 	<p>Create an evaluation and performance monitoring plan that will allow the FTC to demonstrate that it is worth sustaining and expanding. Use data to improve practice, demonstrate effectiveness, and secure resources.</p> <ul style="list-style-type: none"> ■ Practice-Level Strategies to Create Systems-Level Change: Results ■ FTC Brief: Using Data as a Tool for Change ■ 2022 FTC Practice Academy: Strategies to Collect and (Actually) Use Your FTC Data Academy ■ Prevention and Family Recovery – Data Capacity: What Is It and Does Our FTC Team Have It? ■ Establishing Administrative-Level Data Sharing to Monitor and Evaluate Program Success ■ Conveying Your Message – Strategies for Promoting Your Program ■ Sustainability Toolkit: <ul style="list-style-type: none"> ● Appendix C – Data Inventory Template ■ Contact CFF's research and evaluation team for performance monitoring and evaluation support.

