Juvenile and Domestic Relations

District Court

Court Services Unit

Strategic Plan

2014 – 2019

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Message from the Director of the Court Services Unit

Colleagues, Partners, and Community Stakeholders:

We set out on our strategic planning journey to gain a better understanding of the key factors that will influence our resources and work priorities over the next five years. Over the course of this journey, we have identified how our organization and workforce must develop and grow in order to meet the changing needs in our community. I am pleased to share the Court Services Unit's Strategic Plan to strengthen our system and to improve outcomes for the individuals, youth and families we serve.

The strategic goals outlined in this plan represent a comprehensive collaborative effort. From our dedicated partners and stakeholders and county staff from our partner agencies, to the Court Services Unit's staff who participated in the environmental scan process, these were the voices represented and heard throughout the development of this plan. The plan could not have been realized without the magnitude and range of participants in the overall process and I thank you for your time and commitment to this effort.

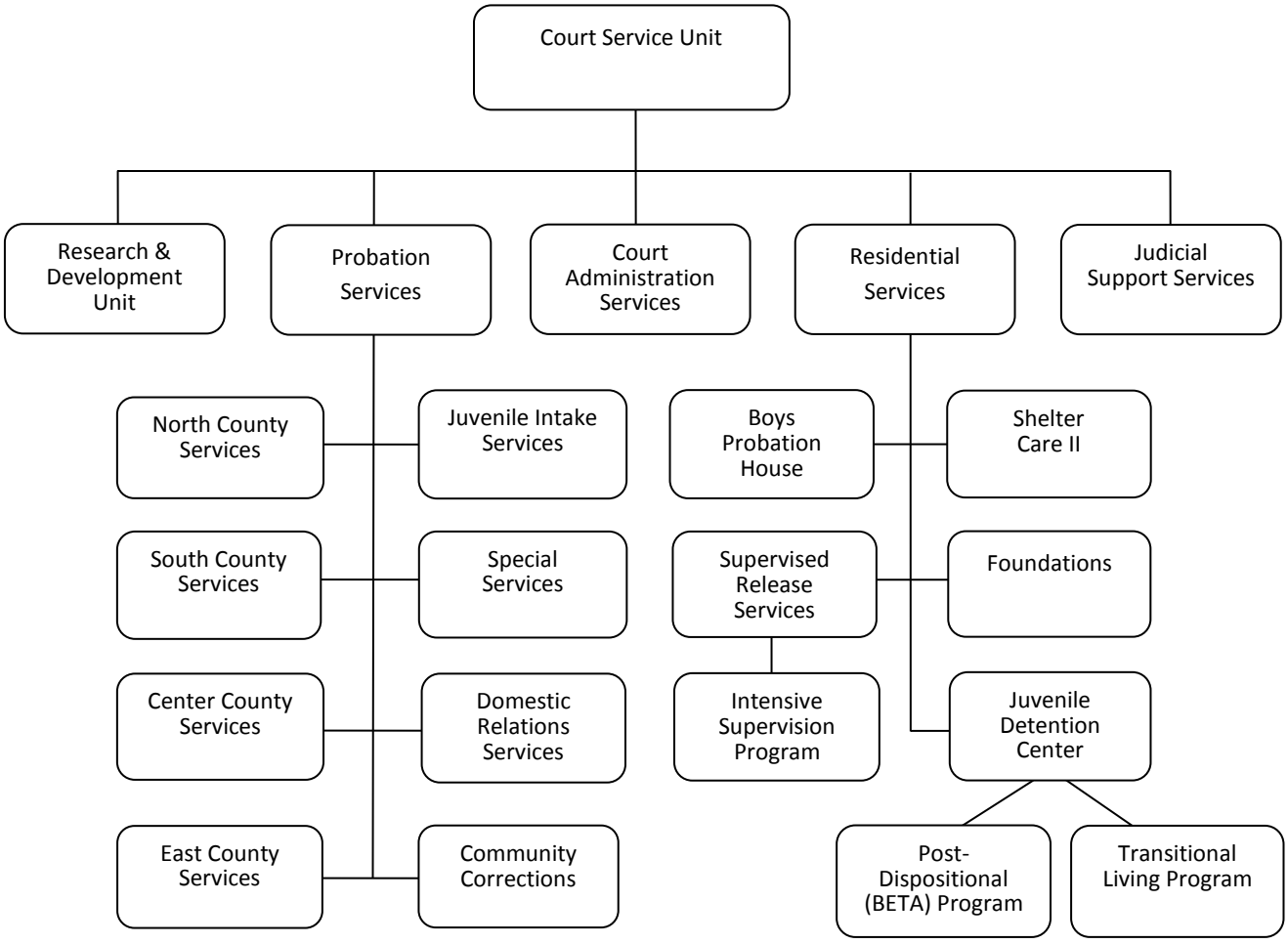
This Strategic Plan represents a significant accomplishment in establishing clear direction and goals for the agency over the next five years. This plan was created to help us navigate the ever evolving landscape in which we operate. We recognize that in order to remain competitive as a national leader, we must be able to shift and reallocate our resources and services to meet our changing needs in our community. By establishing our priorities and goals, we will be better positioned to adapt to the challenges that may lie ahead without losing focus on our mission, vision and values.

Finally, I would like to recognize the staff of the Strategic Planning Group and thank them for the time and effort they have invested in visualizing our future work and for engaging in thoughtful discussion to ensure the plan serves as a blueprint for the next five years. As we move from planning to implementation, we will continue to be led by our vision, mission and values which serve as guiding principles to our work. By working together as a cohesive system and building stronger partnerships in the community we can advance our vision to "….build on individual and family strengths to improve client outcomes while remaining focused on public safety and promoting equal and effective justice".

Robert A. Bermingham, Jr.
Director, Court Services Unit
Fairfax County Juvenile and Domestic Relations District Court

Strategic Planning Group Members

Johanna Balascio
Juvenile Probation Service – East County
Robert Bermingham
Director of Court Services
Adrianne Broitman
Juvenile Probation Services – Center County
Ailsa Burnett
Foundations
Tracey Chiles
Juvenile Probation Services – Center County
Tim Clark
Juvenile Detention Center
Christina Cunningham
Boys Probation House
Jessica Curtis
Juvenile Detention Center
Miguel Cuya
Juvenile Intake Services
Fran Davison
Special Services
Mike Deloach
Community Corrections
Dennis Fee
Director of Residential Services
Karla Hardy
Shelter Care II
Laura Harris
Domestic Relations Services
Thomas Hastings
Shelter Care II
Jason Houtz
Juvenile Detention Center
Tom Jackson
Supervised Released Services
Elizabeth Jones
Juvenile Intake Services
Beverly Lange
Administration – Human Resources
Daniel Lanham
Special Services
Elaine Lassiter
Special Services
Lauren Madigan
Juvenile Probation Services – North County
Leslie Malone
Juvenile Detention Center
Julie Mayer
Juvenile Probation Services – South County
James McCarron
Director of Probation Services
Stephen Moore
Administration - Research & Development
Marlon Murphy
Juvenile Detention Center
Lorraine Peck
Administration – Probation Support Services
Courtney Porter
Administration - Research & Development
Edward Ryan
Supervised Release Services
Mitchell Ryan
Juvenile Detention Center
Katrina Smith
Juvenile Probation Services – East County
Amy Sommer
Domestic Relations Services
George Spack
Administration - Information Technology
Denise Studeny
Foundations
Jessica Tadlock
Administration - Finance
Matt Thompson
Juvenile Probation Services – North County
Roxanne Tigh
Juvenile Probation Services – South County
Ivy Tillman
Boys Probation House
Scott Warner
Administration - Judicial Support
Katherine Williams
Administration - Research & Development
Lori Winter
Juvenile Intake Services


Court Service Unit
Research & Development Unit
Probation Services
Court Administration Services
Residential Services
Judicial Support Services
North County Services
Juvenile Intake Services
South County Services
Special Services
Center County Services
Domestic Relations Services
East County Services
Community Corrections
Boys Probation House
Shelter Care II
Supervised Release Services
Foundations
Intensive Supervision Program
Juvenile Detention Center
Post-Dispositional (BETA) Program
Transitional Living Program

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Introduction

The Court Services Unit (CSU) of the Juvenile and Domestic Relations District Court (JDRDC) will use this Strategic Plan as a blueprint to guide its course over the next five years. An extensive environmental scan was conducted to inform the development of the plan. The plan outlines how CSU will meet the opportunities and challenges of its changing environment. Specifically, this plan includes CSU's goals, issues related to those goals, and strategic actions to both address issues and achieve goals. Also included are CSU's vision, mission, values, trend analysis and organizational assessment, all of which frame the future direction of and priorities for CSU.

Vision

AS PUBLIC SERVANTS, LEAD THE NATION in delivering evidence-based, sustainable and measurable services to clients in partnership with our community

Building on individual and family strengths to improve client outcomes while remaining focused on public safety and promoting equal and effective justice

Mission

The Court Service Unit provides efficient, effective and equitable probation and residential services. We promote positive behavior change and the reduction of illegal conduct for those children and adults who come within the court's authority. We strive to do this within a framework of accountability, consistent with the well-being of the client, the family, and the protection of the community.

Core Values

- **Accountability**

  We are ethical in our decision making, follow policies and procedures, and accept responsibility for our actions. We hold ourselves and our clients responsible to ensure the protection of the community.

- **Collaboration**

  We commit to engage and to work in partnership with youth, families, adults, and stakeholders to ensure the best possible outcomes.

- **Diversity**

  We embrace diversity. We promote services for our diverse population. We develop and maintain a culturally competent workforce.

- **Innovation**

  We are committed to excellence. We implement the highest quality of services using practices which are driven by the most current trends, research, and technology.

- **Integrity**

  We are honest and fair in all of our professional interactions. We recognize the diversity of individuals and their viewpoints while treating everyone equitably and impartially. The youth, families, adults, and communities we work with are our first priority.

- **Passion**

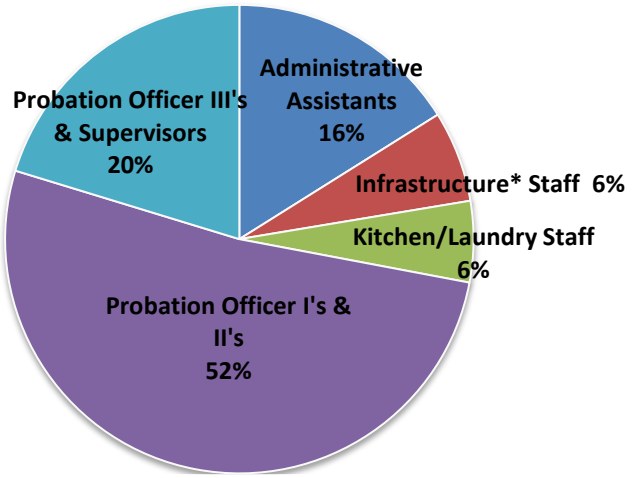
  We are committed to fulfilling the agency's mission. We serve as representatives of the agency; with dedication, enthusiasm and perseverance.

Environmental Scan

An extensive environmental scan process, consisting of a multitude of focus groups and an electronic survey, was conducted to inform the development of this plan. Participants in the process were asked about trends impacting CSU, strengths and limitations of CSU, and issues CSU may be facing in the next five years. The following charts illustrate the magnitude and range of participants in the scan process. In total, 275 staff members and partners participated in this environmental scan.

STAFF Participants by Role

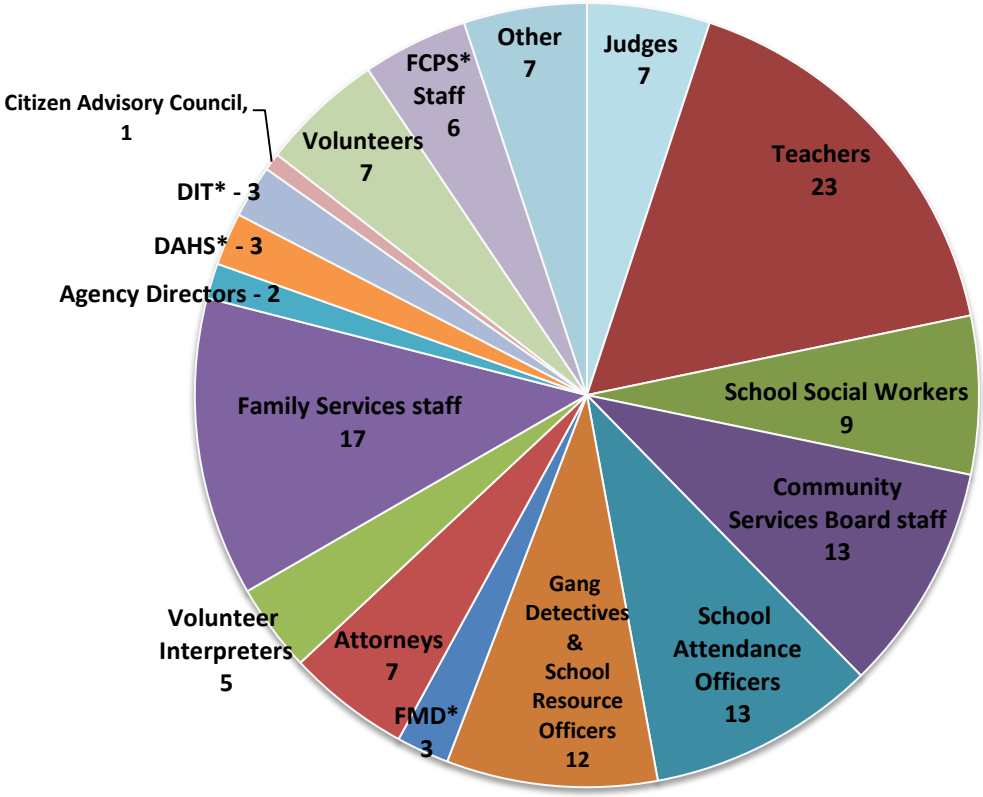
143 staff participated, representing 53% of staff



**Infrastructure includes CSU's Budget, Finance, Human Resources, Information Technology, Research & Development, Victim Services, Volunteer Services, Volunteer Interpreters, & Training Staff*

PARTNER Participation by Group

132 partners attended a focus group or completed a survey



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FMD – Facilities Management Department

DAHS – Department of Administration for Human Services

DIT – Department of Information Technology

FCPD – Fairfax County Public Schools

Trends and Implications

Participants in the environmental scan were asked to identify changes or trends that have or would soon have an impact on CSU. Identified trends and implications of those trends are summarized below:

Demographic Trends

- **Increasing Number of Languages Spoken**

  Languages and dialects spoken by residents of Fairfax County are increasingly diverse. September 2012 Fairfax County Public School student registration data show that nearly half (49%) of the students enrolled in elementary school spoke a language other than English at home. This data also show that over 170 languages are spoken at home by elementary students and their families. Interpretation for non-English speaking residents is required by code. In response to this need, CSU has developed the Volunteer Interpreter Program which provides Spanish interpretation to programs. In FY2013, 39 people in the Volunteer Interpreter Program provided 3,245 hours of translation for clients. CSU spent an additional $82,574 on paid translation services during FY2013. Currently 16 staff members participate in the County's Language Stipend Program. In addition to cost, interpretation adds time to the process of serving non-English speaking residents.

- **Increasing Cultural Diversity**

  As noted in a recent demographic report, in 1970, less than 7% of the county's population consisted of ethnic or racial minorities. In 2011, over 45% of the county's population was ethnic or racial minorities. This rapid diversification is not unique to Fairfax County but rather a nationwide trend. The report further noted that among residents who moved to Fairfax County during the past year, nearly 48% were ethnic or racial minorities and nearly a third were immigrants. Anecdotally, recent immigrants may not understand the seriousness of legal notices they receive to appear in court. To respond to this diversity trend, CSU has an increased need for culturally competent staff.

Economic Trends

- **Decreasing County Resources**

  In her submission of the FY14 adopted budget, Fairfax County's chairman noted that despite earlier signs of recovery from the recession, the optimism was short lived due to the impact of sequestration. Announcements about cutbacks in federal spending resulted in a roll back of growth in the County's commercial sector and reduced sales tax revenue.

  Throughout the recent past, CSU has been fortunate to have only a small reduction in positions allocated to the agency. However, the economic conditions have forced managers to hold more positions vacant for longer periods of time in order to manage the budget. Similarly, the baseline budget for the agency has remained fairly stable over the past five years.

Baseline Budget and Position Count					
	FY2010	**FY2011**	**FY2012**	**FY2013**	**FY2014**
Baseline Budget	$21,283,778	$20,343,367	$20,163,367	$20,951,693	$20,843,493
Position Count	309/307.5 SYE	305/303.5 SYE	307/305.5 SYE	307/305.5 SYE	304/302.5 SYE

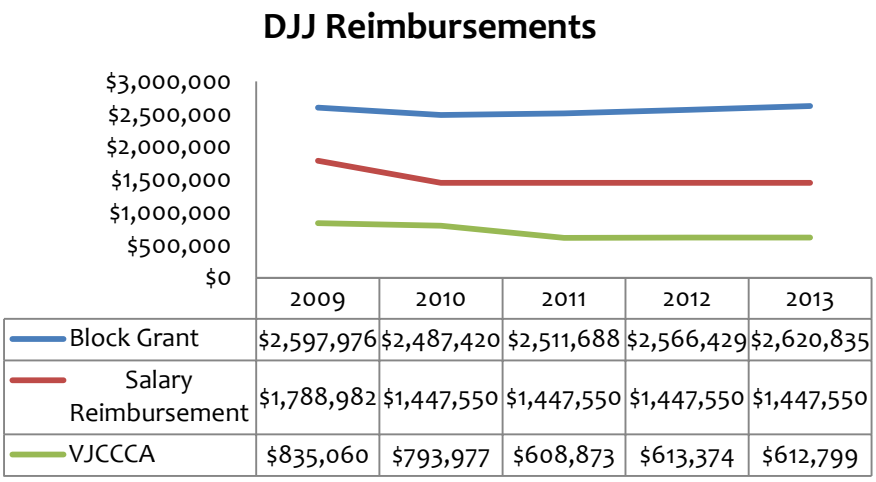
While CSU has not been forced to make sizeable reductions to the budget, operating costs have steadily increased. For example:

- When merit raises are available salary costs increase.
- Leave payouts increase as the workforce gets closer to retirement. In FY2013 the agency paid over $250,000 in leave payouts. These costs need to be absorbed into the existing budget allocation and will continue as more of the workforce becomes eligible for retirement.
- Costs of serving the public (e.g., language translation, transportation, etc.) have increased with no real increase in the budget to accommodate the growth.
- Grant funding has dwindled forcing CSU to rely more heavily on the General Fund for things such as staff training, transportation costs, or developing new programs.
- Support from the Community Services Board has decreased, and CSU has had to absorb almost $200,000 per year just to maintain existing mental health resources for its clients.
- Costs for contract services (e.g., mental health evaluations, sex offender services) have increased.
- CSU has had to absorb building maintenance costs that Facilities Management Department no longer supports.

- **Decreasing State and Federal Funding**

CSU also receives funds from federal and state sources. As noted in Fairfax County's 2013 Legislative Program summary, in the last ten years, state funding for juvenile justice programs has been reduced by over 67%. The Virginia Department of Juvenile Justice (DJJ) reimburses the county for the cost of a portion of juvenile probation and residential services through salary and block grant reimbursements.

As the chart below shows, DJJ block grant allocations to CSU which are related to operating the Juvenile Detention Center have increased by only 0.9%. Salary reimbursements which CSU receives because of their local status have decreased by 19% over the past five years.



DJJ also provides Virginia Juvenile Community Crime Control Act (VJCCCA) funds for community-based juvenile services. The VJCCCA funds help support Supervised Release Services, Shelter Care II, Boys Probation House, Foundations, and the Transitional Living Program. Over the past five years, VJCCCA funding for these programs has decreased by 27%. Fortunately, the county has been able to replace these missing funds. This will be increasingly difficult if the Virginia Legislature further decreases VJCCCA funding.

Since 1999, CSU has been receiving federal Juvenile Accountability Block Grant (JABG) funds passed through the Virginia Department of Criminal Justice Services. For a variety of reasons, this funding stream decreased from $140,000 initially to a little less than $49,176 in 2013. CSU was informed recently that there will be no local JABG allocation in 2014. Over the past several years, these funds have been used to support CSU's shift toward a behavior change model for case management by providing training for Youth Assessment and Screening Instrument (YASI), Motivational Interviewing, and Dialectical Behavior Therapy (DBT). Funds have also been used for such things as staff conference and training attendance, the annual Day of Training, client transportation, and additional psychological treatment services. All of these needs will need to be met by General Fund resources if they are available.

Social Trend

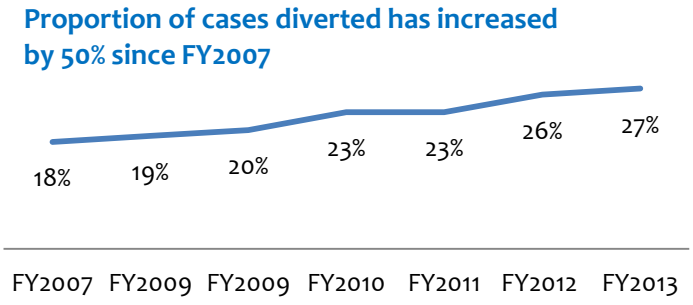
- **Changing Attitudes Toward School Discipline**

Several recent developments relating to responding to offenses occurring in school settings may impact juvenile cases coming into the juvenile justice system. In June of 2013 the Fairfax County School Board changed its student discipline code. Among changes adopted by the School Board are a drug intervention program for first time infractions and documented attempts to notify parents before students submit written testimony. In addition, the school system has developed a school-based restorative justice program and school resource officers are being asked to consider the school disciplinary process or diversion programming whenever possible. This change in attitude from less punitive to more rehabilitative discipline may result in fewer juveniles entering the justice system.

- **Increasing Diversion of Juveniles**

Diversion of juveniles is part of a larger trend in human services to serve individuals in the least restrictive environment. As reported in 2011 by the Annie E. Casey Foundation, the overall body of recidivism evidence indicates that confinement in youth corrections facilities doesn't work well as a strategy to steer delinquent youth away from crime. The report notes that a growing body of research documents alarming recidivism among youth incarcerated in juvenile facilities and several studies have found that juvenile incarceration increases the likelihood of future involvement with the justice system, particularly for youth with less serious offending histories.

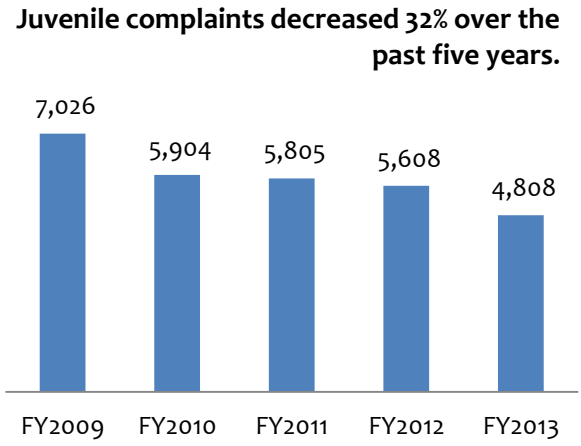
Percent of Juvenile Complaints Diverted



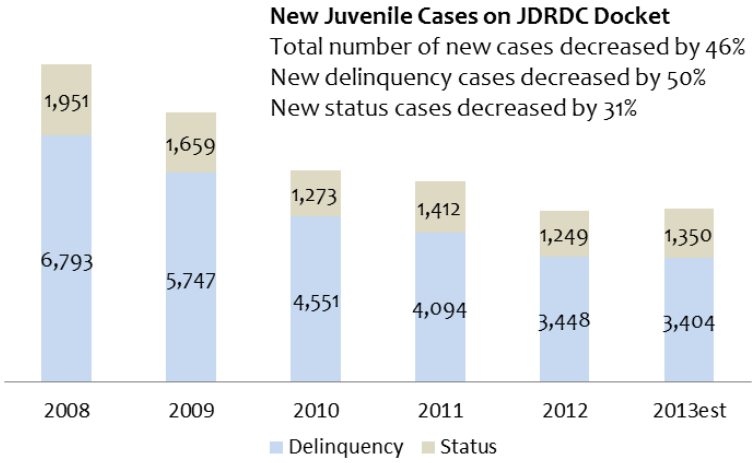
CSU has had the Informal (now Diversion) Hearing Program for many years. However, as part of its move toward evidence-based practice, CSU has been increasing efforts to divert low risk youth away from formal justice system processing whenever possible. In addition to the Diversion Hearing Program, Juvenile Intake also has a 120-day Monitored Diversion Program and a Restorative Justice Program, as well as a number of other, offense specific programs to which youth may be referred. As a result of these efforts, the percent of diversion-eligible complaints diverted has increased from 18% in FY2007 to 27% in FY2013 – a 50% increase.

- **Fewer Juvenile Cases**

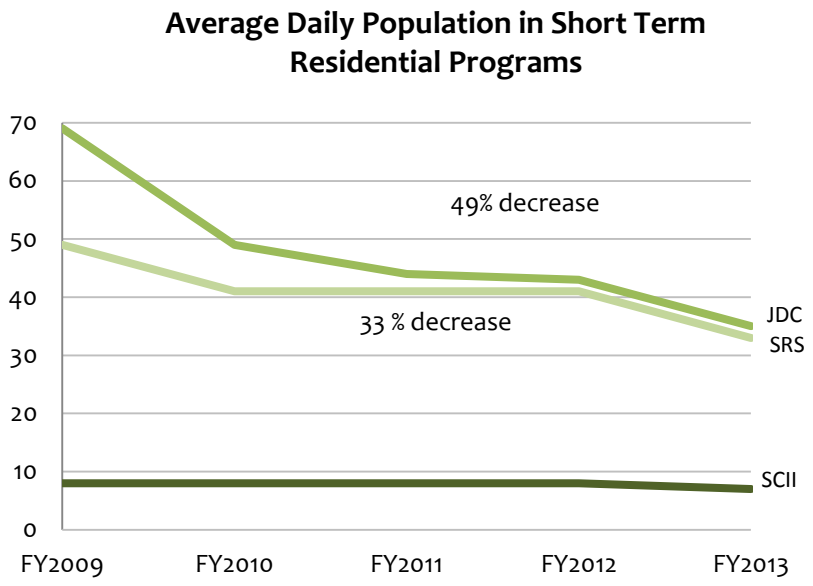
The number of juvenile justice cases has been decreasing at all levels over the past several years. According to the National Center for Juvenile Justice, the national juvenile arrest rate decreased by 20% from 6,073 per 100,000 persons ages 10 – 17 in 2006 to 4,857 in 2010 (the most recent data available). Similarly, juvenile criminal and Children In Need of Services (CHINS) complaints in Virginia decreased by 24% between FY2007 and FY2012. A recent Annie E. Casey Foundation report cites a confluence of factors including a shift in thinking about the best ways to handle youth who break the law, a sustained period of decreasing juvenile crime, and fiscal pressures to find less expensive alternatives to mass incarceration. Fairfax County has experienced similar declines in juvenile cases coming to intake with accompanying decreases in juvenile probation and residential placements. In the past five years, juvenile delinquency and CHINS complaints in Fairfax County have decreased by 32%.



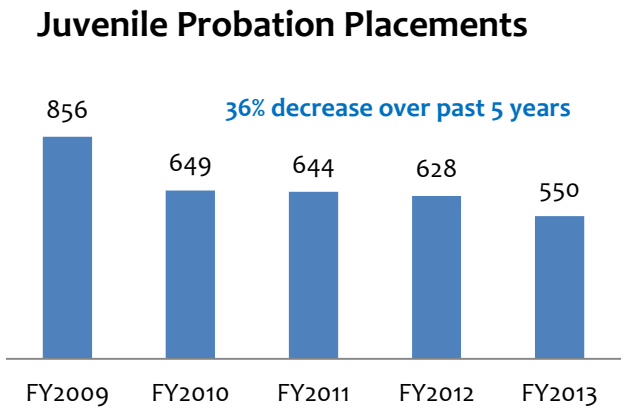
The combination of decreasing complaints being brought to Juvenile Intake and the increasing emphasis on diversion has resulted in fewer cases being sent for formal court processing. According to Supreme Court of Virginia statistics, the total number of new cases on the JDRDC docket decreased by 46% between 2008 and 2013. The most dramatic drop was in delinquency cases which decreased by 50%.



The declines discussed above, the increased emphasis on diversion and the introduction of structured decision-making instruments such as the Detention Assessment Instrument (DAI) have implications for probation and residential services that CSU provides to court-involved youth. One of the most dramatic decreases has been in the reduction of use of secure detention. As the chart below indicates, the average daily population in the Juvenile Detention Center has decreased by 49% between FY2009 and FY2013. Similar, although somewhat smaller, decreases have taken place at the state (36% decrease in pre dispositional detention between FY2007 and FY2012) and national (20% decrease between 2007 and 2010) levels.



There has also been a 33% decrease in the average daily population in the Supervised Release Services (SRS) program over the past five years. The average daily population in Shelter Care II, which has a much smaller capacity, remained relatively stable during this time period.



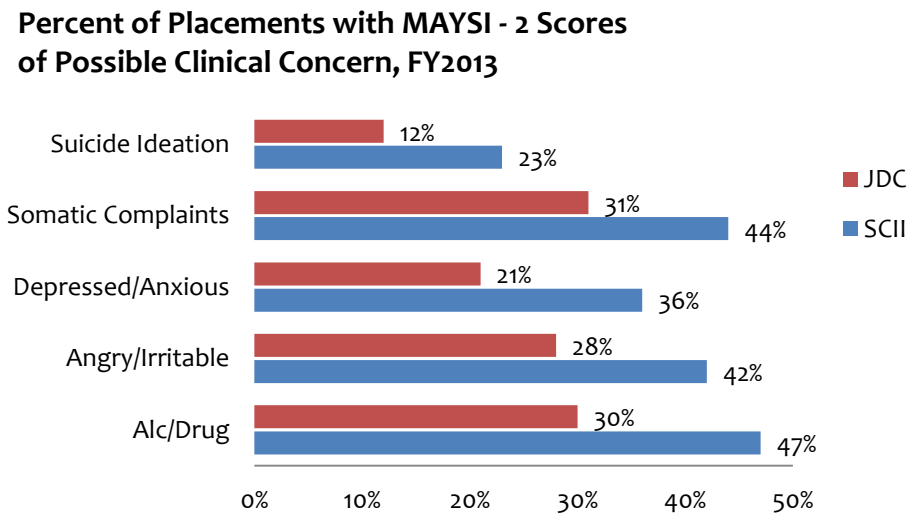
Along with the decrease in delinquency and CHINS cases coming to intake and going to court and the increase in diversion of juvenile cases, the number of juveniles placed on probation in Fairfax County decreased by 36% between FY2009 and FY2013. During the same period, average length of stay on probation increased from 309 days to 340 days. State level probation placements decreased by 21% between FY2008 and FY2012.

- **Increasing Recognition of Mental Health Issues**

As reported by the National Conference of State Legislatures in a recent Trends of Juvenile Justice report, between 65 percent and 70 percent of the 2 million youth arrested each year in the United States have some type of mental health disorder. Like other jurisdictions across the country, Fairfax County's justice system has become an entry point for mental health treatment for both juveniles and adults. The demand for mental health treatment in juvenile and adult

settings has been met, due to declining resources, with a decreasing supply of mental health resources.

Many of the youth on probation and in residential facilities have significant mental health and substance abuse problems**.** Not all court-involved youth are screened for mental health problems. However, youth who are placed in the Juvenile Detention Center (JDC) or Shelter Care II (SCII) in Fairfax County are screened using the Massachusetts Youth Screening Instrument – Second Version (MAYSI-2).

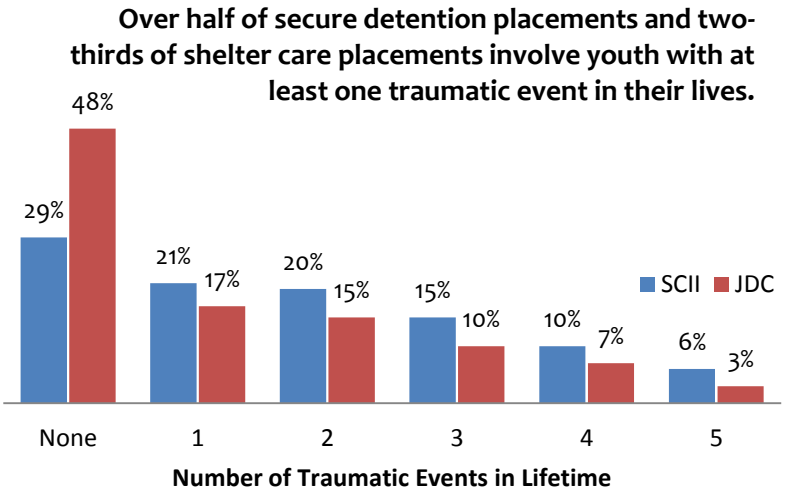


- ***Suicide Ideation*** – thoughts and intentions to harm oneself; risk of suicide attempts or gestures
- ***Somatic Complaints*** – experiences bodily discomforts associated with distress; risk of psychological distress not otherwise evident
- ***Depressed-Anxious*** – experiences depressed and anxious feelings; risk of impairments in motivation, need for treatment
- ***Angry-Irritable*** – experiences frustration, lasting anger, moodiness; risk of angry reaction, fighting, aggressive behavior
- ***Alcohol/Drug Use*** – frequent use of alcohol/drugs; risk of substance abuse or psychological reaction to lack of access to substances

The MAYSI-2 is a standardized, reliable, 52-item, true-false method for screening youth ages 12-17 entering the juvenile justice system, in order to identify potential mental health problems in need of immediate attention. The data in the table above represents MAYSI-2 screening from 579 JDC and 267 SCII placements in FY2013. These data reflect a range of psychological problems in these two court-involved populations. Of particular note is the percent of youth who score within the caution range for alcohol and drug problems in light of the problems maintaining consistent substance abuse treatment services.

Trauma has been identified as a major concern among juvenile justice agencies and CSU has begun to focus on history of trauma for youth under supervision. The trauma scale from the MAYSI-2 is represented in the chart below and it provides an indication of the size of this problem among youth in JDC and SCII. Unlike the other MAYSI-2 scales, the Traumatic Experiences scale measures lifetime exposure to traumatic events (e.g., abuse, rape, observed violence, etc.). Questions refer youth to "ever in the past," not "past few months." In these situations, there is a risk of trauma-related instability in emotion or perception. Half of the youth in detention and over two-thirds of

the youth in shelter care have had at least one traumatic event in their lives. One-third of the youth in shelter care and 20% of youth in detention have had three or more such instances.



Recently an internal trauma work group made several recommendations for CSU including mandatory training about trauma and its affects and the formation of a Trauma Assessment Team. Both of these recommendations have been implemented and work continues to provide staff with additional training on trauma treatment.

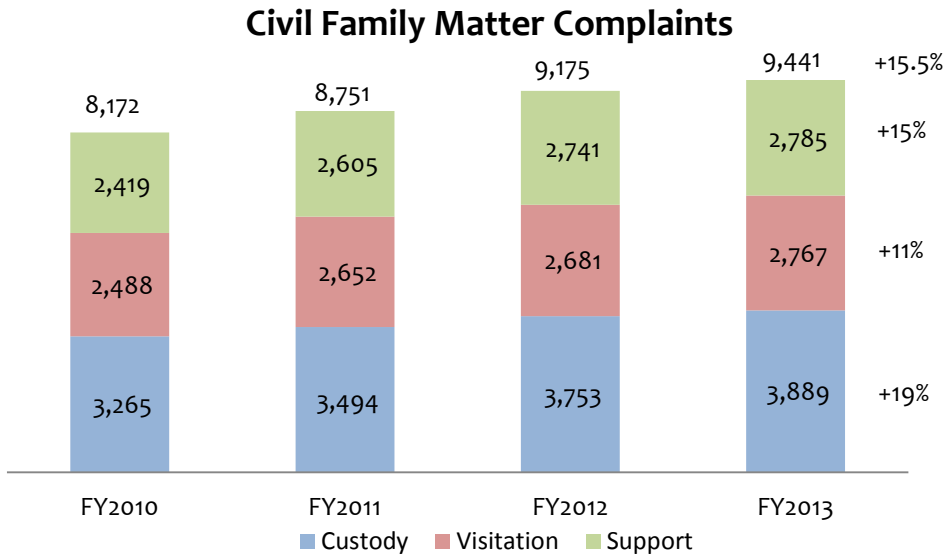
CSU has partnered with the Fairfax-Falls Church Community Services Board (CSB) to provide several on-site assessment and treatment services. Three mental health worker positions are assigned to the Juvenile Detention Center and have been very effective in decreasing the number of mental health emergencies in the facility, providing aftercare recommendations and connecting services for youth leaving detention and providing trauma assessment services to court-involved youth and families. The CSB also provided mental health and sporadic substance abuse services to the Post-Dispositional treatment program which is in the detention center.

The Juvenile Forensics Psychology Program, housed in the Historic Courthouse, is responsible for emergency evaluations, dispositional or diagnostic evaluations, special request evaluations, case consultations, and juvenile competency evaluations. CSU, in coordination with forensics, has taken over the responsibility of coordinating competency evaluations for adults who come before the court. The team also provides psychological assessments as well as substance abuse services for youth entering court treatment programs.

CSB budget deficits have had a significant impact on the team's ability to provide mental health and substance abuse services in a timely manner given ongoing vacancies in a number of the positions described above. CSU has had to divert an increasing amount of resources to address CSB shortfalls and is planning to allocate additional funds to supplement the cost of one position to provide substance abuse counseling and to purchase direct mental health services from contracted vendors.

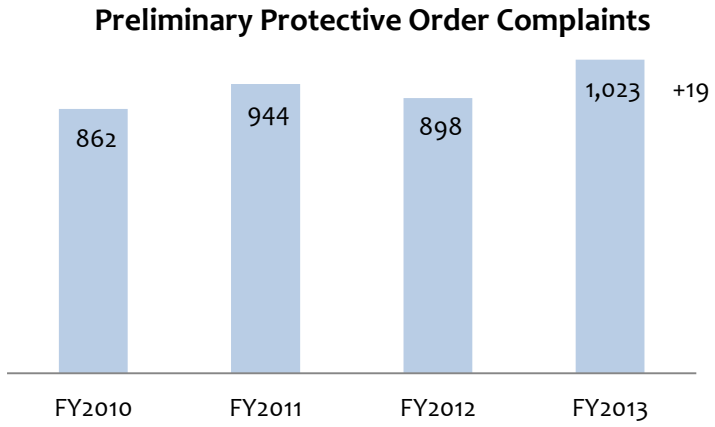
- **Increasing Domestic Relations Civil Intake Cases**

  As the chart below indicates, intake cases involving family matters (custody, visitation, and support) have increased over the past four years. Overall, these types of complaints have increased by 15.5% between FY2010 and FY2013. Custody cases had the highest increase (+19%), followed by support (+15%) and visitation (+11%) cases.

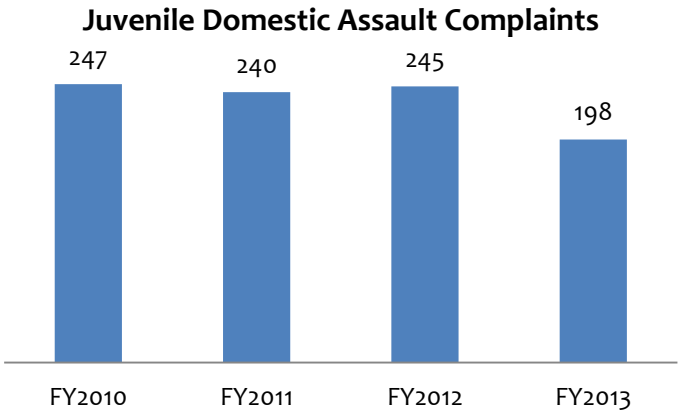


- **Increasing Civil & Criminal Family Abuse Cases**

It is difficult to provide a complete picture of the extent of domestic and family violence in part, because there is not one source of information that provides all indicators of domestic violence. Those sources that are available often represent under counts as many victims choose not to report. According to the Office of the Magistrate, between January 2012 and December 2012, 1,665 warrants were issued for family assault. During that same time period, 1,746 Emergency Protective orders were served. One source of information available to CSU is the number of requests for preliminary protective orders. As indicated in the chart below, filings for preliminary protective orders increased by 19% between FY2010 and FY2013. These figures may indicate an increase in need for supervised visitation.

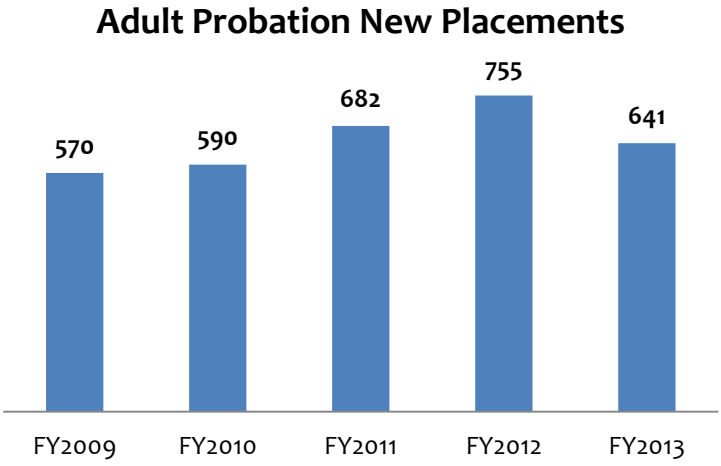


Although they are not typically reported as a measure of family abuse, CSU also handles juveniles who have been charged with domestic assault which can be seen as a measure of intra family violence. While preliminary protective orders on the adult side have been increasing, juvenile domestic assault cases have decreased over the past four years. This decline mirrors the general decrease in juvenile complaints.



- **Increasing Adult Probation Caseload**

  New adult probation cases increased by 28% between FY2009 and FY2013, going from 570 to 755. The number of new assignments dropped back to 641 in FY2013. Although this represents an increase in workload for adult probation staff, it is also important because there are now more adult than juvenile probation cases. Adult probation staff report that 90% to 95% of the adults on probation were placed there because of domestic violence charges.



- **Increasingly Complex Cases**

  At this time, there is not a quantitative measure of "case complexity." However, several of the indicators mentioned above paint a picture of the complications presented by court-involved clients. The extremely culturally diverse population within the county creates a level of complexity in those cases where language and culture differ. Interpretation and translation are frequently required and the opportunities for misunderstandings due to cultural differences are common. The degree to which the justice system has become the final resort for people with mental health disorders adds another layer of complexity to many of the cases that we see. CSU's efforts to divert low risk juvenile cases to more appropriate services may also mean that those youth remaining on our probation caseloads and residential programs present more serious situations. On the positive side, both juvenile and adult probation staffs now have assessment tools that help them to better identify risk and protective factors and level of risk which can better inform case management. However, the degree to which these issues play out in an era of decreasing resources places an additional burden on CSU staff as they try to provide effective services.

- **Shifting Approach from Monitoring to Counseling**

  Recent research supports a shift in approach in working with juvenile offenders. Court monitoring has had only modest favorable effects on subsequent recidivism and some evidence shows modest negative effects. Findings from this research indicate that better results may be achieved if offenders with moderate or high risk of reoffending are subject to minimal supervision consistent with public safety and are provided with appropriate, effective therapeutic services. Over the past several years, CSU has worked to shift the philosophy of probation services from a primary emphasis on monitoring to one of behavior change. Employees have been trained on interventions such as Motivational Interviewing, Cognitive Behavior Therapy, and Dialectical Behavior Therapy. The introduction of risk and protective factor screening and case management tools at both the juvenile and adult level further support this effort.

- **Increasing Use of Evidence-Based Practices**

  Over the past decade, the juvenile and criminal justice fields have developed a body of evidence-based approaches to intervention with youth and adults involved in illegal behavior. Over the past several years, CSU has worked to incorporate many of these practices into intake, probation case management and residential programs. At the same time, CSU has worked to shift the philosophy of probation services from a primary emphasis on monitoring to one of behavior change. This shift has included extensive staff training in behavior change techniques with an increased focus on those factors that are specific to an individual's offending behavior. Probation officers who conduct assessments and manage cases were also given extensive training in Motivational Interviewing techniques. In FY 2011 and FY 2012, residential staff received the same Motivational Interviewing training.

  Training during FY 2013 has primarily focused on the reinforcement of existing knowledge and skills, thereby reflecting the stability and experience in the CSU workforce. With the great majority of probation officers having been trained in Motivational Interviewing (MI), specialist assessment tools, trauma-informed practice and gender-specific issues, the primary emphasis has been on applying this learning consistently. The probation units have adopted team-based or cross-team approaches to reviewing how this learning is being applied in practice in the assessment and supervision of clients. The residential units have built on this learning by focusing on the role of the probation counselors in the programs. During FY 2013 most of the administrative employees were trained in basic MI concepts.

  FY 2014 and FY 2015 are expected to see the continued development of training around Dialectical Behavior Therapy (DBT) or other evidence-based interventions within the programs. The probation units are also considering the potential benefits of adding DBT to MI skills.

- **Increasing Use of Assessment Instruments**

  CSU has implemented a decision-making system that incorporates structured decision-making tools at major decision points in the case management and intake process. This approach increases the consistency and validity of agency case management decisions; ensures that clients will be served from the same model no matter what part of the county they come from; targets resources and available services to youth most at risk of re-offending; and improves the efficiency of the juvenile justice system. Structured decision-making also maximizes the likelihood that decisions about clients are made on objective criteria rather than informal considerations. This brings equity and balance to the system and decreases the possibility of adding to the problems of disproportionate minority contact within the juvenile justice system.

Assessment instruments are now being used at several points in the decision-making system in both juvenile and adult cases. CSU has adopted the Detention Assessment Instrument (DAI) developed by the Virginia Department of Juvenile Justice. This tool is used at detention admission screenings to analyze level of risk and to determine who should be held in secure detention. CSU developed its own juvenile diversion assessment tool which is used to screen eligible juveniles at intake. In FY 2010 and FY 2011 all probation staff received training in the use of state mandated assessment tools. Juvenile probation employees have been trained in the use of the Youth Assessment and Screening Instrument (YASI). This "fourth generation" assessment tool is directly tied to identifying risks, needs and strengths of juveniles and their families and is used to guide case planning. The Domestic Relations probation officers were trained in the delivery of the Offender Screening Tool (OST) and Modified Offender Screening Tool (MOST) which are assessment tools similar to the YASI.

- **Increasing Emphasis on Prevention**

  The Center for Juvenile Justice Reform defines prevention as community-based activities aimed at helping youth avoid delinquent behavior and consequently coming into contact with the juvenile justice system and notes that prevention programs are mainly developed and implemented by schools, social service agencies, mental and public health agencies. This Center further notes that prevention is an essential part of an effective strategy for addressing juvenile delinquency in any community and even when it is only partially successful, it produces better outcomes for the affected youth, the community, and the juvenile justice system. Although CSU is not usually in a position to do primary prevention, many of the diversion activities can be seen as preventive in that they are designed to keep low risk youth out of the formal juvenile justice system. In addition, CSU partners with other agencies in the county to provide more primary preventive activities. The recently formed partnership among the Fairfax County Public Schools (FCPS), Fairfax County Police Department (FCPD) and CSU to provide restorative justice in the community is an example of this. Another example would be CSU staff who may be involved facilitating Girls Circle groups in the community for girls who are not court-involved.

Staffing Trend

- **Increasing Number of Staff Retirements**

  Following trends at both the national and local level, a significant number of baby boomers in Fairfax County are poised to retire. An estimated 64 of the 288 current merit staff (22%) are eligible to retire within the next 5 years. While these retirements will provide advancement opportunities for high performing staff, they will result in a significant loss of institutional knowledge and experience. As part of succession planning, CSU must develop its next leaders.

Technology Trends

- **Increasing Use of Social Media**

  Although there is no formal data on the use of social media in CSU, this is a frequent topic of conversation among staff. Social media are increasingly being used for cyber bullying, sexting and similar activities. Gangs are using social media for communicating with one another. Texting and

social media can be used to intimidate domestic violence victims. There is a certain amount of frustration on the part of employees who carry caseloads around having limited access to social media on county-owned equipment. The feeling is that social media use will continue to grow in the next five years and additional access to it would be useful for monitoring client activities. CSU does not currently use social media as a tool for communicating with the public. As this type of communication increases as a primary source of social discourse, the agency may be missing valuable opportunities to connect with constituents.

- **Changing from Paper to Electronic Records**

As noted by the National Center for State Courts, electronic filing that includes digital signatures, privacy and public access, and document management are becoming more commonplace to reduce the court costs and make documents more available. CSU has been working with the Department of Information Technology to develop systems that will allow records to be stored and retrieved electronically. This effort includes collaboration with the Supreme Court of Virginia's (SCV) Office of the Executive Secretary to implement a case imaging system for scanning, imaging, and electronically retrieving and distributing court documents. The Juvenile and Domestic Imaging System (JDIS) will provide improved security and integrity of records, reduce labor intensive and time consuming record retrieval and re-filing processes, provide simultaneous and instant access to court records, reduce costs associated with space and shelving for storage of paper documents, and provide a means of safeguarding documents with an electronic backup. The project is being implemented in phases and is expected to take several years to complete.

- **Shift in How Work is Done**

Over the past several years CSU has progressed in using technology to increase the mobility of the workforce. Perhaps most visible is the distribution of BlackBerry devices to much of the workforce and the expansion of telework. The BlackBerry devices allow staff to communicate via e-mail and text as well as voice while they are out of the office. The expansion of telework, when feasible, has been made possible by improvements in the county's internet access. Teleworking allows for schedule flexibility, improves productivity, reduces time spent in long commutes, and is likely to expand in the future with new innovations in computer and communication technology.

Developing a truly mobile work capacity has been an ongoing challenge. Many CSU staff members spend a significant amount of time in the field, visiting families, waiting for court hearings, etc. Creating the situation where field staff can have access to the same information and technology they have in the office has been hampered by the security limits of existing technology and the policies around how information can be accessed. Advances in both these areas have recently allowed the CSU to start a pilot program that has deployed 21 tablet computers for use throughout the agency. Employees are currently able to use these devices in the courthouse and in areas with available county Wi-Fi network.

Organizational Assessment

Using the wealth of information gathered during the environmental scan about the internal and external environment of CSU, an organizational assessment was conducted to identify strengths, weaknesses, opportunities and threats. Strengths and limitations identified during the environmental scan were reviewed and prioritized by the Strategic Planning Group as part of this organizational assessment. Trends identified during the environmental scan and highlighted in the Trends and Implications section of this plan were reviewed by group and categorized as to whether they represent Opportunities, Threats, and in some cases both.

STRENGTHS	WEAKNESSES
• **Passionate, committed, dedicated staff** • **Fairfax has comparatively more resources** • **Commitment to quality and continuous improvement** • **Relationships with partners** • **Seek input from staff at all levels** • **Staff care about individuals served** • **CSU is a leader** • **Staff help each other** • **Competent, skilled, qualified staff** • **Change readiness** • **Increasing use of technology** • **Leadership is approachable**	• **Lack of communication** • **Lack of support for issues with judges** • **Resistance to change** • **Staff feel unappreciated** • **Potential lack of partner collaboration** • **Reactionary mode of response** • **Potential lack of staff buy-in** • **Lack of transparency** • **Staff overwhelmed with workload** • **Lack of communication about programs and how system works** • **Potential lack of leadership support for suggestions** • **Lack of resources to implement changes** • **Rules are not consistently applied**

STRENGTHS

Taken as a whole, CSU's organizational strengths reflect a people- and results-oriented culture, both of which will be needed to accomplish the actions set forth in this strategic plan. Having qualified, competent, and dedicated staff is foundational to the future work of CSU. Additionally, building upon and expanding relationships with partners will be essential to accomplish the goals outlined in this plan.

WEAKNESSES

Addressing organizational weaknesses identified in this assessment will not only strengthen CSU's future but is also critical in assuring employee engagement and job satisfaction. Communication is a key area for

improvement. This strategic planning process has elicited a considerable amount of communication from and between staff and CSU partners. It is now incumbent on all CSU staff to share ownership in eliminating these weaknesses which have the potential to hinder CSU's ability to achieve change.

OPPORTUNITIES	THREATS
• **Changing attitudes toward school discipline** • **Increasing use of evidence-based practices** • **Increasing emphasis on prevention** • **Shifting approach from monitoring to counseling** • **Increasing use of social media** • **Fewer juvenile cases** • **Changing from paper to electronic records** • **Increasing cultural diversity** • **Increasing number of staff retirements** • **Increasing diversion of juveniles** • **Increasing use of assessment instruments** • **Shift in how work is done (office to mobile)**	• **Decreasing county resources** • **Increasing number of languages spoken** • **Increasingly complex cases** • **Decreasing federal and state funding** • **Increasing cultural diversity** • **Increasing identification of mental health issues** • **Increasing civil & criminal family abuse cases** • **Changing from paper to electronic records** • **Fewer juvenile cases**

OPPORTUNITIES

CSU is well-poised to take advantage of opportunities identified in this organizational assessment. The shift in approach from monitoring to counseling has been underway for several years. Employees have been trained in evidence-based practices and the use of assessments for consistency in approach and better decision-making. The expansion of diversion at the front-end of service is only one example of the increasing emphasis on prevention.

THREATS

Diminishing resources at a time when cases are increasingly complex poses a significant threat to CSU as it seeks to achieve the goals outlined in this plan. Many of these threats including increasing identification of mental health issues, increasing cultural diversity, and increasing number of languages spoken by those served contribute to this complexity. Actions set forth in this plan must address shifts in the number of customers served by CSU or more specifically the decreasing number of juveniles and increasing number of civil and criminal family abuse cases.

Strategic Goals, Issues & Actions

Goals

The following goals were identified during the planning process. These goals frame issues identified during the environmental scan and strategic actions identified during the planning process to address those issues.

➢ Access:

Culturally-competent, diverse, equitable, and user-friendly environment for staff & customers

➢ Results-Oriented Service:

Continuum of research-based programs and services to maximize positive results for those served

➢ Employee Engagement:

Commitment to and satisfaction with work which serves as the "mortar" between attracting and retaining employees

➢ Collaborative Partnerships:

Sustainable working relationships with justice system and other partners that facilitate results with those served

➢ Measurement of Success:

Data and the story behind the numbers to communicate about the public investment in court services and to inform systemic decisions about maximizing results

Issues

The extensive environmental scan process, conducted to inform the development of this plan, included asking participants to identify what "big issues" CSU must address in the coming years. Identified issues were summarized, categorized and submitted to CSU staff in the form of an electronic survey. Staff responded to the survey by rating the issues as to their perceived importance. The response rate to the survey was notably high with 182 staff, or over 60% of all staff, responding to the survey.

The Strategic Planning Group reviewed the resulting prioritized list of issues. This group of CSU leaders went through a similar process of prioritizing the issues and with few exceptions their ratings corresponded with staff ratings. Ultimately, the top half of the staff prioritized issues plus those few additional exceptions were subsequently chosen by the Strategic Planning Group to be the focus of this strategic plan.

Actions

Actions to address the prioritized issues were developed by the Strategic Planning Group. The process for developing actions was designed to be inclusive so that all members of the group had an opportunity to weigh in on what actions could be taken, by whom, and in what timeframe. Members of the group were divided into four small groups and members of these groups were asked to address issues related to one goal (i.e., Access, Results-Oriented Service, Employee Engagement or Collaborative Partnerships). Each goal group presented their recommended actions to the larger group. Actions for all issues fell into one of the following three categories:

- **Action is Underway:** Relevant actions illustrating that an issue is being or has been addressed by CSU
- **Take Quick Action:** Readily identified actions to address an issue including who is to take each action and by when the action is to be taken
- **Form Action Team:** Issues for which actions must be determined after study by a team of CSU staff members

CSU's Director and Directors of Probation and Residential Services subsequently reviewed and approved or amended recommended actions. Approved actions for each issue appear below under the relevant goal of Access, Results-Oriented Service, Employee Engagement or Collaborative Partnerships.

Similarly, to address the fifth and final goal of Measurement of Success, members of the Strategic Planning Group were divided into four small groups and each group was asked to review CSU's existing program/service measures to identify those measures which would best represent CSU as agency measures. There was much agreement across the four groups as to which program/service measures should be selected as agency measures. CSU's Research staff subsequently reviewed the proposed agency measures with CSU's Director and Directors of Probation and Residential Services. A final list of agency measures, categorized by agency goals, was approved and appears below under Measurement of Success.

Access

Culturally-competent, diverse, equitable, and user-friendly environment for staff and customers

DISPROPORTIONALITY

ELECTRONIC FILE SHARING

INTERPRETATION & TRANSLATION

TECHNOLOGY

TRANSPORTATION

DISPROPORTIONALITY

Issue: ***A disproportionate number of minority youth come into contact with the juvenile justice system. Disproportionate Minority Contact (DMC) refers to the rate at which minority youth have contact with systems such as the juvenile justice system, out of proportion to their composition of the population as a whole. While race and ethnicity are a focus, socio-economic status may also be a factor. Concerns about disproportionality were expressed during the environmental scan by probation officers, staff from Department of Family Services, judges, and human service agency directors.***

Action is Underway	• ***Include in CSU's new employee orientation*** • ***Add to CSU's FairfaxNET (internal website) for current employees*** • ***Feature action in future Full Court Press for employees & internal partners*** • ***Make accessible to external partners via web, Full Court Press, presentations***

- CSU has been **increasing efforts to divert** low risk youth away from formal justice system processing whenever possible. Within Fairfax County, African American and Hispanic youth are twice as likely to be placed in a secure detention setting, while less than half are likely to be diverted at intake. To expand diversion efforts, additional Probation Counselors have been added and some diversion employees have been moved to field locations.

- A **more recent diversion option, Restorative Justice (RJ)**, is a partnership between CSU, Fairfax County Police Department (FCPD), Fairfax County Public Schools (FCPS) and Northern Virginia Mediation Services. RJ brings those most affected by the crime – the victims, offenders, key supporters and stakeholders – together in a face-to-face meeting to facilitate a written agreement between the parties that repairs the harm and reduces the likelihood of future criminal incidents. A plan is currently underway to expand use of RJ to allow police officers to access RJ without making an official referral to CSU. This process referred to as Community RJ, will be piloted at the Mt. Vernon station and will incorporate all of that area's School Resource Officers as well as patrol officers.

- **Shelter Care is used, in lieu of detention**, when charges do not warrant youth to be held in a locked facility.

- The **format of the weekly detention meeting is being changed** to include increased discussion regarding the need for continued confinement in secure detention and whether there has been a change in circumstances which would allow for other less restrictive alternatives to be considered.

- A **new Absconder policy** is being developed that would allow for a Detention Order or Shelter Care Order to be withdrawn in certain circumstances if a youth returns home within a specified period of time.

- Families who lack time and transportation resources are further disadvantaged when they reside a considerable distance from the court which can lead to Failure-to-Appear issues that compound a youth's circumstances. In December 2013, a joint venture was initiated with FCPD's Mt. Vernon station and Juvenile Intake in which police officers with youth in custody can seek **intake services through the use of VIACK (a web-based audio-video conferencing system** from the VIACK Corporation). Instead of transporting all youth in custody to Fairfax, youth may be taken to the station and the intake process is completed electronically.

- **Probation rules and pamphlets have been translated into different languages** in order to better communicate with parents and youth. Additionally, family sessions are being conducted in Spanish when needed.

- CSU has adopted the **Detention Assessment Instrument (DAI)** developed by the Virginia Department of Juvenile Justice. This tool is used at detention admission screenings to analyze level of risk and to determine who should be held in secure detention. CSU developed its own juvenile diversion assessment tool which is

used to screen eligible juveniles at intake. Use of this tool is expected to reduce the disproportionate detention and residential placement of African American and Hispanic youth.

- **Family Resource Meetings** with probation officers, school representatives, social workers, and family counselors involve families in decisions about their child.

- The County's Geographic Information System (GIS) and Mapping services have been used to **map crime data and inform decisions about location of CSU services** and resources in the community.

- CSU's **Evening Reporting Center (ERC) provides an alternative to keep minority youth out of a more costly detention placement and in the community** without compromising public safety. Providing services to minority youth in community-based settings is a way to reduce disproportionality. In FY13, 95% percent of youth served in the ERC were either African American or Hispanic.

- CSU is partnering with FCPD and FCPS to use the **Color of Justice program** which encourages minority high school students to consider the law and the judiciary as career goals. As an example of this program, students were invited to participate in a Color of Justice event held at the Fairfax County Courthouse sponsored by the Fairfax County Bar Association's Young Lawyers Section in conjunction with the Asian Pacific American Bar Association of Virginia, Northern Virginia Black Attorneys Association, Hispanic Bar Association, and the Northern Virginia Women Attorneys Association. The program consisted of a mock trial, small discussion groups, and a judges' panel discussion.

- CSU has a **DMC Team which was formed to study disproportionality and recommend changes** to services/programs. The DMC Team applied and was approved for technical assistance from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to develop and implement a **DMC strategic plan**. The team is working with assistance from OJJDP to review DMC data for African American and Hispanic youth and develop actions to address findings from data.

ELECTRONIC FILE SHARING

Issue: ***CSU is working with the Supreme Court of Virginia to expand access to the JDRDC's Document Imaging System (JDIS) and continuing expansion of the Residential Services Information System (RSIS) to allow file sharing between programs and probation. Cross-system sharing of electronic information will improve efficiency and be more expedient. Environmental scan comments seemed to acknowledge the benefits of electronic file sharing.***

Action is Underway	*Feature action in future Full Court Press for employees & internal partners*

- The **Directors of Probation and Residential Services** are leading communication about IT enhancements and projects.
  - A **JDIS demonstration** was conducted for all CSU staff
  - The Director of Probation Services held a **division meeting to communicate about the imaging system with probation staff**.
  - The Director of Residential Services will convey this information as part of **upcoming meetings with residential staff.**

INTERPRETATION & TRANSLATION

Issue: ***Interpretation and translation issues are not specific to CSU or even the human services system. Fairfax County's language access policy states: "No person will be denied equal access to county services based on his/her ability, or limited ability, to communicate in the English language".***

Currently CSU contracts for translation of written material (including affidavits for preliminary protective orders) and interpretation of spoken language via telephone or the "language line". Interpreters, paid for by the state, are limited to the courtroom. Additionally, CSU has a limited amount of funding to pay interpreters. Volunteers in CSU's Volunteer Interpreter Program provide interpretation for Spanish-speaking customers.

Concerns about interpretation and translation were expressed during the environmental scan by probation officers and supervisors, CSU's administrative assistants and infrastructure staff, judges, volunteer interpreters, and staff from the Community Services Board and Department of Family Services. Concerns included increased time and cost; variance in quality; lack of specific dialects; translation of materials as a factor in communication (website, flyers, manuals, forms, etc.); translation for protective orders for Spanish-speaking customers which may increase time and expense; training of volunteers to increase familiarity with CSU programs and processes; and use of bilingual staff.

Take Quick Action	***Communicate about this action at a future planning meeting***

WHAT: Prior to chartering a team, conduct a preliminary review of the pending Action Team Charter to:

- **Assure the scope of the work is put into context (i.e., interpretation and translation are issues being addressed by all County agencies)**
- **Assess the need for an outside subject matter expert to serve as a resource to the team (including feasibility of finding, and any costs associated with, an outside resource)**
- **Prioritize deliverables and, if appropriate, recommend how deliverables could be phased**
- **Revise charter accordingly**

WHO: Director of Judicial Support and CSU's coordinators of Budget, Human Resources, Training, Volunteers, and Volunteer Interpreter Program

WHEN: By January 2015

Form Action Team	***Discuss and determine timing of this team at a future planning meeting***

PENDING Action Team Charter

MEMBERSHIP:

- **This team will be managed by two members of the Strategic Planning Group who will follow CSU's new Team Guidelines outlined in this plan *(see Follow-Through under Employee Engagement).***
- **Membership will include expertise from the Volunteer Interpreter Program and representation from interested parties: Budget, Administrative Assistants, Supervisors, Clerks, Judges, Residential, Probation, and Domestic Relations**

SCOPE:

- **Document interpretation and translation needs throughout the court**
- **Verbal interpretation for common languages spoken in Fairfax County (Spanish, Vietnamese, Korean, Farsi, Urdu, etc.)**
- **New translation services**

DELIVERABLES:

- **Cost history for translation and verbal interpretation**
  - **History of cost for and utilization of the language line (broken down by functional area)**
- **Needs assessment report that includes:**
  - **Need and costs for document translation and verbal interpretation**
- **Cost and utilization data for inclusion in CSU's agency measures**
- **Report outlining best practices for matching methods of interpretation to situations (e.g., criminal vs. civil, telephone vs. in person)**
  - **Summary of tools and resources for interpretation and translation**
    http://www.apiidv.org/organizing/interpretation-tools-resources.php#lap
    http://ncsc.contentdm.oclc.org/cdm/ref/collection/accessfair/id/339
- **Feasibility (what would be the pros/cons) study that includes:**
  - **Feasibility of adopting new translation services, including technology solutions**
  - **Feasibility of providing access to language classes for staff**
  - **Additional methods of recruiting bilingual staff**
  - **Feasibility of expanding VIP program to include other languages**

TIMEFRAME: TBD

TECHNOLOGY

Issue: ***Advances in technology are creating opportunities to increase access to information and court activities for both staff and customers of CSU. Mobile technology, including mobile compliant applications, allows staff to work away from the office. Video conferencing allows customers to be served at locations outside the courthouse. Secure email can be used for messages with client information. Social media may be used as a tool in accomplishing work.***

Tablets were distributed to probation and residential units as part of a pilot project to support mobile work. Video conferencing pilot projects have been conducted at the South County probation unit/Mt. Vernon police substation for Juvenile Intake and preliminary protective orders (Domestic Relations) and will be expanded county-wide.

Concerns about technology were expressed during the environmental scan by probation officers and supervisors, administrative assistants, infrastructure staff, and volunteer interpreters.

Take Quick Action	*Communicate about this action at future planning meetings*

WHAT:

- **Connect with county IT staff to learn more about the social media policy outlined below:**

…Currently only a small group of exempted employees can access social media sites, in order to publish and monitor county accounts. However, enabling the use of new tools, including social media, is one of the strategic initiatives in the county's information technology plan…The county's social media policy includes guidance on employee participation. If an employee identifies him/herself as a county employee on a social media platform, he/she must indicate he/she is not speaking on behalf of the county. What shouldn't be posted, according to the policy, includes information about items in litigation or about claims that could be brought against the county; nonpublic information of any kind; personnel, sensitive or confidential information of any kind; and medical information that violates a person's Health Insurance Portability and Accountability Act protections… **(Excerpt from "Planning for Expanded Social Media Access" in Team Fairfax Insider on 4/18/14)**

- **Identify staff needs related to social media (i.e., purpose in using it)**
- **Clarify legal ramifications of CSU staff use of social media**
- **Connect with human services IT to learn what other agencies have done to solve the secure email issue and communicate what is learned**
- **Coordinate a hands-on demonstration of secure email for staff**

WHO: Director of Court Services, Directors of Probation and Residential Services, and CSU's Network Analyst

WHEN:
- **Actions related to social media and secure email to be completed by January 2015.**
- **Demonstration is scheduled for April 2015.**

TRANSPORTATION

Issue: ***Transportation has been and continues to be a significant issue for residents of Fairfax County. Court clients with low incomes may lack transportation to access court proceedings as well as services and programs. CSU uses agency funds to provide a limited amount of bus/metro tokens and cab vouchers for some programs although there is no specific line item for this cost. A portion of Juvenile Accountability Block Grant (JABG) funds had been set aside each year for this purpose as well. However, JABG funds are no longer available. Concerns about transportation were expressed during the environmental scan by school social workers, judges, probation officers and supervisors, and CSU's infrastructure staff.***

A memo was sent by CSU's Director to staff outlining policy and procedures for the use of cab vouchers. Video conferencing may be an alternative for some transportation and access needs as it allows customers to be served at locations outside the courthouse. Videoconferencing has been piloted in South County and is being expanded to other locations in the county including a roll-out to all eight Fairfax County Police Department district stations to allow remote intake services for juvenile delinquency and domestic violence preliminary protective orders.

Take Quick Action	*Communicate about this action at future planning meetings*

WHAT:
Explore the sustainability of providing cab vouchers and metro tokens for clients and families
Work with other human services leaders to address the systemic issue of transportation

WHO: CSU Director, Directors of Probation and Residential Services, and CSU's Fiscal Officer

WHEN:
- **Explore sustainability of vouchers and tokens by September 2014.**
- **CSU Director's work with other human services leaders will be ongoing.**

Results-Oriented Services

Continuum of research-based programs and services to maximize positive results for those served

AFTERCARE

ASSESSMENT INSTRUMENTS

BEHAVIORAL CONSEQUENCES

FAMILY ENGAGEMENT

GENDER-SPECIFIC PROGRAMMING

PREVENTION & EARLY INTERVENTION

RESOURCES

RUNAWAYS

SCHOOL ATTENDANCE/TRUANCY

SERVICE CONSISTENCY

TRAUMA-INFORMED CARE

AFTERCARE

Issue: ***Aftercare provides a transitional period where juveniles receive a continuum of care (e.g., continued therapeutic and supportive counseling) upon release from a residential placement and re-entry to the community. Investing in youth post-release may produce lower recidivism rates and better results for juveniles.***

Each residential placement has an aftercare component; however CSU does not have a uniform approach to aftercare. Results-Based Accountability (RBA) is being used to determine the effectiveness of aftercare services.

Concerns about aftercare were expressed during the environmental scan by probation officers, administrative assistants, teachers, and staff from the Community Services Board.

Form Action Team	***Discuss and determine timing of this team at a future planning meeting***

PENDING Action Team Charter

MEMBERSHIP:

- **This team will be managed by two member of the Strategic Planning Group who will follow CSU's new Team Guidelines outlined in this plan *(see Follow-Through under Employee Engagement).***
- **Team members will include representatives from residential, probation and parole, and family counseling**
- **An intake officer might be added to the team in order to explore the process for youth who violate probation while on aftercare status**
- **Members from outside the agency would include a representative from the Department of Family Services and parent representatives**

SCOPE:

- **Juveniles coming out of residential facilities (i.e., Dept. of Juvenile Justice, Boys Probation House, Foundations, Post-Dispositional Program, and Transitional Living Program) are in scope for this team.**
- **Youth who are no longer on probation are not in scope for this team.**

DELIVERABLES: The team is tasked with looking at issues related to putting transitional services in place after residential placement as standard practice to ensure a smoother return to the community and that youth receive services appropriate to their individual level of need on the continuum of care.

- **Explore other aftercare programs**
- **Identify possible ways to address non-compliance in the community which could include returning to the program for added assistance**
- **Look at community-based resources that youth and family could be linked with to assist the youth and family with re-entry**
- **Explore the option of residential facilities providing home based counseling services as a component of aftercare**
- **Develop the performance measure(s) of aftercare effectiveness and propose which program performance plans could include the identified measure(s)**

TIMEFRAME: Team to be formed and begin work in July 2015 with deliverables timeframe TBD

ASSESSMENT INSTRUMENTS

Issue: ***CSU has implemented a decision-making system that incorporates structured decision-making tools at major decision points in the process of serving clients. Concerns expressed by probation officers about assessment instruments during the environmental scan included staff acceptance, training, consistency in use, and partner understanding.***

Action is Underway	• ***Include in CSU's new employee orientation*** • ***Add to CSU's FairfaxNET (internal website) for current employees*** • ***Feature action in future Full Court Press for employees & internal partners*** • ***Make accessible to external partners via web, Full Court Press, presentations***

- **Structure Decision Making (SDM):** CSU has implemented a decision-making system that incorporates structured decision-making tools at major decision points in the case management process. This approach increases the consistency and validity of agency case management decisions; ensures that clients will be served from the same model no matter what part of the county they come from; targets resources and available services to youth most at risk of re-offending; and improves the efficiency of the juvenile justice system. Structured decision-making also maximizes the likelihood that decisions about clients are made on objective criteria rather than informal considerations. This brings equity and balance to the system and decreases the possibility of adding to the problems of disproportionate minority contact within the juvenile justice system. New staff is oriented to SDM through the Director of Probation Services in the New Employee Orientation and by supervisors in their unit orientation.

- **Detention Assessment Instrument (DAI):** This instrument is used in every situation where detention is being considered for a youth. It objectively looks at the level of risk to determine if detainment is warranted.

- **Intake Assessment Instrument:** This instrument is used by all intake officers to assess the direction of the case. Options could include if a case will be sent to court or diverted.

- **Massachusetts Adolescent Youth Inventory (MAYSI - 2):** This questionnaire is administered to every youth who enters the Juvenile Detention Center and/or is placed at Shelter Care. Employees conducting the intake ask the youth to answer approximately 50 questions (yes or no) and enter answers into the electronic Residential Services Information System (RSIS) that computes answers and produces scores. Scores indicate risk level in a number of categories. If risk appears to be elevated in any category, an action is triggered so that an onsite mental health professional meets with the youth to determine if any additional measures need to be taken to safely maintain the youth during placement. This instrument is only a snapshot of the youth at the time of intake and in no way is utilized to measure outcomes.

- **Youth Assessment and Screening Instrument (YASI):** CSU has worked to shift the philosophy of probation services from a primary emphasis on monitoring to one of behavior change. This shift has included extensive staff training in behavior change techniques with an increased focus on those factors that are specific to an individual's offending behavior. In FY 2010 and FY 2011 all probation staff received training in the use of state mandated assessment tools. The juvenile probation staff was trained in the use of the Youth Assessment and Screening Instrument, an evidence-based assessment tool. This "fourth generation" assessment tool is directly tied to identifying risks, needs and strengths of juveniles and their families. New staff is oriented to the YASI through the unit director or their designee. CSU is working with the Department of Juvenile Justice to explore the possibility that staff can receive training directly from the state on assessment tools as a better quality alternative to the current supervisor-led process that can result in

differential standards of training for new probation officers. Refresher training has also been developed in-house and is now being rolled out to assure there is fidelity to the assessment.

- **Modified Offender Screening Tool (M-OST) and Offender Screening Tool (OST):** The shift in philosophy from monitoring to behavior change includes staff training in behavior change techniques with an increased focus on those factors that are specific to an individual's offending behavior. The M-OST and OST are validated evidence-based assessment tools used with adults to identify risk, criminogenic needs and strengths. The level of supervision for a client and the case service plan are based on the resulting scores of the M-OST/OST. The case service plan is developed by the client with guidance from the probation officer, using motivational interviewing skills, and is based around those drivers (criminogenic needs) highlighted in the OST. Initial training is provided through basic skills training which is required of all new probation officers within their first six months of service.

- **Structured Trauma Screening Interview:** This interview is conducted by probation officers who are concerned or suspect that a youth has a history of trauma. The structured interview walks the probation officer through what to say and how to assess a youth and their traumatic experiences. If appropriate, the probation officer completes a trauma referral and forwards it to the Trauma Team. The team meets to determine whether a Clinical Trauma Assessment (CTA) is needed.

- **An outstanding SMART Supervision Grant application** would involve collaboration between CSU's Domestic Relations and George Mason University (GMU). If awarded, CSU will work with GMU to create a risk assessment tool specific to domestic violence offenders.

- **George Mason University Evidenced-Based Practices Project:** GMU is currently conducting a multi-year research project with CSU to look at how evidence-based practices are utilized within the agency. The project includes an organizational survey, field observations and interviews. GMU has reported on the use of motivational interviewing among juvenile probation officers and is moving forward in developing a Plan Do Study Act (PDSA) process to assist officers in strengthening their MI skills and using them consistently in their work. Additional reports on other units within CSU are forthcoming as the research project continues.

- Probation supervisors have provided an **overview and brief training to Community Services Board partners** (e.g., Youth Alcohol and Drug Services and Mental Health Services) **on the YASI assessment instrument** and how it is being utilized by probation to drive case management and service planning decisions, as well as CSU's shift towards adopting evidenced-based practices, including the use of Motivational Interviewing.

- **Results-Based Accountability (RBA):** Additional assessments are being explored as part of the results-based accountability process to assess if the techniques and interventions used are having an impact on clients. RBA program/service performance plans include details about these assessments.

- **Therapeutic Treatment Services Group,** through Residential Services, is exploring how services are being provided to youth and their families. The group is looking at assessments that can be given to youth served to aid in the assessment of their needs, determine if interventions they are receiving are making a positive impact, and follow them throughout their involvement with the court and be adjusted to their needs and progress.

BEHAVIORAL CONSEQUENCES

Issue: ***Individuals involved with the justice system are accountable for their behavior. Research supports a balanced approach to strengthen accountability for behavior.***

The perception of inadequate consequences for noncompliant behavior was expressed by a diverse group of participants during the environmental scan. A related concern was expressed about the delay in time between the offense and the court date which can diminish the impact of the consequence. These perceptions and concerns were shared by probation officers and supervisors, teachers, school social workers, and school attendance officers.

An expedited docketing process is in place for youth in residential programs who are in violation of their probation. CSU continues to monitor the docketing process and communicate with the Clerk of Court about the speed at which violations of probation are heard.

Take Quick Action	*Communicate about this action at future planning meetings*

WHAT:

- **Identify CSU's philosophy and assure a consistent message regarding behavioral consequences**
- **Communicate philosophy to partners and stakeholders, including current processes and procedures for addressing noncompliant behavior in a timely manner**

WHO: Director of Court Services, Directors of Probation and Residential Services, Program and Unit Supervisors

WHEN:

- **Messaging about the philosophy to be articulated to CSU staff by January 2015**
- **Communication to partners will be ongoing**

FAMILY ENGAGEMENT

Issue: ***Staff experience and CSU research indicate that family engagement is critical to positive outcomes. Each segment of the Juvenile and Domestic Relations District Court process, from entry to exit, involves family. Residential programs provide in depth family counseling sessions. CSU partners with parents with respect to probation rules and progress. Parents are expected to participate with their child in all phases of the Court process and CSU services.***

Knowing that family engagement is very time consuming and costly, as it may take a parent out of the workforce, CSU assists families with transportation to and from appointments, and in some instances allows siblings and other family members to participate in order to accommodate their needs. To promote family engagement, satellite units have developed different family events such as South County's Back to School Night, and East County's Annual Family Cook-out.

CSU acknowledges cultural differences, provides cultural diversity training, and has a diverse group of employees to serve its customers. Interpreters may assist non-English speaking, as well as hearing-impaired clients and families.

There is an imbalance of responsibility when CSU is expected by parents to "fix" problem behavior. Historically, CSU has had a "fix it" mentality but more recently has shifted to a strength-based approach in assisting families to become productive and functioning units. Empowering parents and holding them accountable can be part of positive parenting support.

Despite the continued evolution of practice regarding working with families, CSU is still facing continued non-involvement.

Form Action Team	*Provide updates on progress at future planning meetings*

Action Team Charter

MEMBERSHIP:

This team will be managed by two individuals participating in the strategic planning process who will follow CSU's new Team Guidelines outlined in this plan ***(see Follow-Through under Employee Engagement).*** **CSU's Director of Residential Services will serve as liaison to this team, approving selection of team members and providing guidance as needed.**

Team membership will be comprised as follows:

- **Six to eight individuals. Membership will be multi-level and may include representatives from probation, intake, residential (Boys Probation House, Foundations, Shelter Care II, Post-Dispositional Program), Supervised Release Services, Special Services, Domestic Relations, training team**
- **Members outside of court would be decided by team**

SCOPE:

<u>In scope:</u> Family engagement begins at the point of entry into the system and ends at the conclusion of court involvement. The work of the team will focus on family engagement that involves providing direct services to families. The composition of families is diverse and is defined by the families themselves, which

may include, but is not limited to, biological families, blended families, single parents, unmarried or married partners, adoptive or foster parents.

<u>Out of Scope:</u> Family engagement on the community level.

DELIVERABLES:

<u>Phase 1:</u>

- **Explore how other Court Service Units or other agencies are addressing and improving the engagement of families and recommend a model and strategies to engage parents**
- **Use various research methods (i.e., focus groups, parent surveys) to identify parents' concerns and suggestions for enhancing family engagement**

<u>Phase 2:</u>

- **Identify trainings that would address the issues of family engagement and parental accountability, using a strength-based" philosophy**
- **Develop the policy and procedures regarding enhanced visitation of clients and families, to include usage of video-conferencing**
- **Develop recommendations that represent a paradigm shift for engaging families**
- **Identify measures of success for family engagement** *(e.g., extent to which parents are participating in groups, showing up for court, returning phone calls and extent to which staff are engaging parents, inviting them to meetings, making parents feel welcome)*

<u>Phase 3:</u>

- **Establish a parent advocacy group**

TIMEFRAME: The team will be formed and begin work in September 2014. Deliverables will be phased as follows:

- **Phase 1 by March 2015**
- **Phase 2 by June 2015**
- **Phase 3: TBD**

GENDER-SPECIFIC PROGRAMMING

Issue: ***Gender-specific programming recognizes the growing emphasis on results or service that "work" with the subject population. Historically, programming has not taken gender into consideration and has relied on responses developed for boys. Concerns about gender-specific programming were expressed during the environmental scan by CSU staff as well as judges, teachers and attorneys.***

Action is Underway	• ***Include in CSU's new employee orientation*** • ***Add to CSU's FairfaxNET (internal website) for current employees*** • ***Feature action in future Full Court Press for employees & internal partners*** • ***Make accessible to external partners via web, Full Court Press, presentations***

- **The Gender Responsive Services Project Team** was developed in 2007/2008 to evaluate how CSU was providing services to adolescent females in the system. The team was tasked with designing and implementing a system-oriented model for the adolescent female population at all points in the system.

- In 2009 the Project Team sponsored several **Lunch and Learn Sessions with specific focus on trauma and working with adolescent females**.

- In 2009 the Project Team organized and developed **training for court staff that focused on the impact of trauma, gender responsive services, and resources for working with adolescent females**.

- CSU's **Research staff completed a Gender-Specific Survey Report which produced a profile of the adolescent females on probation**. Several focus groups were conducted to determine what the attitudes and perceptions of probation officers were when working with adolescent females.

- **Girls Circle Program was introduced** at Central Intake, East, South, and Center County Probation Units. The Foundations Program offered Girls Circle as well. Girls Circle is a structured support group for girls which integrates relational theory, resiliency practices, and skills training. It is designed to increase positive connection, personal and collective strengths, and competence in girls. Groups at Center/South County as well as East County continue to exist. CSU has approximately 10+ trained Girls Circle Facilitators. CSU has one representative facilitating Girls Circle at Glasgow Middle School **with the Department of Neighborhood and Community Services (NCS) and the Community Services Board (CSB) as part of a pilot program/prevention initiative**. The Girls Circle Program will focus on diversion in the future.

- **Foundations Program offers a structured, safe, supportive, and therapeutic environment for adolescent females** who have a history of trauma and victimization. The program provides the following treatment modalities: Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT) Skills Group, Expressive/Art Therapy, Motivational Interviewing, Sand Tray Therapy, and Trauma Focused CBT. The Polaris Project is providing a curriculum that focuses on boundaries, self-esteem, and relationship building.

- **Boys Probation House is exploring the different needs of males** and various issues that may have led to their court involvement and considering the creation of a DBT unit.

- **Trauma Team was created** to provide assessment, evaluation, and recommendations for services to those who have experienced a traumatic background.

- The Gender Responsive Services Project Team will be **exploring the potential of developing a partnership with the Fairfax County Office for Women & Domestic and Sexual Violence Services** to address services to victims of domestic violence in CSU's residential programs. Employees from residential programs have met with representatives from the Office for Women to begin talking about a partnership.

- The Gender Responsive Services Project Team is currently in the process of developing a **training curriculum for new staff**.

PREVENTION & EARLY INTERVENTION

Issue: ***Prevention and early intervention are systemic issues which involve working in collaboration with other system partners. Concerns about these issues were expressed during the environmental scan by CSU staff, school employees, and attorneys.***

Action is Underway	• ***Include in CSU's new employee orientation*** • ***Add to CSU's FairfaxNET (internal website) for current employees*** • ***Feature action in future Full Court Press for employees & internal partners*** • ***Make accessible to external partners via web, Full Court Press, presentations***

- **Juvenile Intake has increased the use of diversion** for eligible juveniles (first-time offenders who admit guilt of status and non-violent offenses) and is in the process of adding a part-time family counselor to work with those families involved in diversion and occasionally those who are at risk of becoming involved with diversion.

- **Juvenile Intake offers several Parent Support Groups**. The longest running group for English speaking families occasionally offers guest speakers who educate parents on programs within the court system, philosophies on dealing with juveniles involved in the court system and resources available within the community. Groups for Spanish speaking parents are held in Herndon and Culmore. Referrals come from within the court system as well as from stakeholders outside the system.

- **Juvenile Intake offers a variety of community based presentations** to educate:
  - parents on community resources;
  - immigrant groups on the laws of Virginia;
  - Spanish-speaking parents on available resources within the county and the court's availability to help regardless of their immigration status;
  - law enforcement on court philosophies and procedures for cases that may be handled by community service providers so they may better respond to families who are in crisis and seeking help in handling a variety of issues with their children (truancy, domestic assaults, mental health concerns, delinquency, etc.).

- A **more recent diversion option, Restorative Justice (RJ)**, is a partnership between CSU, Fairfax County Police Department (FCPD), Fairfax County Public Schools (FCPS) and Northern Virginia Mediation Services. RJ brings those most affected by the crime – the victims, offenders, key supporters and stakeholders – together in a face-to-face meeting to facilitate a written agreement between the parties that repairs the harm and reduces the likelihood of future criminal incidents.

- **Curfew checks** are an effort by probation officers and the police to engage juvenile offenders and their families. Every juvenile who comes on probation is assigned a curfew. Curfew checks are designed to proactively ensure that youth on probation are in compliance with the assigned curfew given to them by their probation officer. Also, since many probation officers work traditional hours, they may not have a lot of face-to-face contact with parents who are also working traditional hours. The nightly curfew checks give court staff an opportunity to interact more with the parents and the families in an environment where they may be more comfortable, while at the same time ensuring that the probation rule is being followed.

- **Educating Youth through Employment (EYE) program** - CSU sponsors youth in this program which helps young people gain the experience, confidence, and skills needed to be successful in the workforce.

- **Evening Reporting Center** is a 30-day non-residential program designed to provide an alternative to detention for youth on probation who commit technical violations or other delinquent acts. It is a community-based

program for youth during the high-risk time of 3:00 -7:00 p.m. which is a part of the Juvenile Court continuum of graduated sanctions. The goal is to develop skills in youth that support pro-social behaviors.

- **Girls Circle program model** is a structured support group, designed to build protective factors and increase positive connection, personal and collective strengths, and competence in girls. It aims to counteract social and interpersonal forces that impede girls' growth and development by promoting an emotionally safe setting and structure in which girls can develop caring relationships and use authentic voices. This program has been offered to youth on probation or on diversion to prevent future involvement in the Juvenile Justice System. The Girls Circle Program will focus on diversion in the future.

- **Intervention, Prevention and Education (IPE) program** - a gang specific program to link clients/families, who are gang involved or at high risk for gang involvement, with community-based services. A case manager is assigned to the referred youth and his/her family to provide services on how to strategically leave the gang life or avoid ever joining a gang. Additionally, the worker will help identify the youth's service needs such as substance abuse, mental health, and employment and or mentoring needs and assist with connecting the youth to appropriate services for 90 days.

- **Probation Officers talk to younger siblings** of the juvenile offenders with whom they are working as part of a prevention opportunity.

- **ROAD DAWG (Don't Associate With Gangs)** - Staff help to facilitate a one-week summer camp for middle school youth who are at risk of substance abuse or gang involvement. Three camps are organized and conducted by a coalition of providers, including FCPD, NCS, CSB's Wellness & Health Promotion, CSU and FCPS. The program's goal is to reduce gang violence.

- **Supreme Teens Street Team (STST) is a youth led marketing program** offered in and around the Mount Vernon and West Potomac areas that promotes positive and healthy lifestyles, staying in school and participation in educational and recreational programs. Employees in CSU, FCPS and NCS make referrals to this team which is led by NCS. The program was developed with grant dollars from the Department of Criminal Justice Services (DCJS) and the help of the Office of Public Private Partnerships, FCPS and CSU.

- **CSU serves as a member of the Fairfax County Domestic Violence Prevention, Policy and Coordinating Council (DVPPCC).** The mission of the DVPPCC is to unite senior-level public officials and community leaders; to advise the Board of Supervisors on a range of domestic violence policy, legislative, and program issues; and to guide the development of a coordinated and collaborative community response to domestic violence in Fairfax County. The DVPPCC recognizes that an effective and coordinated response to domestic violence requires collaboration across the entire community, at all levels. To achieve this coordinated response, an ongoing commitment and consistent participation from leaders, partners, and community is integral to planning and response efforts to prevent and respond to domestic violence.

- **CSU serves on the Fairfax County Domestic Violence Fatality Review Team.** The fatality review board is a multi-disciplinary group of professionals comprised of representatives from various county agencies and community organizations. The team meets regularly to analyze system gaps and identify areas of success and areas open for improvement. The team's work is conducted on behalf of and in memory of victims of domestic violence and stalking and the family members who have lost a loved one. Through the case review process, members of the team can become informed to develop strategies for preventing future deaths associated with past causes of violence and fatality.

- **Changing Lives Thru Literature -** Since 2007, CSU has partnered with Fairfax Public Library to provide a small group literature based discussion group as an alternative program for adolescents whose delinquency charges have been diverted from formal court action. More recently the program has been expanded to court-involved

youth in residential programs through groups led at Shelter Care and Foundations. The program is a unique partnership between the Library, CSU and the Judiciary. The adolescents meet once a week for 10 weeks in discussions of literature; read and reflect as they are guided by a college professor, and are encouraged and supported by a probation officer. For the past seven years, a judge has participated in the final class, a graduation ceremony which in recent years has been held in a courtroom. The 9-14 students in each class of graduates stand up before the podium and share prepared reflections on what they have learned from the program and how they hope to use the lessons as they go through life. The judge addresses the adolescents and their families and explains that the diversion program has kept them out of the courtroom, applauds the youth for their success, and encourages them to continue to read and use the critical thinking skills they have developed to make the right choice and never end up in a courtroom. Over the last 7 years over 400 youth have been served by this program.

- CSU is represented on the **Fairfax County Interagency Youth Behavioral Health Work Group,** tasked by the Board of Supervisors to identify prevention, early intervention and treatment services necessary to address the behavioral health needs of the county's youth.

RESOURCES

Issue: ***Fairfax County has comparatively more resources than other jurisdictions in Virginia. Past funding has allowed the human services system to build a continuum of programs and services for the children, adults and families served by CSU. However, since the economic downturn, decreased funding has impacted resources available to those CSU serves. Most notably, access to mental health and substance abuse resources for both juveniles and adults has been limited. Concerns about resources were expressed during the environmental scan by probation staff, Community Services Board staff, school resource officers, and attorneys.***

Action is Underway	• ***Feature action in future Full Court Press for employees & internal partners*** • ***Make accessible to external partners via web, Full Court Press, presentations***

- CSU has filled or is in the process of filling all vacant **Community Services Board (CSB) positions that are housed in the court to address the mental health needs of the youth** that we serve. Several of these positions had previously been frozen by the CSB.

- CSU is working with the CSB to **expand the Diversion 101 program** (diversion for first time substance abuse offenders) in South County.

- CSU has hired a **full time position through collaboration with the CSB to provide substance abuse assessments and ongoing services** to the residents in CSU's residential treatment programs.

- CSU has **partnered with the CSB and Neighborhood and Community Services (NCS) to train more staff in the Girls Circle Curriculum** to operate programming in after school programs for adolescent girls.

- CSU has **obtained additional funding for psychological evaluations for youth entering Boys Probation House and Foundations**, addressing what had been a significant gap in meeting the mental health needs of these youth in a timely manner.

- The County Executive **added funding for the Evening Reporting Center and the Intervention, Prevention and Education (IPE)** program (gang awareness**),** into the baseline budget for CSU. These programs were previously grant funded.

- CSU has **reallocated resources to expand the Transitional Living Program** from six beds to twelve beds, and to expand the range of services offered to the youth placed in that program.

- CSU has **reallocated resources to establish an independent Community Corrections Unit for adult probationers** (previously aligned under Domestic Relations Intake).

- CSU is currently **working to contract with Washington D.C. to house their youth in the Juvenile Detention Center, which will provide additional funding** that can be allocated to future programming and service needs for CSU youth.

- CSU has purchased a vehicle for the Evening Reporting Center to address transportation needs.

RUNAWAYS

Issue: ***It is a challenge to provide appropriate and effective interventions for runaway juveniles. Youth who run away are more likely to incur criminal charges and to be exploited. Resources may be limited for habitual runaways, or Children in Need of Supervision (CHINS). Concerns about runaways were expressed during the environmental scan by probation officers.***

Action is Underway	*Feature action in future Full Court Press for employees & internal partners*

- CSU is in the process of **formulating a Diversion study to determine programming that will work well with status offenders**, which is an area that is a focus nationwide

- **Intake staff**, attempting to use prevention measures to address runaways who are first time offenders, may:

  - **Educate and clarify information** for stakeholders (Community Services Board, Department of Family Services, Fairfax County Public Schools, and families) **about the Child in Need of Services or Supervision (CHINS) process** as it relates to the Court
  - **Attend Family Resource/Partnership Meetings** (FRM/FPM) to serve as a resource
  - **Ask questions of parents/guardians** who initially may bring a child into Intake for a warning meeting and to gather information or possible services options. Answers to these questions may identify appropriate community services that can be recommended in lieu of court involvement (e.g., individual/family counseling; substance abuse evaluation; mental health evaluation; referral to the Intervention, Prevention, and Education program; and/or meeting with a gang detective).
  - **Attempt to utilize monitored diversion** with services to assist youth and family for youth who continue to run away from home and Probable Cause is found

- CSU has offered or is planning **training to educate staff on issues related to runaways** to include:

  - Presentation from Missing and Exploited Children organization
  - Human Trafficking training
  - Webinar entitled "Engaged Stakeholders Meeting" on the issue of Status Offense Reform
  - Foundations will be working with the Polaris Foundations to receive training on trafficked youth who may start out as runaways.

SCHOOL ATTENDANCE/TRUANCY

Issue: ***Several factors impacting this issue include a change in Fairfax County Public Schools (FCPS) policy in which attendance no longer impacts grades, the upcoming elimination of a modified diploma, and conflicting policies between CSU and school attendance officers. Differing opinions were expressed about this issue during the environmental scan including concern about a lack of consequences for truancy and the criminalization of juveniles who are truant. Concerns about school attendance and truancy were expressed by human services agency directors, Community Services Board staff, and school teachers, social workers, attendance officers and other FCPS staff.***

Action is Underway	• ***Add to CSU's FairfaxNET (internal website) for current employees*** • ***Feature action in future Full Court Press for employees & internal partners*** • ***Make accessible to external partners via web, Full Court Press, presentations***

- This is a systemic human services issue which extends beyond the purview of JDRDC. CSU's Director is working with the Deputy County Executive for Human Services to plan a **community dialogue or summit** around this issue. It is expected that the summit will be hosted by the Successful Children & Youth Policy Team (SCYPT).
- It is possible that a joint group or **task force** will be formed and tasked to **develop recommendations** to address the issue and present these recommendations to both the county and FCPS boards.
- CSU's Director **met with FCPS principals** to discuss roles in dealing with truancy and future plans for a summit and task force.

SERVICE CONSISTENCY

Issue: ***Consistency in the delivery of programs and services (i.e., from one individual to another, from one office to another, etc.) is a frequently cited goal of public organizations. Concern was expressed by school social workers during the environmental scan about probation officer variance in approach (e.g., violations).***

Action is Underway	• ***Add to CSU's FairfaxNET (internal website) for current employees*** • ***Feature action in future Full Court Press for employees & internal partners*** • ***Make accessible to external partners via web, Full Court Press, presentations***

- The CSU adopted **a Structured Decision Making model** in 2005 to ensure that intake and probation services were being delivered in a consistent manner across the different units.

- As part of the **Results-Based Accountability** efforts that are underway, the residential programs are currently in the process of identifying assessment instruments that can be used across the treatment programs to further identify needs, as well as treatment gains as they relate to substance abuse, mental health functioning and pro-social skills.

- An **ongoing work group** is in the process of exploring evidence-based treatment models and discussing their application in residential programs. This group is working to more clearly define the models that are currently being utilized in CSU's treatment programs and to ensure that staff are well trained and supported in the application of evidenced-based treatment modalities.

TRAUMA-INFORMED CARE AND PRACTICES

Issue: ***Trauma-informed care was mentioned during the environmental scan by probation officers and supervisors, administrative assistants, and school social workers.***

Increasing emphasis is on assuring conditions that are sensitive to the trauma histories of CSU customers. Growing recognition of the impact of trauma coupled with the high prevalence of traumatic stress that exists in the clients and families served by the CSU was a factor in the development of CSU's Trauma Team. A mission of the Trauma Team is to develop and promote accessible, culturally relevant, and trauma-informed age-independent responses to abuse, violence, and other lifetime trauma. This is so that survivors (children and families) can access resources that are essential to their safety and well-being. The Trauma Team staffs cases to complete comprehensive trauma assessments and link families with specialized trauma treatment providers.

A report of outcomes for the first two years of trauma referrals to the Trauma Team was reviewed earlier this year by CSU's Trauma Work Group which includes the Director of CSU and Directors of Probation and Residential Services. This review was conducted in order to determine if the current assessment and service referral process is meeting client needs, to assess gaps, and to make decisions on the future focus of training and areas of need with regard to implementing trauma-informed practices throughout CSU. Further, the Trauma Team is assessing gaps with regard to data collection and measures as well as the trauma treatment provider directory. The Trauma Team will present its recommendations to the larger Work Group in the fall.

Take Quick Action	*Communicate about this action at future planning meetings*

WHAT:

- **Develop in-house basic trauma training for all new CSU staff to be included in the ongoing core curriculum**
- **Develop measures for Trauma Team referrals**

WHO:

- **Trauma Team and the CSB's court- based clinical psychologists will develop in-house basic trauma training**
- **Trauma Team will develop measures**

WHEN:

- **Training will be developed by January 2015**
- **Measures will be developed by June 2015**

Employee Engagement

Commitment to and satisfaction with work which serves as the "mortar" between attracting and retaining employees

BURNOUT

COMMUNICATION

FOLLOW-THROUGH

HIRINGS/PROMOTIONS/RETENTION/RETIREMENTS

MORALE

RECOGNITION

SAFETY & SECURITY

STAFFING OF ADMINISTRATION

WORKLOAD DISTRIBUTION

BURNOUT

Issue: ***Concern was expressed during the environmental scan about CSU staff exposure to traumatic experiences of those they serve. Research indicates that exposure to traumatic experiences may lead to traumatic stress and burnout in human service professionals.***

"… during the past decade, probation officers have taken on many responsibilities associated with evidence-based practices—including conducting risk assessments, collaborating with offenders to develop problem-oriented case plans, matching offenders with appropriate services, acting as models for positive social behavior, and implementing techniques that promote cognitive restructuring and behavioral change. Because of the increased involvement in the lives of offenders under their supervision, probation officers are exposed to many traumatic situations…Education and orientation programs might help officers identify possible caseload events and anticipate their personal impact, allowing officers to identify early signs of stress and burnout, engage in anticipatory coping, and seek support when needed" *Lewis, K.R., L.S. Lewis, and T.M. Garby. (2012). Surviving the trenches: The personal impact of the job on probation officers* http://community.nicic.gov/blogs/mentalhealth/archive/2013/09/09/probation-officers-stress-and-burnout-associated-with-caseload-events.aspx

Suggestions during this strategic planning process included exploring opportunities to process traumatic cases outside the existing chain of command.

Take Quick Action	*Communicate about this action at future planning meetings*

WHAT:

- **Research best approaches to burnout and how other courts have addressed employee burnout**
- **Recommend a plan of action for CSU to address burnout**

WHO: CSU's Training and Human Resource Coordinators

WHEN: Bring recommended approach(es) to Strategic Planning Group meeting for feedback and discussion by March 2015.

COMMUNICATION

Issue: ***Effective communication fuels trust which supports engagement. As part of this planning process, it has become evident that communication channels with employees and partners could be improved.***

Form Action Team	*Provide updates on progress at future planning meetings*

Action Team Charter

MEMBERSHIP:

- **This team will be managed by two members of the Strategic Planning Group who will follow CSU's new Team Guidelines outlined in this plan *(see Follow-Through below).***
- **CSU's Director of Probation Services will serve as liaison to the team, approving selection of team members and providing guidance as needed.**
- **Membership will be comprised of representatives from multiple work areas and staff levels.**
- **Team will seek to include a representative from the Office of Public Affairs to provide subject matter expertise on county communication policies and consultation on communication methodologies.**

SCOPE:

Communication is a broad subject and can encompass many forms and activities. To ensure the team is clear on expectations for their recommendations, the scope of communication for this charter is limited to:

- **exploring preferences about communication with staff and partners (i.e., what, when, how and who)**
- **developing a work plan (i.e., resources, timeframe, products) for study of CSU's internal and external websites**

DELIVERABLES:

PHASE 1: Recommendations about communication preferences in response to the following questions:

- **What does staff want or need to know on a regular basis?**
- **How would "communication with staff on a regular basis" be defined (i.e., frequency of communication)?**
- **What formats are most effective for communicating with staff (i.e., 3 or 4 preferred vehicles for communication)?**
- **What is the role of program/service supervisors in communicating with staff?**
- **Have employees experienced any recent improvements in communication?**
- **What are recommendations for questions 1-4 when "partners" are substituted for "staff"?**

PHASE 2: Work plan to assure the details for all Actions Underway identified in this plan are communicated

PHASE 3: Work plan to facilitate a future study of CSU's websites. This plan would include staff and other resources needed, work products or deliverables, and timeframe to complete work. Work products or deliverables may be phased to identify shorter vs. longer due dates.

The team will identify measure(s) of and a process for gauging success of future communication.

DURATION: The team will be formed and begin work in September 2014. Deliverables will be phased as follows: Phase 1 and 2 by March 2015 and Phase 3 by August 2015

FOLLOW-THROUGH

Issue: ***Concerns were expressed during the environmental scan about the extent to which: project teams have been planned; work has been shared among team members; viable outcomes have been produced; and work of teams has been communicated. Concerns about follow-through were expressed during the environmental scan by probation officers and supervisors, and CSU's infrastructure staff.***

Take Quick Action	*Communicate about this action at future planning meetings*

WHAT: When a project team is developed, ensure the following guidelines are followed:

Team Guidelines

- **A clear vision/mission for the project team is identified and recorded**
- **Membership on the team includes leaders or managers who can help execute the team's plan**
- **Team members are committed and engaged in the process (and a process is in place to remove members who do not meet this requirement)**
- **Members are knowledgeable and have the ability to perform what is being asked of them**
- **A process is in place to measure where CSU would like to be after the team's work (i.e., team recommends measure(s) and a process for measuring success of the effort)**
- **Members understand that they are tasked to communicate with those they represent – sharing work of the team with staff and sharing feedback from staff with the team**
- **Change is managed throughout and at the conclusion of the team's work (i.e., decisions, progress and outcomes are clearly communicated to CSU staff to ensure trust is built and employees are ready to collaborate in implementing any team recommendations which are approved**
- **Supervisors assure staff development in team skills, to include team leadership**

WHO: CSU Director, Directors of Probation and Residential Services, Unit and Program Supervisors, and project team members

WHEN: Beginning in September 1, 2014, with the formation of the Family Engagement and Communication Teams, and then ongoing

HIRING/PROMOTIONS/ RETENTION/RETIREMENTS

Issue: ***Concerns about these issues were expressed during the environmental scan by probation officers and supervisors, administrative assistants, infrastructure staff, attorneys and judges. Some comments indicated a perception that promotional opportunities are limited in CSU. Elimination of positions through attrition and holding positions vacant in order to manage the budget may be factors. Some comments were about the diversity of management and the diversity of staff. Some comments noted the need to hire bilingual staff and to assure those hired speak English well. Others noted the need for hiring to be perceived as a fair process. Differing opinions were expressed about turnover and turnover rate data may provide more information upon which to assess this issue. CSU will see an increasing number of retirements. Some noted the need for succession planning and others noted that retirements will create promotion opportunities.***

County-level support for these issues includes Countywide Competency training; the Workforce Planning process to provide managers with a strategic basis for making human resource decisions; Deferred Retirement Option Plan (DROP) to facilitate transfer of knowledge; and the Sustainable Training, Resources and Incentives for Valued Employees (STRIVE) initiative to include succession planning and career development with an individual development component.

Take Quick Action	***Communicate about these actions at future planning meetings***

WHAT, WHO and WHEN:

By or before February 2015:

<u>CSU's Director, Director of Probation Services and Director of Residential Services will</u>

- **Communicate CSU's vacancy management and workforce plan**
- **Communicate CSU's succession planning /long term staffing plan**
- **Expand ability for staff to cross-train. Explore feasibility (i.e., workload and fiscal implications) of a plan to rotate employees within their job class to different units in order to build knowledge and competencies and prepare employees for future opportunities.**

<u>All CSU supervisors will</u>

- **Remind staff of CSU's internship program including cross training**
- **Notify staff that the Diversity Plan is located on CSU's internal web page**
- **Remind staff that CSU abides by county policy and procedures regarding personnel regulations**
- **Encourage staff to document tips, problems and information not likely to be included in position descriptions**
- **Hire replacements, when possible, so the person leaving can train his/her replacement as allowed by county policy**
- **Task employees in critical positions to develop a plan to capture and transfer knowledge**

<u>CSU's Training Coordinator will</u>

- **Educate staff on training and development opportunities provided by the County to include resume building, interview techniques, etc.**

<u>CSU's Human Resource Coordinator will</u>

- **Educate staff on recruitment and hiring practices as well as preparing for job opportunities**
- **Notify employees that they may create Job Alerts to receive notifications about new opportunities through the new online Job Application System and attend County Realistic Job Previews**
- **Develop a plan to identify those staff eligible to retire within the next two years and develop a process for capturing and transferring knowledge to include a measure of success with this process**

CSU's Budget Analyst will assist as needed in actions listed above.

MORALE

Issue: ***Concerns about morale were expressed by employees from all areas of CSU. Among others, concerns focused on compensation, workload and the need for recognition. The County is debating compensation policy but it has not yet been determined, and while a pay plan was to be put in place in FY15, it has been delayed to FY16. While the county's compensation policy is outside the scope of CSU, plans to address other expressed concerns are outlined in the remaining issues for this goal of employee engagement.***

Both private and public sector organizations have acknowledged that employee engagement is a critical metric for gauging customer satisfaction, productivity, and quality. As an example, the federal government surveys its employees once a year through administration of the Federal Employee Viewpoint Survey. In an April 29, 2014 news release, the director of the Office of Personnel Management noted "The Federal Employee Viewpoint Survey http://www.fedview.opm.gov/2013/Reports/Responses.asp?AGY=ALL is essential to advancing the Administration's commitment to employee engagement in a high-performing government. The survey is a way for employees to communicate openly and honestly with Federal leaders. This engagement is an important part of the President's Management Agenda that commits to better understanding our Federal workforce to help find areas where we are succeeding and find places where we can improve".

As with CSU's commitment to the use of assessment tools in gauging results-oriented service, CSU is committed to gauging employee engagement. Given that morale was the top-rated issue (when CSU staff were asked to rate issues as to their perceived importance), a plan will be developed to assure employee engagement is assessed on a regular and recurring basis. In the interim, some elements of employee engagement will be captured as part of an organizational survey conducted by GMU in the fall of 2014.

Take Quick Action	*Communicate about this action at future planning meetings*

WHAT & WHO:

CSU's Research staff and Human Resource Coordinator will:

- **Research workforce assessment instruments or surveys**
- **Identify an instrument/survey to gauge employee engagement or morale on an ongoing basis**
- **Develop a plan to administer the survey (e.g., identify best time of year and resources needed to administer the survey, frequency of administration, method of reporting results)**
- **Present recommended assessment instrument/survey and plan for administration of the survey to the Strategic Planning Group at a future planning meeting**

CSU's Strategic Planning Group will:

- **Review GMU survey findings on employee engagement (after it is conducted) and strategize to address any identified concerns**
- **Provide feedback on the recommended plan for the future assessment of employee engagement**
- **Review future assessment findings and strategize to address identified employee engagement concerns**

CSU Director and Directors of Probation and Residential Services will:

- **Approve future assessment plan to gauge employee engagement**

CSU's Supervisors will:

- **Review responses to GMU survey and take action to address employee engagement concerns**
- **Review future assessment findings and take action to address employee engagement concerns**

WHEN:

While the actions identified above are sequenced (i.e., review GMU survey findings, develop strategies to address concerns), timeframes may overlap (e.g., work on the future assessment plan may overlap with review of GMU survey).

- **Strategies to address GMU survey findings on employee engagement will be discussed after the survey is conducted – TBD**
- **Recommended plan for future assessment of employee engagement will be presented and feedback solicited by March 2015**
- **Review of future assessment findings, development of strategies to address identified employee engagement concerns, and execution of actions to address concerns – ongoing**

RECOGNITION

Issue: ***Recognition is linked to employee engagement. Recent research shows companies with recognition programs that are highly effective at improving employee engagement have 31 percent lower voluntary turnover than their peers with ineffective recognition programs. Additionally in organizations where recognition occurs, employee engagement, productivity and customer service are about 14 percent better than in those where recognition does not occur.*** *The State of Employee Recognition in 2012 by Bersin & Associates http://www.bersin.com/News/Content.aspx?id=15543*

Concerns about recognition were expressed during the environmental scan by CSU's administrative assistants. While some perceived a lack of recognition, others seemed to feel valued. Some attempts to recognize employees have been challenging. CSU's Awards Committee is tasked with issues related to recognition.

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT:

- **CSU's Awards Committee will meet with Program and Unit Supervisors to explain how the current award nomination and selection process works**
- **Supervisors will share this information with staff, gather feedback and provide feedback to the Awards Committee**
- **Awards Committee will review feedback, make appropriate changes to the process or the awards, and share changes with supervisors**

WHO: Awards Committee and Program and Unit Supervisors

WHEN: Award Committee to present changes to planning group by December 2014.

SAFETY & SECURITY

Issue: ***Concerns about safety and security were expressed during the environmental scan by probation officers, administrative assistants, teachers, and staff from the Department of Family Services. Some staff expressed concern about safety and security in the courthouse and others expressed concern about safety in the field.***

Staff safety training is being tailored specifically for those who work in the courthouse and/or have job duties which require them to come in and out of the courthouse often. The CSU Director has "strongly recommended" that all CSU staff take this training.

Residential programs address safety issues with required trainings like "Handle with Care", "CPR/First Aid" and in house trainings geared towards handling controlled medications.

Intensive Supervision Program (ISP) staff members take a yearly training that is designed in the mold of the old school "verbal judo" type training. ISP staff and CSU gang representatives who perform a lot of home contacts in the field (often at night) are also given "home safety visit" training by local Fairfax County Police Department's Gang Intelligence Unit (GIU) staff.

All CSU employees are expected to take Motivational Interviewing training which has a safety component.

CSU is currently updating the court safety and security plan to include safety and security policy for both office and field environments that will apply to all CSU offices as well as individual field office policies.

CSU is reviewing individual unit and office safety needs. County buildings such as the courthouse, South County, and North County will follow safety procedures as outlined by Fairfax County. All other field offices will have safety and security policies specific to that environment.

Fairfax County's Facilities Management Department (FMD) will be conducting an overall building assessment of selected buildings throughout the county to determine if they are providing sufficient safety and/or security for employees. The complete list of selected buildings has not yet been publicized; however, the Historic Courthouse is slated to be assessed during the fall.

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT:

- **Unit and Program Supervisors will make sure "safety and security" trainings specific to an employee's unit are a part of that employee's work training plan (at the time of the employee's annual evaluation)**
- **At each unit staff meeting, the topic of "Safety and Security" will be a part of the agenda with a few minutes allowed for staff to express any concerns or trends they are noticing in the office, in the field or in CSU that cause them to feel unsafe or uneasy. Discussion would center on how to alleviate any identified concerns and those ideas would be shared with CSU's Director of Judicial Support.**
- **The Director of Judicial Support will keep staff up to date regarding any building malfunctions in the courthouse, the Historic Courthouse and/or any of the residential and probation units in a timely fashion**

WHO: Unit and Program Supervisors, Director of Judicial Support

WHEN: Beginning December 1, 2014 and ongoing

STAFFING OF ADMINISTRATION

Issue: ***Staff expressed a lack of understanding as to what is done in CSU Administration, the number of staff assigned to Administration, and conditions around employees assigned to work in Administration. Staffing in Administration has been reduced as employees have retired. Compared to 5 years ago, Administration staffing has been reduced by two positions.***

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT:

- **As staff in Administration move toward retirement, a timely decision will be made by CSU's Director and Directors of Probation and Residential Services as to whether or not the position will be advertised, merged or eliminated. Staff will be made aware of these decisions.**
- **Realistic Job Preview notices will be created for positions in Administration for which succession planning is underway**
- **Post a detailed organizational chart on CSU's internal website which illustrates the positions and staff members who make up Administration**
- **The Director of CSU and Human Resource Manager will share the chart with all CSU staff**

WHO: Director of CSU, Directors of Probation and Residential Services and Human Resources Manager

WHEN:

- **Communication about vacant positions in Administration to be ongoing beginning September 1, 2014.**
- **Organizational chart to be posted and shared with staff by October 1, 2014.**

WORKLOAD DISTRIBUTION

Issue: ***Concern was expressed about the imbalance in workloads leading to low morale and turnover. Some employees perceive a variance in workload while others have not observed a variance. One comment noted the need to look at the complexity of cases and the counting of numbers.***

Balanced Approach Data Gathering Environment (BADGE), Pre-trial Community Corrections (PTCC) and Residential Services Information System (RSIS) reports are collected by unit and worker. Quarterly reports are available to all CSU staff. Workload is to be reviewed at residential and probation supervisory quarterly meetings when reports are made available.

During the past year, CSU has reorganized the Domestic Relations and Transitional Living Programs, reviewed underutilization of residential programs, and added more positions to Diversion and Family Counseling.

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT:

- **Unit designees will provide requested statistical data to Research as needed**
- **Research staff will provide quarterly reports within 2 months after the end of a quarter**
- **Directors of Probation and Residential Services will review quarterly reports with supervisors at supervisor meetings to ensure that workload is evenly distributed and to make adjustments when appropriate.**
- **Research will put a link on CSU's internal website to make quarterly reports available**
- **CSU Director will schedule a yearly update with staff to update about adjustments to workload**

WHO: CSU Director, Directors of Probation and Residential Services, Unit Supervisors and designees, and Research staff

WHEN: Beginning September 1, 2014 and ongoing

Collaborative Partnerships

Sustainable working relationships with justice system and other partners that facilitate results with those served

CLERK'S OFFICE

COMMONWEALTH ATTORNEY'S OFFICE

CROSS-SYSTEM COLLABORATION

DOCKETING

JUDGES

CLERK'S OFFICE

Issue: ***Concerns were expressed during the environmental scan about the Clerk of Court's Office capacity to manage workflow without negatively impacting those served by CSU. These concerns were expressed by probation officers and supervisors, administrative assistants, attorneys and staff in the Departments of Family Services and Administration for Human Services.***

Recent efforts to build working relationships between CSU and the Clerk's Office have reflected an emphasis on what CSU can do to enhance this collaborative partnership. These efforts have included a "meet and greet" that allowed Clerk Supervisors to meet Probation and Residential Supervisors; the initiation of biweekly meetings between the Clerk of the Court and CSU's Director and Directors of Probation and Residential Services; working with the Clerk's Office and Sheriff's Office to develop a new case numbering system; working with the Clerk's Office and Sheriff's Office to develop an expedited process for serving preliminary protective orders; cross training of new Court Clerks through observing processes at Domestic Relations and Juvenile Intake; and direct contact between CSU and Court Clerk staff to communicate about errors as they are found.

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT:

- **Unit and Program Supervisors will seek new opportunities to enhance communication and build working relationships between CSU and the Clerk's Office**
- **Unit and Program Supervisors will create opportunities for their staff to learn about the work of Court Clerks**
- **CSU's Training Coordinator will notify the Clerk's Office of new employee orientations as they are scheduled so that new Court Clerks can attend the orientation to learn about the work of CSU**

WHO: Unit and Program Supervisors and Training Coordinator

WHEN: Beginning September 1, 2014 and ongoing

COMMONWEALTH ATTORNEY'S OFFICE

Issue: ***Concerns were expressed during the environmental scan by probation officers and supervisors that some Assistant Commonwealth Attorneys appear to be uninformed, unavailable, or disinterested in juvenile cases.***

CSU currently partners with the Office of the Commonwealth Attorney on establishing restitution amounts and enforcement of restitution payments. The Commonwealth Attorney's Office recently requested technical assistance to develop a case management information system.

CSU's Director and Directors of Probation and Residential Services are working to strengthen the working relationship with the Office of the Commonwealth Attorney. Similar to building working relationships between CSU and the Clerk's Office, efforts to enhance the partnership between CSU and the Office of the Commonwealth Attorney have focused on actions that are within the scope and control of CSU. For example, Domestic Relations Unit Supervisors have conducted court observations to identify staff training which may enhance this partnership.

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT:

- **Probation Unit Supervisors will observe court to identify areas in which enhanced staff training may strengthen working relationships with the Office of the Commonwealth Attorney**
- **Probation Unit Supervisors will communicate with staff and the Commonwealth Attorney's Office about the purpose of the observations in advance of the start date**
- **Unit Supervisors will meet with the Office of the Commonwealth Attorney to solicit feedback about enhancements to staff training**
- **Enhancements will be incorporated into the Court Presentation Training curriculum for new employees and added to a "booster class" for those who have already taken the training**
- **CSU's Director and Directors of Probation and Residential Services will continue to promote ongoing communication by arranging to meet with the Office of the Commonwealth Attorney on a quarterly basis**
- **Unit Supervisors will encourage staff to shift thinking from what they may want from the Office of the Commonwealth Attorney to what they can do to build working relationships with and be a resource to these partners**

WHO:

- **Unit Supervisors will conduct observations and identify training needs**
- **Unit Supervisors and Training Administration Group will enhance training**
- **CSU Director and Directors of Probation and Residential Services and Unit Supervisors will promote communication and build working relationships with the Office of the Commonwealth Attorney**

WHEN:

- **Court observations will begin November 15 and last until January 15, 2015.**
- **Any identified changes to the training curriculum would be added by March 1, 2015.**
- **Other actions to enhance this partnership will be ongoing and will be communicated at future planning meetings.**

CROSS-SYSTEM COLLABORATION

Issue: ***Concerns were expressed about working and collaborating across organizations by many participants in the environmental scan. Concerns were heard from internal participants (probation officers and supervisors, administrative assistants, and Infrastructure staff) as well as participants outside of CSU (attorneys, judges, school social workers, teachers, Community Services Board staff, and staff in the Departments of Family Services and Administration for Human Services). Comments noted a perceived lack of cross system collaboration, lack of communication and access to information and inconsistent information sharing and limitations of confidentiality.***

Partnering across organizational boundaries is necessary to effectively serve many of those served by CSU. As an example, the Court-Sheriff-Police Liaison Committee meets quarterly to discuss issues of common concern or interest. The committee includes two Judges, the Clerk of Court, CSU Director and Directors of Probation and Residential Services, Police Chief and Deputy Police Chief, a Major from the Sheriff's Office, and others as needed. Example agenda items include docketing, legal process problems, CSU initiatives, and intake diversion efforts.

Collaboration involves understanding the work and roles of all involved. As an example of the need to both educate and learn, School Hearing Officers are visiting probation units to exchange information about roles and duties and probation officers have begun to participate in expulsion hearings conducted by FCPS.

Confidentiality constraints can inhibit information exchange among partners who are attempting to collaborate across systems. Concerns about these constraints have sparked study by the Robert F. Kennedy Children's Action Corps, supported by the John D. and Catherine T. MacArthur Foundation. ***http://www.rfknrcjj.org/our-work/information-and-data-sharing-reform/***

At the local level, the Human Services system is reviewing how information is shared and exchanged across the system, with emphasis on confidentiality practices. CSU previously developed training focused on the issue of confidentiality; however, this training guidance may be outdated.

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT, WHO and WHEN:

By March 2015,

Research staff will:

- **Meet with staff to determine barriers to cross-system collaboration**
- **Research successful cross-system collaboration practices around confidentiality**
- **Identify confidentiality practices for consideration by CSU and to inform discussion at the system-level**
- **Research and share any additional information which may address other identified barriers to cross-system collaboration**

Program and Unit Supervisors will:

- **Explore opportunities and practicality of engaging/participating in existing cross-system teams that address issues and concerns related to CSU**
- **Review the research for practices that could be implemented by CSU**
- **Review (and update as needed) training guidance on the issue of confidentiality**

CSU Director and Directors of Probation and Residential Services will:

- **Explore legislative changes to confidentiality laws by seeking to partner with Virginia's Department of Juvenile Justice and request a study of confidentiality**

CSU Director will:

- **Arrange for a representative from the Robert F. Kennedy Children's Action Corps to meet with Human Services leadership to discuss their work on information sharing**
- **Report about that Human Services leadership discussion at a future planning meeting**
- **Report findings from CSU Research staff and Program and Unit Supervisors to Human Services leadership including identified barriers to information sharing**

DOCKETING

Issue: ***Comments in the environmental scan largely focused on the delay between offense and court date. Concern was expressed about the timeliness of consequences for the offense given this delay and also the potential for new offenses during the time lag. Concern was also expressed about probation officer time waiting for the case to be heard. An observation was made that unlike General District Court which schedules violations one day per month; violations for JDRDC are docketed for any day and time.***

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT:
Communicate information (progress and changes in procedures)

WHO: CSU Director and Directors of Probation and Residential Services will provide updates as available and Unit and Program Supervisors will in turn communicate information to their staff

WHEN: Ongoing beginning September 2014

JUDGES

Issue: ***Concerns about the variance in approach among JDRDC judges were expressed during the environmental scan by probation officers and supervisors and attorneys. Example concerns included variance in use of Detention Assessment Instrument and variance in orders for cases involving mental health issues. Some staff expressed concern about a perceived lack of support for their judgment.***

Employees routinely communicate concerns and issues to their supervisors that are in turn brought to court administration. On the first Tuesday of each month, the CSU Director and Directors of Probation and Residential Services meet with the judges to discuss current issues, specific concerns and exchange information.

CSU currently has mandatory training on courtroom presentation for staff. It is CSU's ongoing mission to train staff to make the best recommendations based on the CSU philosophy, evidence-based practices and the Code of Virginia.

Take Quick Action	*Communicate about these actions at future planning meetings*

WHAT & WHO:

CSU Director and Directors of Probation and Residential Services will:

- **Work with the Judges to reinstate a previous practice of holding Brown Bag Lunches so that staff will have an opportunity to interact with Judges outside the courtroom**

Unit Supervisors will:

- **Develop a plan for conducting court observations**
- **Observe court hearings and determine specific challenges and areas that can be addressed and improved**
- **Assure that trainings are updated with new policies, practices and code changes**
- **Provide training to staff on how to manage court appearances**
- **Communicate updates regarding the Administrative Tuesday meetings with the Judges**

CSU's Training Coordinator and Training Advisory Group will:

- **Research and review core curriculum and design appropriate trainings for staff regarding communication, stress management, and/or related topics to help staff manage court interaction.**

WHEN:

- **Work with Judges to, if possible, reinstate lunches by January 2015**
- **Court observations would be done January 15 through March 15, 2015**
- **Training would be provided on an ongoing basis beginning May 2015**

Measurement of Success

Data and the story behind the numbers to communicate about the public investment in court services and to inform systemic decisions about maximizing results

ACCESS – Agency Measures

RESULTS-ORIENTED SERVICE – Agency Measures

EMPLOYEE ENGAGEMENT – Agency Measure

COLLABORATIVE PARTNERSHIPS – Agency Measure

ACCESS – Agency Measures

- ***Number of complaints received against juveniles & adults***
  - ***Percent of complaints received against juveniles by race/ethnicity***
  - ***Percent of complaints received against juveniles by gender***

- ***Percent of juvenile complaints diverted from court action in comparison to total complaints***
  - ***Percent of juvenile complaints diverted from court action by race/ethnicity***
  - ***Percent of juvenile complaints diverted from court action by gender***

- ***Number of assignments to services for juveniles & adults***
  - ***Number of assignments to services by program/service for fiscal year***
  - ***Percent of assignments to services by race/ethnicity for fiscal year***
  - ***Percent of assignments to services by gender for fiscal year***

- ***Amount spent on interpretation/translation services***
  - **PLACEHOLDER:** ***Number of requests for interpretation services***

  NOTE: Work of the future Interpretation & Translation Team will include a review of data for these measures

- ***Amount spent on one-way transportation trips for those without access to court proceedings, programs or services***
  - ***Number of one-way transportation trips***

RESULTS-ORIENTED SERVICE – Agency Measures

- ***Percent of programs/services successfully completed***
  - ***Percent of successful completions by program/service for fiscal year***

- ***Percent of cases closed successfully***

- ***Percent of individuals who reported overall satisfaction with service***
  - ***Percent of individuals who reported overall satisfaction with service by program/service for fiscal year***

- **INTERIM PLACEHOLDER:** ***Percent of youth offenders above the caution cutoff level on at least one scale of the MAYSI-2 screening tool referred for assessment of possible mental health issue***

  NOTE: Interim data to include Juvenile Detention Center and Shelter Care. After a planned review of CSU's process for mental health screening, the screening tool may change and Juvenile Intake and Juvenile Probation may be included in the measure.

- **PLACEHOLDER:** ***Percent of adult offenders with a score above 50% on the mental health domain of the Offender Screening Tool (OST) referred for assessment of possible mental health issues***

  NOTE: CSU will seek access to data for this measure from Virginia's Department of Criminal Justice Services (DCJS). If obtained, data will be reported for this measure beginning 7/1/15

- ***Percent of youth with no substance use at completion of probation/parole***

- ***Percent of youth completing probation/parole who attend school, graduated from high school, or obtained a GED***

- ***Percent of individuals not involved in an educational or vocational program at completion of probation who are employed***
  NOTE: If access to this data is not readily available through Virginia's Department of Juvenile Justice (DJJ), a process for tracking the data internally will be developed and implemented by 7/1/15

- **PLACEHOLDER:** ***[improved family engagement]***
  NOTE: The Family Engagement Team is tasked with developing measure(s) of success for family engagement

- **PLACEHOLDER:** ***Percent of youth completing probation with an increase in protective factors***
  NOTE: CSU will seek access to data for this measure from DJJ. If obtained, data will be reported for this measure beginning 7/1/15

- ***Percent of individuals with no new criminal charges/convictions one year after completing probation***

EMPLOYEE ENGAGEMENT – Agency Measure

- **PLACEHOLDER:** ***Average of percent of positive responses for survey items comprising index of employee engagement***
  NOTE: This is a draft measure pending decisions identified in the Morale issue of the Employee Engagement section of this plan. Measure(s) of success generated by the Communication Team may also be relevant to assessing this goal.

COLLABORATIVE PARTNERSHIPS – Agency Measure

- **PLACEHOLDER:** ***Percent of partners who agree that collaboration between CSU and them/their organization is at an optimal level***
  NOTE: Data for this draft measure will be collected as part of a partner survey to be conducted in the fall of 2015

Evaluation of Progress

CSU views strategic planning as an ongoing process and will evaluate progress in achieving the goals outlined in this plan. Evaluation will occur at both the program/service level and the agency level. The ongoing structure for evaluation is outlined below.

At the program/service level, supervisors will routinely meet with staff to review program/service results (i.e., performance plans with data and the story behind the numbers). Focus at this level will be on all measures for a program or service. The story behind the numbers will include factors that contribute to or restrict program/service performance. Taken together, the data and the story behind the numbers will inform decisions about actions to improve program/service results.

At the agency level, CSU's Strategic Planning Group will monitor progress with actions outlined in the plan as well as results for the identified agency measures. This group will convene on a quarterly basis; specifically the third Thursday of March, June, September, and December.

Conclusion

This strategic plan, as a blueprint to the future, will guide the work of CSU over the next five years. Success in implementing the plan will require the commitment of all leaders serving in the Strategic Planning Group as well as all members of CSU's staff.