



Oregon

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June 29, 2012



Mr. Stephen Henigson, Regional Administrator
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Dear Mr. Henigson:

Enclosed for your review and approval is the Annual Progress and Services Report for FFY 2012. This plan includes an overview of the progress and accomplishments made toward the Child and Family Services Plan for FFY 2010-2014, including the Chafee Foster Care Independence Program Plan (CFCIP).

Also included is the annual budget request for FFY 2013 for Title IV-B, Subparts I and II; the Chafee Foster Care Independence Program funds; and the Child Abuse Prevention and Treatment Act program funds, as well as a revised budget request for FFY 2012.

Please contact Sherril Kuhns at (503) 945-6679 if you have any questions.

Sincerely,

Lois Ann Day
Director, Office of Child Welfare Program
Oregon Department of Human Services

Cc: Nadia Nijim, Region X Child Welfare Program Specialist
Tina Minor, Region X Child Welfare Program Manager

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**State of Oregon
Department of Human Services
Office of Child Welfare Program**

**FY 2012 Annual Progress and Service Report
10/1/11 – 9/30/12**

**Lois Ann Day, OCWP Director
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Submitted 6/30/12

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Introduction

Lois Ann Day, Director, Office of Child Welfare Programs

In 2011, the health related programs in the Department of Human Services moved to the newly formed Oregon Health Authority. The programs remaining in the Department of Human services were realigned into five programs and support services to those programs. Those five programs are the Office of Self Sufficiency, Office of Developmental Disability Services, Office of Vocational Rehabilitation, Office of Adults and Persons with Disabilities, and the Office of Child Welfare Programs. Attached to this section is an organizational chart for the new Department of Human Services.

As a part of this redesign, all work that related to Child Welfare was brought into the Office of Child Welfare Programs, and the Office was rearranged around the three large policy areas of Safety, Well Being, and Permanency. An organizational chart of the new Office of Child Welfare Programs is also attached to this narrative.

The Director of Human Services is leading the Department into a new model of management with a goal of building an integrated and transparent system of management, accountable for specific outcomes that are measurable and enterprise-wide. Through a series of efforts by the management staff, a Fundamentals Map for the Department has been developed, as well as a Fundamentals Map for each of the five program areas. These maps form the basis for quarterly business reviews that are conducted to measure the Department's progress toward the outcomes. In addition, each program area, as well as the Department as a whole, has developed three-year Breakthrough Maps that identify initiatives that will be the focus of extra efforts in each of the next three years. Examples of the Fundamentals Map and the Breakthrough Map are attached to this narrative.

Title IV-B Subpart I and II of the Social Security Act, Family Support Services Programs

✚ Program Service Description

Stephanie Tubbs Jones Child Welfare Services Program (Title IV-B, subpart 1)

During this most recent year Oregon has continued to achieve the development and expansion of services identified in the five-year plan for children and families through coordinated efforts with other Department resources, local community-based organizations and individuals within our communities. Although services are being developed and expanded, these services and collaborations remain stretched and impacted by the numbers of children and families requiring assistance.

- Child Protective Services – In 2011, DHS responded to 74,179 reports of abuse and neglect (up from 71,886 in 2010); 32,169 reports were referred for investigation; 11,600 children were confirmed victims of abuse/neglect (up from 11,188 in 2010).
- Out-of-Home Care – 13,031 children experienced foster care in 2011, 8,778 on an average daily basis (up from 8,718 in 2009); 6,747 children were in family foster care (ADP), about 35% with relatives.
- Reunification, Adoption and Guardianship – In 2010, about 63% of children leaving foster care returned to their parents (an increase from 58% in 2009); 781 children leaving foster care were adopted (down from 1,104); 201 went into permanent guardianship arrangements (down from 294 in 2009). Data conversion into OR-Kids (Oregon’s SACWIS system) required significant data corrections and affects foster care episode data, so 2011 data is not reported.

Service Recipients

- In 2010, at 44% Alcohol and Drug Issues were the largest single family stress factor when child abuse or neglect was present; the next most common stressors were Domestic Violence (33%) and Parental Involvement with Law Enforcement (27%). These drivers and their percentages are about the same as in 2009. Family Stress Factors are not currently available. However, in 2011 the Parent/Caregiver Risk Factors for families which have child abuse or neglect show high rates of Domestic Violence (35%) and Financial Problems (34%).
- Of children served in foster care 68.7% were Caucasian (up from 64.4%); 4.5% were Native American (a decrease from 6.9%); 6.7% were African American (a decrease from 8.3%); 1.1% were Asian/Pacific Islander (an decrease from 1.5%); 14.3% were Hispanic (an increase from 13.7%); and for 4.6% children, Race/Ethnicity was Unknown, Unable to Determine or Declined (a decrease from 5.1%). Please note that

data conversion had an impact on the race data for children in the child welfare system.

- 2,047 youth received Independent Living Services or IL-type services (as reported via the National Youth in Transition Database). Though this is an increase from 1,611 in 2010, the inclusion of IL-type services expanded the services that are considered.

Oregon has established Child Welfare Strategic Improvement Efforts and continues to design program, policy and practice toward successful achievement of these goals.

Goal: Safe and equitable reduction of children in foster care

- Increase number of children who remain safely at home after a founded report of abuse or neglect.
- Increase placements and connections with family, siblings, relatives and other individuals children know.
- Increase the number of children leaving foster care either to reunite with parents, to be adopted or in permanent guardianship, and decrease the length of time children spend in foster care.
- Safely maintain or improve the re-abuse rate.
- Equitably eliminate disparate treatment and over-representation of children of color and Native American children in foster care.

Goal: Children in foster care are safe & healthy

- Timely and appropriately meet the medical and behavioral health needs of children in foster care.
- Provide services that support placement stability and that are culturally and linguistically specific to the child and his family.
- Eliminate abuse in foster care.

Statewide Improvement Indicators - Improvements at a glance: Compared to 2009 (state level)

- Re-abuse rate increased from 4.2% to 5.0% between 2010 and 2011.
- Re-entry remained below 8% (7.8% in 2010).
- The rate of Native American children and African American children shown as being served in foster care declined. At least some of this decline can be attributed to data conversion, so caution in interpretation is merited.
- Number of children with two or fewer placements up by 5% (2010).
- Number of children timely referred for Mental Health (MH) assessments at 81% (number receiving timely MH assessment at 56%) for the period October 2011 – January 2012.

- The rate of children abused in foster care increased from 0.48% to 0.89%.

Statewide Improvement Indicators - Core Improvements:

- Foster Care Stability
 - In 2010, 36.59% of children had only 1 placement (compared to 33.2% in 2009). In 2010, Oregon's performance was better than the national median for children in foster care through 24 months. For children in care 24 months or more, Oregon's performance was consistent with the national median.
 - Data conversion requiring significant data corrections affects foster care episode data, so 2011 data is not reported.
- Sibling Relationships
 - In 2010, 83.5% of foster children were placed with one or more siblings (up from 81.2% in 2009).
 - As of September 2010, this measure showed further improvement, increasing to 84.2% of foster children placed with one or more siblings.
 - The number of children not placed with any sibling has improved.
- Placement Connections
 - On an average daily basis Oregon served 1,026 children in their own homes as part of a trial reunification, representing 11.7% of the annual average daily population.
 - Family Foster Care settings include Relative Caregiver Homes (related) or Family Foster Homes (non-related). Of those children placed in family foster care, the percent of children placed with relatives has increased by 2 percentage points between 2010 and 2011, a 6.1% increase.

Strategic Improvement Efforts –2011/2012

- Continued implementation of contracts that support in home services to allow for earlier and more preventative strategies in working with families.
- Increased engagement training for field workers.
- Increased training and support for supervisors of line field workers.
- Expanded Wraparound Initiative (HB 2144 –2009) Pilot Implementation.
- Continued implementation of the SAFE Home study (Foster Parent Certification).
- Expanding Permanency Roundtable Pilots and completing qualitative analysis on permanency roundtables to determine feasibility of implementation.
- Designing and developing a Differential Response System in Oregon.
- Identified implementation counties for the Strengthening, Preserving and Reunification of Family Programs (Senate Bill 964).
- Conducted the Indian Child Welfare Act Child and Family Service Review (CSFR).
- Redesigned central supports for child welfare (see Appendix).

- Receiving technical assistance from Casey Family Programs regarding implementation planning for Knowing Who You Are training.
- Completed Neglect trainings around the state with Dee Wilson.
- Safe and Equitable Foster Care Reduction Partnership between DHS, Oregon Commission on Children and Families, Oregon Judicial Department and Casey Family Programs.
- Implementation of the Governor's Task Force on Disproportionality action items.
- Eleven counties in Oregon are implementing SAEFCR efforts to safely reduce foster care, reduce disproportionality, increase community engagement, and create more connections and placements with relatives.

Adoption Promotion and Support Services (Title IV-B, subpart 2)

Goal: To continue to provide post adoption services to families through Oregon Post Adoption Resource Center (ORPARC).

Measurement: Number of families served; adoption disruption rate.

The Department of Human Services (DHS) continues to contract with Northwest Resource Associates to operate the Oregon Post Adoption Resource Center (ORPARC). This program has been in operation since 1999. The primary objective of ORPARC remains to enhance the stability and functioning of adoptive or guardianship families and their children through the provision of a support network that includes information and referral services, consultation services in response to imminent and current adoptive family crises, support groups, training, and a lending library. Secondary objectives of ORPARC include community outreach, Department outreach, adoptive family association collaborations, community partnership collaborations, and staff development (both DHS and ORPARC).

For the federal fiscal year October 1, 2010 through September 30, 2011, the following services were provided by ORPARC:

- 1,619 initial and follow-up contacts including phone and in-person to 451 individual families or eligible professionals.
- 34 reported crisis or disruption related services.
- 27 trainings reaching 718 individuals.
- 1,475 library items and information packets to 415 users.
- Support to 73 statewide adoptive/guardianship support groups that included consultation, attendance, presentations and/or training.

For the first six months of the federal fiscal year October 1, 2011 through March 31, 2012, the following services were provided by ORPARC:

- 804 initial and follow-up contacts including phone and in-person to 223 individual families or eligible professionals.
- 29 reported crisis or disruption related services.
- 4 trainings reaching 165 individuals.
- 693 library items and information packets to 161 users.

Post adoption service funding which support ORPARC was recommended for elimination in the Governor's proposed budget for the 2011-2013 biennium. The elimination was supported by the legislature. The Department worked with ORPARC to determine how to maintain the primary goals and objectives of this program within our fiscal resources. Consequently, a large portion of Oregon's Adoption Incentive Award money from 2010 is being used to support this program through September, 2012. Title IV-B money with the required general fund match coming from other places in the adoption program budget will take the program through June of 2013. The contract has also been reduced by 30%. This reduced the FTE of the program and resulted in the program providing less training, support group participation, purchases of lending library materials, collaboration and sponsorship of conferences, and community and agency outreach. The Department and ORPARC are committed to using the available resources for direct services and support to families.

Statistics show 97.8% of Oregon's adoptive placements continued to finalization without disruption in FFY 2009. 97.4% of Oregon's adoptive placements continued to finalization without disruption in FFY 2010. Disruption rates are not available for 2011.

The Department has asked ORPARC to start reporting on the number of reported diversions of disruptions, dissolutions, or re-entries of adoptive and guardianship children into the foster care system, so we can begin to show the impact this program has on Oregon's low disruption rates and/or the rates of adoptive children needing an episode of substitute care. We can begin to compare the costs of funding this post adoption and guardianship services program versus bringing children back into the foster care or residential care system.

Goal: Targeted Recruitment of foster families in order to address the need for specialized foster homes.

Measurement: Data from the inquiry of increase in the number of foster homes; increase in the ratio of ethnic providers to child need.

Contract with Boys and Girls Aid Society of Oregon for enhanced recruitment for foster and adoptive families which includes the following services:

- Foster and adoption telephone inquiry service.
- Distribution of information materials.
- Personal contact with all inquiry callers.
- General recruitment of foster and adoptive families that reach mass audiences through media, public outreach programs, public service announcements, newspaper ads, billboards, fairs, booths, sporting events.
- Targeted recruitment for identified targeted areas, including sibling groups, older youth, specific ethnic or racial groups, geographic considerations, children with disabilities and/or complex medical needs and other areas of priority identified by the Department.
- Child specific recruitment focused on the unique placement needs and challenges of the specific referred child or sibling group.
- Adoption orientation classes.
- Foundations training (foster and adoptive family training).
- Home Study preparation and presentation of out of state families at adoption selection committee.

Beginning May 1, 2012, the contract with Boys and Girls Aid Society was reduced by approximately 35% and general and targeted recruitment activities were discontinued. Child specific recruitment and the foster adoption telephone inquiry service as well as other adoption related services remained. The reason for the reduction was two-fold. First, a portion of this contract has been funded by adoption incentive payments which Oregon has not earned in the last two fiscal years, meaning the ability to use incentive money for this program ends on September 30, 2012. Second, general and targeted recruitment (specifically recruiting for specialized populations in identified geographical areas) has been difficult to measure. Subjectively, feedback department-wide was that this may not be the most effective recruitment tool. For child specific recruitment, 11 of the Department's most difficult to place children were found permanent homes as a result of child specific recruitment under this contract.

In addition to the above recruitment activities, the contractor provides quarterly foster and adoption training, preparation and presentation at selection committee for out of

state families, monthly training for all Oregon contracted private adoption agencies, and administration of a recruitment website.

Although applicable in this section as well, the following subjects are explained more fully in the Foster Care and Adoptive Parent Recruitment narrative section:

- Boise Wednesday's Child contract
- AdoptUSKids (AUK) website
- Special Needs Adoption Coalition (SNAC) and Coalition of Adoption Agencies (COAA)
- OR-Kids (Oregon SACWIS system)
- Implementation of new Administrative Rules
- Implementation of the Fostering Connections Act of 2008
- Representation Pilots/Permanency consultation through the life of a case
- Legal Permanency for Developmentally Disabled Kids
- Casey Family Program Permanency Roundtables

Investments in Family Support (Title IV-B, subpart 2)

One hundred percent of Title IV-B2 Family Preservation and Support Services funds administered by Oregon Commission on Children and Families (OCCF) are allocated to the state's 36 counties through their local Commissions on Children and Families. Funds are used to provide community-based family support services that address four State Commission goal areas: Early Childhood Development/Early Learning; Child Abuse and Neglect Prevention; Adolescent Risk Factors; and Child Poverty. All programs are required to report results, outcomes and monitoring data which is monitored and analyzed by state OCCF staff.

In FY 2011, 27 counties invested in parent education and skill-building programs for at-risk families, including Healthy Start, an evidence-based screening and home visiting program. A pilot project was developed to create consistent and best practice outcome measurement for parent education activities utilizing the Parent Skills Ladder tool developed by Oregon State University's Family Policy Program.

Additional programs and services delivered in FY 2011 included respite care of children, family resource center comprehensive support services, parent helpline and 211 information and referral services, family literacy, access to basic needs services (i.e. nutrition, health, housing, etc.) and evidence-based/best practice therapeutic interventions to address family dysfunction, substance abuse and violence.

OCCF will not exist in the upcoming fiscal year, as it is sunseting on June 30, 2012, and is being replaced with two new entities, the Early Learning Council and Youth Development Council. OCCF is encouraging the continuation of current efforts to further develop common outcomes and research-based measurements.

Promoting Safe and Stable Families (Title IV-B, subpart 2)

The State of Oregon has continued to successfully move toward community-based family support services in order to achieve success in family preservation, family reunification and supportive services for adoption of children.

Family Preservation, Support and Time-Limited Family Reunification

As defined in the state's five-year plan, Oregon worked on a significant redesign of the Family Based Services program to incorporate new models for family support to maintain children in their families, prevent foster care and to assist in the reunification of families.

Goal: To redesign the Family Based Services promoting a safe, supportive family, and focus on the parent/child relationship.

Measurement: Increase the percentage of children who are served in their own homes.

- Utilized services to enhance or supplement parent/child visitation and other opportunities for parents and children to connect with each other.
- Utilized parenting education during or in conjunction with visits to assess and improve parenting skills.
- Increased parents' skills to improve parent/child relationships.
- Helped parents develop skills through coaching, mentoring and providing immediate, constructive feedback.
- Ensured providers are skilled in using engagement and motivational procedures.
- Ensured that trauma informed services were incorporated into all child welfare and service components.
- Ensured that services were strength-based, flexible, and individualized to each family's specific, unique needs.
- Ensured that families have concrete supports and services to address their daily living needs so they are able to make necessary changes and meet expected outcomes.

- Services have continued to be coordinated by providers, parents and the child welfare caseworker who communicate on a regular basis to jointly assess safety and service needs, review progress in services and determine when safety has been stabilized.

Oregon used a very wide net to capture the thoughts, ideas, voices and needs of communities, beginning in 2009 and concluding in 2010, with the Request for Proposals to engage community service providers across the state. We have continued to engage community partners and providers in this process to assure that families' needs are being met. This practice model and service array is referred to as *In-home Safety and Reunification Services (ISRS)* and contracts are now in place across the state.

ISRS fulfills the Department's case planning responsibilities and are key components of federal and state requirements for reasonable efforts to maintain a child in his or her home. Family specific services are intended to increase the safety of children in their family homes, increase parental capacity to protect their children and prevent the need to place children in out-of-home care, limit the time children stay in care, and facilitate the safe return of children to their homes following out-of-home placement. Additionally, the ISRS model provides culturally and linguistically appropriate service options to families with children who can remain safely in their homes, and/or in their communities, in addition to children and families who can be safely reunited.

The goal of ISRS is to provide a combination of concrete safety and strengths-based change services that will lead to lasting safety changes within the family's home. Services are designed to protect children, stabilize the family, and assist parents in establishing linkages to formal, informal, and natural supports and resources so that a child can remain safely with his family without further intervention of the Oregon child welfare system.

The ISRS contracts have taken two different approaches as a result of the community stakeholder input: one statewide service array for all counties in Oregon, and an additional component in the model for Multnomah County, the state's largest urban area, which requested to have a service clearing house for a central point of contact in making referrals.

In-home Safety and Reunification Services (ISRS):

- Statewide Service Array:
 - ISRS program is designed to provide for the immediate safety of children at risk of maltreatment by managing the safety threats within the family, or when children have been placed in protective custody, to help them return home with intensive in-home services.

- ISRS program provides a combination of concrete safety and strengths-based change services that will lead to lasting safety changes within the home. Services are designed to protect children, stabilize the family and assist parents in establishing links to formal, informal, and natural supports and resources so that a child can remain safely with his family without further intervention of the Child Welfare System. The opportunity for lasting change is improved when parents develop skills to advocate for their family and meet their child's individual needs for safety.
- Identifying culturally and linguistically appropriate service needs up front has proven to be efficient and effective for families. Allowing families to engage in services that are culturally relevant and appropriate has increased family participation in services and has increased our agency's ability to partner with culturally and linguistically responsive providers to insure that our families' needs are met in the families' respective cultures.
- Multnomah County:
 - A "single point of contact" is established for DHS Child Welfare caseworkers to make referrals for ISRS for their clients;
 - There is a single agency with the responsibility to match the referral to an appropriate ISRS Provider and to coordinate reimbursement to the Service Provider for services provided.

Implementation of the ISRS model has found some providers who have quickly integrated the new practice model and have built service capacity while other areas have struggled in moving forward. This is one area in which Oregon has used the Technical Assistance and Training network, which has been helpful, and we anticipate utilizing continued support in this practice change.

Furthermore, the ISRS program provides a combination of concrete safety and strengths-based change services that could lead to lasting safety changes within the home. Services are designed to protect children, stabilize the family, and assist parents in establishing linkages to formal, informal, and natural supports and resources so that a child can remain safely with his family without further intervention of the Oregon Child Welfare System.

The opportunity for lasting change is improved when parents develop skills to advocate for their family and meet their child's individual needs for safety. Therefore, ISRS is designed to complement the Oregon Safety Model to ensure services are change-based and address safety issues for families referred during the Child Protective Services (CPS) assessment or

when planning for family reunification. During the ISRS program intervention, the assigned caseworker and provider will work with the family to provide child safety, stabilize and improve parental protection of children, and help families access necessary formal, informal and community resources and supports.

The following chart outlines the purpose and differences for both Safety and Change services.

Safety Services:	Change Services:
The purpose is to control.	The purpose is to change behaviors.
Safety Services are limited to controlling impending danger threats.	ISRS Services are put in place following provider assessment and when the family is ready.
Activity and services are dense which means there are a lot of things going on frequently.	Activity and services focus on lasting behavioral change.
The safety services must have an immediate effect. This means the moment they are set in place.	Change services build on existing protective capacity of the parents.
The safety service provider's role and responsibility in the on-going safety plan is exact and focused on safety threats.	The change service provider's role and responsibilities vary according to client need.

Safety Services

Services are expected to be delivered in the family's home and provided when family members are at home and most likely to impact child safety. This may include early morning, meal times and bed times.

The range of services will be flexible to meet client needs. Highly skilled intensive services can be used initially to resolve the initial child safety crisis and to maintain family stability. Services can then evolve to less concentrated reinforcement and follow-up sessions.

The DHS protective action or safety plan will outline the safety services and conditions designed to control a safety threat through in-home observation, supervision and specific intervention. These conditions will be confirmed by the Safety Services Provider on each contact with referred families.

During initial contact, the Provider will work with the family to develop plans and services to improve child safety, stabilize functioning, and access necessary formal, informal, and community resources and supports.

The ISRS Contractor is expected to provide safety services, in whole or in part, that have been identified in the Department's Protective Action or In-home Safety Plan. These plans will identify safety services that will have immediate impact with respect to controlling identified safety threats and will not use a parent or caregiver who is the alleged perpetrator of physical abuse, sexual abuse, or domestic violence to provide protection. Protective Actions or Safety Plans may include the following types of services:

- Supervision and monitoring child safety by direct observation
- Stress reduction
- Basic parenting assistance
- Respite care
- Social/emotional support
- Safe housing assistance
- Food/clothing/basic needs
- Assistance to access emergency medical, mental health and addiction services as needed
- Stabilization of home environment assuring child's needs for stability and safety from potential abusers and dangerous home conditions
- Monitoring & supporting the family's self managed safety

Change Services

Change Services will utilize interventions with demonstrated effectiveness for improving child safety. When services are initiated before final development of the DHS Case Plan, the Provider will use his professional judgment to evaluate and report on parental capacity to protect their children and recommend actions and services to the parents and to DHS which will improve parental care of their children.

Change services may include:

- Crisis Intervention services to address the crisis of disclosure, CPS assessment, and concerns when a significant family member leaves the home
- Motivational Interviewing, Collaborative Problem Solving, Cognitive Behavioral therapy, and Parent-Child Attachment coaching sessions

Services utilize the existing protective capacity of caregivers and will assist parents to improve the diminished protective capacities that led to their child being unsafe. Services will help parents build additional problem solving skills to eventually become self-sufficient, including problem solving to access needed community services and supports.

Services help parents develop empathy for their child's experience and help the child contribute his solutions. Services will also help parents identify strategies for predictable problems relating to child behavior, child safety, depression, mood stabilization and other adult relationships.

Change Services is at the core of the ISRS paradigm change.

- Crisis Intervention services to address the crisis of disclosure, CPS assessment and concerns when a significant family member leaves the home
- Motivational Interviewing, Collaborative Problem Solving, Cognitive Behavioral therapy, and Parent-Child Attachment coaching sessions
- Basic Home Management Skills
- Support Services
- Self Management Services to facilitate access to counseling resources for children traumatized by abuse and exposure to domestic violence and assist with health care needs and ongoing social supports

Referrals as part of a protective action to prevent placement during the CPS assessment must be assigned promptly so the Provider can initiate contact with the family within 24 hours after DHS has initiated the referral.

Referrals to support reunification or in-home safety planning require the Provider to initiate contact with the family within 5 days after DHS has initiated the referral.

Family Preservation and Reunification efforts are also supported by the use of the Department's Foster Care Prevention activities as well as the State's flexible funding program, System of Care. Most often these funding resources are aimed to prevent a child from entering foster care, assisting a child to exit foster care to reunification or to enhance child well-being while in foster care. Funding is primarily used for caregiver support, therapeutic support, housing/lodging and house repairs.

Oregon remains committed to services previously defined in the CFSP five-year plan, although they may take on varying names through the ISRS model, i.e.:

- Parent Training as Parent-Child Connections utilizing the education model while having visits with the child to practice learned skills

- Family Decision Making Meetings while using FDM Facilitators
- Intensive Family Services for crisis intervention
- Varying services that are community enriched and culturally appropriate

Moving beyond foster care - *Racial equity and safe families for Oregon's children.*

The Moving Beyond Foster Care initiative foundation is through formal partnerships with Casey Family Program, DHS, and Oregon Commission for Children and Families; new in this recent year is the inclusion of the Oregon Judicial Department as a standing partner in this initiative. Statewide goals for this initiative:

- Safely reduce the number of children in foster care by 26%
- Increase relative foster placements by 50%
- Reduce the number of children entering care by 10%
- Increase foster care exits by 20%
- Reduce the disproportionally high representation of Native and African Americans in foster care
- Hold the child abuse and neglect recurrence rate at or below 6.5%

Child Welfare Equity Task Force

Executive Order 09-02 and Oregon Senate Bill 630 established the Child Welfare Equity Task Force to study the causes and make recommendations on how to eliminate the problem of racial disproportionality in Oregon's child welfare system to the Oregon legislature and to the Department of Human Services. Recommendations from the study were released in Spring 2011 and included the following areas:

- Workforce Development
 - Policy and Practice
 - Data-Based Decision Making
- Community Capacity Building
- Culturally Specific
 - Recommendations for Culturally Specific Practice with Urban and Rural AI/AN
 - Recommendations for Sovereign Nations
 - Recommendations for Culturally Specific Child Welfare Practice with African Americans

Next Steps

Oregon anticipates a number of activities to occur which will ground the new practice model of Family Preservation and Family Reunification. The goals outlined in the five-year plan remain intact and efforts toward solidifying these into Oregon's Child Welfare system continue.

- Continued Goal: Promote a safe, supportive family and focus on the parent/child relationship.
 - Measurement: Increase the percentage of children who are served in their own homes
 - Status: Contracts have been developed and are in communities
- Continued Goal: Improve In-Home Safety and Reunification Service Contracting and Business Processes.
 - Measurement: Continue annual survey to inquire if Districts have contractors in place
 - Identify performance-based contracting for providers
 - Identify service needs for families through surveys or focus groups
 - Status: Not all Districts have ISRS contracted providers up to capacity with the model or expertise for service delivery
- Continued Goal: Designing and developing a Differential Response System. The purpose will be to redesign and transform the front-end of child welfare services and prevent child welfare foster care entry. Differential response is a design for child welfare intervention that allows for more than one way of responding to reports of suspected child abuse or neglect. Differential Response allows for greater flexibility in responding, allowing for an earlier and more collaborative process for addressing families' needs. Although there has not been a determination of an operating budget, we will continue to work toward the design and development of this response system. However, the support for this direction has been approved by the Legislature for a companion bill, *Strengthening, Preserving, and Reunifying Families Programs* (Senate Bill 964). This bill seeks to do many of these same efforts toward community based services, family preservation and prevention of foster care entry. We have identified three counties to begin implementation of the Strengthening, Preserving, and Reunifying Families programs in Oregon.
- Strengthening, Preserving, and Reunifying Families Programs (summary excerpt):
 - Requires Department of Human Services and county partners to implement Strengthening, Preserving and Reunifying Families programs to provide family preservation and reunification child welfare services

- Directs the Department to seek federal approval to access federal savings accrued as result of reduction in costs of foster and substitute care to reinvest in programs under the Act
- Creates Strengthening, Preserving and Reunifying Families Program Fund
- Continuously appropriates funds to the Department for specified purposes
- Requires the Department and juvenile courts to include in reasonable **or active** efforts considerations and determinations whether preservation and reunification services provided by programs are most likely to prevent or eliminate removal of child from child's home or most likely to make it possible for child to safely return home

Collaboration

The Department program staff consults with community partners and stakeholders to plan for the delivery of and to assess the strengths and areas needing improvement for Child Welfare service delivery. The key collaborators include but are not limited to:

- Juvenile Court Improvement Project (JCIP) Steering Committee
- Oregon Commission on Children and Families (OCCF)
- Citizens Review Board
- Tribes
- Foster Parent Advisory Committee
- Children's Justice Act Task Force (CJA)
- Domestic Violence Advisory Committee
- Child Welfare Advisory Committee (CWAC)
- Foster Care Safety Team
- Critical Incident Review Teams
- Coalition of Adoption Agencies
- CASA
- Communities of color and organizations representing them
- District managers, branch managers, and program managers who meet regularly with community partners and stakeholders to address issues specific to their community, families and children

The stakeholders, community partners and central office program staff provide requested information (as outlined in the program instructions issued by ACF) to meet the reporting requirements. The various stakeholders and community partners such as Tribes, OCCF and JCIP, as well as OCWP program staff, compile and submit information on activities and progress towards the plan, which is then assimilated into the APSR.

Collaborations between Office of Child Welfare and Courts

The Director of Office of Child Welfare Programs has continued as a member of the Juvenile Court Improvement Advisory Committee. In this capacity the member provides input, recommendations and action review regarding the Oregon Judicial Department, Juvenile Court Improvement Strategic Plan. Child Welfare staff also participates on JCIP subcommittees with joint participation during Legislative Road Shows (when they occur) and the Annual Judges Conference.

Child Welfare continues to partner with Casey Family Programs, OCCF, and the Oregon Judicial Department, working to *safely and equitably reduce the number of children in foster care* and to reduce the disproportionate number of children of color in the foster care system. This collaboration began in 2008 with the Courts becoming a full partner in the collaboration in 2010. This partnership is designed to increase policy and practice improvements among community partners at a statewide level, while also creating localized, community driven partnerships and collaborations, to achieve the goals.

The work began initially with eight pilot counties. In 2011, three additional counties were added to this work. Local communities have engaged community partners beyond those usually associated with Child Welfare to ensure a better community response to child abuse and neglect, which include the business, faith, and communities of color. Efforts have been made in the last year to align this work with the work of local Juvenile Court Improvement teams in an effort to bring these two initiatives closer together. Oregon is learning that community collaboration is based on relationship building, which takes time and trust, something that deserves investment of time and resources. In 2011, the Model Court training and a Casey supported Early Learning Symposium occurred in conjunction with each other, increasing the opportunity for Model Court teams to learn from the efforts of the counties to equitably and safely reduce the number of children in foster care. In 2012, there will be regional convenings that will build on the learning that occurred in the 2011 Symposium.

In 2011, with approval by the Governor and the Legislature, Child Welfare began the process of designing a proposed model for Differential Response in Oregon. The design team consists of 30 members, including Agency staff, the Courts, stakeholders, and community partners. The work of this team continues, and it is anticipated Child Welfare will report to the legislature in 2013 the plan for development and implementation of Differential Response in Oregon.

In 2012, Child Welfare participated in the Children's Bureau convening of Child Welfare, Education and the Courts. The team put together for that conference has continued to work to create a collaboration that better serves the educational needs of children in foster care.

The Director of the Department of Human Services, the Child Welfare Director, and the Director of Legislative Affairs are members of the *Three Branches of Government* workgroup. This workgroup consists of representatives from the Executive, Judicial and Legislative branches of the government with a mission to improve the Child Welfare System in Oregon. This workgroup has undergone a change in membership and has not yet met in 2012. It is anticipated it will meet prior to the next legislative session to address desired improvements in the Child Welfare Program.

JCIP staff and Child Welfare staff worked in partnership throughout the CFSR process with participation from judges, CASA, CRB, DAs, and other court staff in the state's self-assessment workgroups, on-site stakeholder interviews, and now the Program Improvement Plan (PIP). In early 2011, Oregon successfully completed our PIP. Stakeholders and the Courts will continue to work with the Department to sustain and improve the successes of the PIP. In 2012, Child Welfare conducted an ICWA CFSR and is working in collaboration with the Oregon Tribes and the courts to improve the performance of Child Welfare and the Courts when dealing with ICWA cases. Child Welfare, the Courts and the Tribes are beginning the process of developing a program improvement plan to address the issues from the review. As a part of this effort, Child Welfare, the Tribes and the Courts are investigating the potential to implement the QWICWA system of tracking court findings and orders to further investigate Agency and Court compliance with the requirements of the Indian Child Welfare Act.

Child Welfare continues to work with the Court system on the implementation of E-Courts, an electronic system of information exchange between the courts, attorneys and Child Welfare, toward a goal of better information exchange between participants in Juvenile Court. In addition, as part of Child Welfare's continuous improvement efforts, a series of efficiency exercises resulted in an improved method of electronically providing discovery materials to the courts and attorneys. This improvement was piloted in partnership with the Courts in 2011 and will be further implemented in 2012.

The Child Welfare Advisory Committee (CWAC) assumed responsibility as the Task Force for the CJA grant as well as monitoring Child Welfare's efforts to implement the recommendations of the Foster Care Safety Team. The Foster Care Safety Team is a multidisciplinary team that was brought together in 2009 to review abuse in foster care and make recommendations for improvements. Representatives from law enforcement, CASA, foster parent associations, Oregon Attorney General, Child Welfare and foster youth all participated on the team. This team produced a report with a number of important recommendations for improvement in the foster system that Child Welfare is in the process of implementing. One of those recommendations was for CWAC to assume responsibility for reviewing allegations of abuse in foster care to provide feedback on policy or practice changes. This subcommittee of CWAC has come together and is in the process of training committee members for the review process.

As a part of the Safe and Equitable Foster Care Reduction efforts, the Governor's Task Force on Disproportionality was created to assess and report findings and recommendations to the legislature regarding solutions to overcome Oregon's over-representation of African-American and American Indian/Alaskan Native children in foster care. The Task Force

membership was representative of Oregon Tribes and communities of color, as well as the legislature, foster parents, youth advocates, law enforcement, and others. The report from that task force outlined a number of recommendations that Child Welfare is in the process of implementing.

Statewide Children’s Wraparound Initiative

Over the past year, the three demonstration sites in the SCWI have solidified Wraparound practice in the use of child & family team meetings. In fact, a Wraparound Fidelity Index done in the fall of 2011 showed that our sites were meeting or exceeding national averages for fidelity to the practice.

To support this practice, the state’s core team recognized the need for establishing systems of care in the demonstration communities. While planning for a System of Care (SOC) Summit it became clearly evident that SOC was a framework for integrating the many improvement efforts within these demonstration communities and the state as a whole. In addition to Wraparound they include: Strengthening, Preserving & Reunifying Families (SB 964), Safe & Equitable Foster Care Reduction, the reorganization of early learning systems and Healthcare System Transformation (HST), including the development of Coordinated Care Organizations (CCO’s). Each of these efforts is rooted in a desire to more actively engage children and families in creating solutions to their identified concerns through community based, culturally and linguistically relevant services and supports.

Our SOC summit on May 3, 2012 was originally planned for the three demonstration sites (with up to eight counties) and grew because of interest to include sixteen counties across the state and over 170 participants from child welfare, education, mental health, juvenile justice, the courts, youth and family run organizations and more. The state’s core team considers this summit a first step. There was more interest than capacity on May 3, and using this framework will enhance the local communities’ capacity to build on previous improvement efforts and leverage the many efforts listed above.

Program Improvement Plan follow-up

Oregon Family Decision Meeting Pilot

To address the PIP strategy 2A to fully implement the Oregon Safety Model (OSM), DHS worked with the National Resource Center (NRC) for Child Protective Services and Permanency and Family Connections to pilot a revision of the Oregon Family Decision Meeting (OFDM) procedure. The primary change was to use Family Group Conferencing (FGC) as the prescribed method for conducting the OFDM's in procedure.

Three counties volunteered to be part of the pilot: Jackson, Marion and Wasco. There was a kick-off event facilitated by the staff of the Child Welfare Partnership at PSU in September of 2010. Initially there were bi-monthly conference calls for consultation and support; however, this was adjusted to monthly in January of 2011 when there were changes in staffing in the Office of Safety and Permanency for Children (OSPC).

Only two counties remain in the pilot. Wasco County chose to withdraw when they were unable to dedicate a staff solely to the purpose of meeting facilitation. The following is a summary of the activity in Jackson and Marion Counties:

- Sites chose to focus on cases in which children were placed in non-relative care.
- Since October 2010, there have been 19 OFDM's that have included a FGC component. This does not include OFDM's without FGC.
- An additional 12 cases were "screened out" because the family or caseworker declined.

Key challenges noted by the pilots include:

- Staff resource and time, including scheduling and preparing the family.
- Caseworker understanding, including how family meetings work with the court process and appreciation for the change in the relative rule/definition that was effective July 1, 2010.
- Case selection. In some instances, the cases were referred by the Permanency Round Tables, cases in which the child is typically disengaged from his family members.

Key successes noted by the pilot include:

- Using the Oregon Safety Meeting (OSM) as preparation for the OFDM, and thinking of these as a continuous series of meetings designed to engage families.
- Caseworkers teaming and covering for one another as facilitators when there is no resource for a dedicated staff.

At the conclusion of the pilot, it was determined that we would not permanently amend the procedure for OFDM's to require the use of FGC. The lesson learned is that the structure or components of a family meeting are less critical than the intent. The intent is to engage families in the process of creating viable and successful plans that lead to positive outcomes. This is the consensus of the two remaining pilot sites.

Current statute, rule and procedure are permissive regarding the structure of the OFDM and do not require a dedicated meeting facilitator resource. At this time, DHS is unable to resource dedicated staff for the purpose of meeting facilitation without taking positions from the field. Child welfare staffing is already at an unprecedented low. Given these factors, our efforts over the next year will be more productive if we focus our work to engage families throughout the case and through other scheduled activities (such as the 90-day case staffing) and naturally occurring contacts. The "re-chartering" of this work will be coordinated with the efforts by the Department to implement a Differential Response model, if that program is legislatively supported. Otherwise, an alternative plan will be developed to attain the objectives.

Engagement of Children and Youth in Case Planning

The curriculum for this training was completed on March 9, 2011. The training was introduced to the Child Welfare Program Managers at their monthly meeting on March 10, 2011. There were 31 Program Managers in attendance.

The training was presented at the spring supervisor's quarterly meeting. The numbers for the Supervisor Quarterlies are (there were 5 sessions):

- Session 1: 3/11/11 (Beaverton), 40 completed (All)
- Session 2: 3/28/11 (Hermiston), 9 completed (All)
- Session 3: 3/31/11 (Salem), 36 completed (All)
- Session 4: 4/1/11 (Eugene), 19 completed (All)
- Session 5: 4/4/11 (Roseburg), 22 completed (All)

Total of all sessions: 126 Completed

There was a two-week break from 4/4/11 to 4/18/11 for feedback from supervisors for final edits. Final feedback was received from supervisors. Final edits have been incorporated into a computer-based training which is scheduled to go on line and announced to all staff to participate in training by June 15, 2011.

Concurrent Planning Training:

The concurrent planning training, which is entitled Pathways to Permanency, is fully developed and now part of our ongoing Child Welfare mandatory curriculum. The curriculum was reviewed by both field and program staff, as well as the Child Welfare Training Advisory Committee. The feedback was incorporated, and Portland State University offered its first session in March of 2012. The second session is scheduled for the end of June 2012. This curriculum is now mandatory for all Child Welfare Caseworkers within the first year of employment. A plan is also underway for training all existing caseworkers within the next three years.

TPR/Model Courts

The three pilot counties involved in the model court initiative presented individual plans to improve the timeliness of filing TPR petitions and achieve earlier permanency in their respective courts. Each plan was judge-driven with roles for Department staff, children's attorneys and the judges themselves. The Clackamas County plan was proposed as a model example for other judges at the summer JCIP conference in 2011. It included specific timelines that the judge should order around the scheduling of hearings, receipt of parental evaluations, frequency of review hearings and the filing of motions and petitions. A workgroup of judges continues to meet regularly to address statewide timeliness strategies and specific ways to improve permanency and often consult through the Juvenile Court Improvement Project (JCIP) with the adoption program for information and improvement ideas.

Recruitment

At the request of Region X, a specific response is requested for *Implementation of Recruitment Plan*.

The Diligent Recruitment Plan for Oregon is described in greater detail within this overall report and includes specific information as to the progress of the new contract, a report on progress of targeted recruitment, and base line data and progress made in the number of homes in 2011 and 2012. The Department is finding success in the streamlined contract started in the Fall of 2010 working with one statewide contractor. These successes have been to develop targeted recruitment plans for sibling groups, special needs children and families for teens. These plans have been developed, and the Department will be implementing these plans in the coming months as needed. Although Oregon continues to seek additional family resources for children, there has been progress from 2009 to 2010.

Total Certified Resource Families

Year	Newly Certified			Ongoing 9/30		
	Regular	Special*	Total	Regular	Special*	Total
2009	314	1,523	1,837	2,145	2,287	4,432
2010	310	1,698	2,008	2,113	2,560	4,673

*Special Certification in Oregon means certification of Relative Caregivers and other individuals known to the child.

The Department maintains a commitment to create culturally specific recruitment and retention service contracts for Native American and African American families. The purpose of these small contracts will be to create recruitment and retention efforts in targeted communities. It is anticipated the request for proposals will be released to targeted communities within 60 days of this report.

Program Support

Workforce Information

The Oregon Department of Human Services' mission on recruitment is to provide statewide leadership in recruiting a skilled, diverse workforce for Oregon state government. We focus on providing innovative solutions for improving the state's recruitment process, creating and implementing a viable and sustainable succession planning process to provide workforce bench strength and increasing representation of minority candidates in recruitment pools at all levels.

It is a requirement that all Department of Human Services (DHS) managers take the class "Essentials of Human Resource Management". This two-day class is an interactive course where managers learn HR philosophy, policies and practices specifically related to: recruitment and selection; defining and communicating performance expectations; and the principles of progressive discipline and responding to employee grievances. Managers learn about legal and labor contract considerations, discuss current practices and issues in their workplace and practice using tools provided. All Child Welfare managers are included in the requirement for this class.

DHS training overall conveys the value of quality training within resource parameters and values the contribution of training to workforce development and program performance outcomes. The Child Welfare and Technical Training Manager is an active participant on the DHS Employee Training Council. This governing body prioritizes and allocates resources for enterprise needs.

Child Welfare Training Advisory Committee

The Child Welfare and Technical Training Manager, in partnership with the Child Welfare Program Training Director, leads the quarterly Child Welfare Training Advisory Committee. Committee representation includes field staff, program staff, diversity staff, Tribal representation and foster parents. Information from the DHS Employee Training Council is reported to this committee. The purpose of the Child Welfare Training Advisory Committee is to review training recommendations and requirements coming from Child Welfare Administration based on rule, policies, procedure and program needs. The advisory committee reviews training recommendations from the Child Welfare field and reviews proposals for training from the Child Welfare Partnership and other entities.

Goals set by the advisory committee for the coming year are to identify and document the competencies required for caseworkers. In addition, resources have been allocated to explore pre- and post- measurements of trainings provided by the Child Welfare Partnership. This will enable the Agency to better assess the workforce for strengths and challenges and to aid in identifying potential training needs.

Tracking Workforce

Job classification narratives for all Child Welfare professionals specify the degree and/or certificate requirement for that position. For Social Services Specialist 1 (SS1), this includes a four-year college degree.

Social Services Specialist 1

Number of Employees	Degree Descriptor
3	Associates in a Non-Related Field
3	Associates in a Related Field
154	Bachelors in a Non-Related Field
714	Bachelors in a Related Field
20	Masters in a Non-Related Field
94	Masters in a Related Field
71	Masters in Social Work
46	No Degree
1107	Total

Data from Human Resources

In addition to the data that is kept by our Human Resources department we are currently working on a project, in partnership with Portland State University, to track employee degrees, years of Child Welfare experience, and lateral or promotional moves. This project will enhance our ability to evaluate and improve retention and client outcomes which will be incorporated in our future APSR's.

Oregon, like other States continue to have budget shortfalls which has affected the ability to fill vacancies. The average vacancy rate for 2011 for the SS1 positions is 10% of authorized positions, which equals approximately 118 vacancies of the 1253.73 positions authorized. The inability to hire the total number of SS1s authorized has increased the workload across the state (as demonstrated below).

D

Average Statewide Caseload 2011

Employee Ratio	Type of Caseworker Position
1:34.5	Screening
1:7.2	CPS
1:11.7	Permanency/Ongoing
1:24.0	Foster Home Certifier
1:13.4	Adoption

Data from Caseload Status Reports

Portland State University Child Welfare Education Program

Portland State University continues to offer both a MSW and BSW education program. Over the past year, PSU and DHS Child Welfare have worked together on strengthening the review and interview process required for an employee and/or recruit to be accepted into the Child Welfare Education Program and to receive tuition assistance. We anticipate this to help and improve the placement and hiring of program graduates. DHS Child Welfare accepts between 15-20 MSW students and 4-5 BSW students per academic year.

Eastern Washington University MSW Program

Eastern Washington University (EWU) offers a three-year cohort MSW program. DHS Child Welfare provided tuition assistance for four students in the last cohort. A new cohort starts in Summer 2012. In June, we will be able to determine if any DHS Child Welfare employees have been accepted into the graduate program and if they have interest in applying for the DHS Child Welfare tuition assistance.

Child Welfare Training Plan Overview

Early in 2011, we began our work to define and inform our training plans for the new 2011-2013 biennium. This began with a review of the current project agreements with Portland State University from the 2009-2011 biennium. We utilized our Child Welfare Training Advisory Committee to review current project agreements. Themes reviewed were:

- Child Welfare Core
- Social Service Assistant Training
- Supervisory Training
- Certifier and Adoption Worker Training
- Freeing and Placing Children for Adoption
- Foster/Adoption/Relative Parent Training

- Advanced Training
- Professional Development Options

Input from the advisory committee was brought forward to DHS Child Welfare executive management. Child Welfare is looking further at professionalizing the Child Welfare workforce. It was determined that the 2011-2013 curriculum content be modified to focus more on family preservation, rapid reunification, home safety, relative care providers, maintaining family and cultural connection, trauma informed practice, family continuity and sibling relationships. All of the recommended curriculum adjustments are now in place. The new curriculum was introduced in January 2012. The training matrix includes these changes.

Child Welfare CORE Training

Child Welfare CORE Training is required for all new Child Welfare staff classified as Social Services Specialists 1 and other employees who perform functions generally assigned to these classifications. Employees must complete classroom CORE prior to having responsibility for a Child Welfare caseload. Newly hired employees must be attending or have completed training within three months. Classroom CORE meets the statutory requirements outlined in ORS 418.749 for all Child Protective Services staff that screen, assess and investigate allegations of child abuse and neglect. Classroom CORE is four weeks in length and is comprised of two two-week "clusters"; Fundamentals of Child Welfare and Life of a Case.

A new training, Pathways to Permanency: Implementing the Concurrent Plan, was added for the new 2011-2013 biennium. This constitutes a fifth week of Child Welfare CORE Training and must be completed within the first year of hire. It is not, however, required prior to having responsibility for a Child Welfare caseload. Pathways to Permanency will focus on concurrent permanency planning for children. Best practice and critical analysis of complex variables when making permanency decisions will be examined. Participants will explore the types and implementation of alternate permanent plans including adoption, guardianship and APPLA. A focal point of training will be the caseworker's significant role in early and continual discussions with families regarding resources that maintain the child's cultural and familial connections. This training has been added to the Training Matrix.

In addition to the required classroom CORE training, new workers are also required to take the on-line Adoption and Safe Families Act (ASFA) and three NetLink trainings, Multi Ethnic Placement Act (MEPA), Confidentiality in Child Welfare, and the newly added Advocating for Educational Services.

The newly added NetLink, Advocating for Educational Services training will equip workers with information needed to advocate for the educational rights of children in care. Workers will learn how to promote the educational achievement of children and young adults through participation on teams that perform academic assessment, planning and goal setting. Strategies for working collaboratively with caregivers, school districts and educational surrogates will be given. This training has been added to the Training Matrix. All of the required NetLink trainings are offered on a monthly basis.

Another training component that is now required for new caseworkers to complete within their first year of hire is the Disclosure Analysis Guidelines (DAG) training. This training is provided as a self-paced computer based training. Workers can take the training at any time to meet their schedule. Almost all Child Welfare documents contain confidential information that may need to be redacted prior to disclosure. Analyzing what information DHS may disclose requires critical thinking skills. A resource guide was developed that includes a summary diagram and appendices meant to provide information necessary to guide critical thinking for the majority of questions related to disclosure and confidentiality. This training has been added to the Training Matrix.

In order to keep Child Welfare supervisor and management staff informed of the changes made in the Child Welfare required curriculum, statewide “Information Memorandum Transmittals” were sent from the Child Welfare Director outlining the revised Child Welfare training requirements for Social Service Specialist 1 workers. The revised requirements were also updated on the Child Welfare Training Tools and Training Outline for Child Welfare Staff web location at: http://www.dhs.state.or.us/caf/cw_stafftools.htm.

Over the past year, increased efforts have been put into place to monitor the completion of required trainings. Weekly announcements are sent to all Child Welfare staff statewide announcing upcoming trainings and drawing particular attention to the required trainings. DHS Child Welfare works very closely with the PSU Child Welfare Partnership in monitoring and following up on completion of required trainings. As a result, we are seeing an increase of employees who have completed all of the required classes.

Adoption Tools and Techniques Training

The curriculum for Freeing and Placing Children for Adoption was redesigned for the 2011-2013 biennium. Some of the content was incorporated into CORE training, and some was retained in the Pathways to Permanency: Implementing the Concurrent Plan training discussed above. The new Adoption Tools and Techniques training is a three-day training that builds upon the learning objectives from Pathways to Permanency training. The in-depth content includes the legal, procedural and therapeutic components needed to achieve a

permanent home for children when that home will be an adoptive home. This training will focus on the importance of maintaining children's connections to important communities and individuals that are appropriate to continue to support their lifelong well-being. Participants will understand the steps necessary to legally free children for adoption in the state of Oregon. Participants will be able to describe the process of placing children into an adoptive home both from an administrative perspective as well as the clinical perspective of working with the children and their families. The training will include the values, policies, and technical aspects key to adoption planning, the process of voluntary relinquishment, Legal Assistance Referrals, Termination of Parental Rights, child bulletins and recruitment, matching, mediation, preparation and process of adoption committee, supervision and finalization of adoption cases, and post adoption services. There are no prerequisites to attend this training. However, completion of Pathways to Permanency: Implementing the Concurrent Plan is strongly recommended as the content builds upon the learning concepts. This training has been added to the Training Matrix.

Foundations in Foster, Adopting or Caring for Relative Children (Train the Trainer)

The "train the trainer" approach for the training staff on the delivery of Foundations training for foster parents and adoptive parents continues to be well received. For the 2011-2013 biennium, a Foundation Professional Development component has been added. This is an opportunity for Foundations trainers to share their expertise and get questions answered. The opportunity will be offered twice a year. The first session is being scheduled for June 2012 with the next class in September. In addition, our Foundations trainer has made individual trips to local offices to co-train and observes and provides an individual mentoring experience.

Supervisor Mentoring Program

The Supervisor Mentoring Program has not met expectations. While several of its components were very well received, the program did not grow at the point of matching mentors to protégés. The mentor program included a training program for both volunteer mentors and prospective protégés. Both were well attended followed by enthusiasm for matching mentor to protégé. Unfortunately, only a few matches occurred following training efforts. We believe this initiative had much buy-in but that the timing was not favorable for successful implementation of the formal mentoring program.

Our efforts to address the mentoring need has focused on a larger presence at the Child Welfare Supervisor Quarterlies and expanded efforts to provide consultation, field mentoring and training through individual requests. The Supervisor Mentoring Program has been removed from the training matrix.

Specialized and Ongoing Professional Development

New to the 2011-2013 biennium is the Specialized and Ongoing Professional Development project that provides field staff a menu of specialized and ongoing training available in both classroom and distance venues. The project includes the flexibility to negotiate changes to the deliverables to meet organizational needs and promising practices as they evolve. Deliverables include one NetLink training per month, and the scheduling of up to eighteen classroom trainings throughout the State of Oregon. The Training Matrix outlines examples of the variety of NetLink and classroom trainings offered.

Since the initial offering of Specialized and Ongoing Professional Development, 8 of 16 districts have requested a variety of training topics, including Quality, Customized Visitation Planning, Trauma Informed Practice Strategies, Working with Batterers in Child Welfare, Advanced Vicarious Trauma and Neglect: Assessing and Ensuring Child Safety. The format that appears to be of value in the districts is to offer the requested training twice on the same day (once in the morning, once in the afternoon) to allow more field staff to attend while maintaining coverage as issues might arise.

Behavior Crisis Management Training (BCMT)

The National Resource Center for Youth Development (NRC) provided a four-day training of trainers of BCMT from January 24, 2012 through January 27, 2012. The training was attended by three Child Welfare Partnership staff/contractors, as well as eleven DHS Child and Adolescent Needs and Strengths (CANS) screeners and was observed by members of Child Welfare Partnership and DHS management.

At this time, we are making a determination as to what ongoing support and follow-up is needed with the NRC. Three new trainers are available through the Child Welfare Partnership, and the CANS screeners are fully trained but only going to implement the training of the physical restraint.

Wraparound Oregon - Statewide Children's Wraparound Initiative (SCWI)

Over the past year the three demonstration sites (Rogue Valley, Washington County, Mid-Valley) in the SCWI have solidified Wraparound practice in the use of child and family team meetings. A Wraparound Fidelity Index done in the fall of 2011 shows that our sites were meeting or exceeding national averages for fidelity to the practice. Additional reporting on the Wraparound Initiative is covered under a separate section of the APSR. Wraparound has been removed from the training matrix.

Youth Transitions and the Independent Living Plan (ILP)

The topic of Youth Transitions has grown over the past few years, and as a result of changing state and federal regulation, new activities are now required. In order to ensure caseworkers have a solid understanding of the transition planning requirements, the current Youth Transitions and Independent Living Plan NetLink was separated into two different NetLink trainings.

The NetLink Youth Transition Planning will focus on the preparation for transition to adulthood and out of care. Participants will gain an understanding of the Comprehensive Transition Plans, New Health Care policies/mandates, Credit Reports, vital documents, etc. Participants will learn more about DHS requirements for assisting foster youth (age 16 or older) with creating a transition plan and learn the role DHS must have in the planning process to help youth transition to adulthood.

The other related NetLink Independent Living Program (ILP) Services will help participants understand the array of services available through ILP contractors. It encompasses learning how to secure services, understanding the eligibility criteria for Housing, Chafee Education, Tuition and Fee Waiver for foster youth, how to pay for driver's education and have a better idea of how to help youth who are not enrolled with an ILP Provider. The main goal of the ILP is to help youth transition into adulthood with knowledge and skills to be self-sufficient and contributing members of their community. Both of these ILP NetLinks have been updated to the Training Matrix.

OR-Kids (Oregon's Statewide Child Welfare Implementation System – SACWIS) <http://www.dhs.state.or.us/caf/or-kids/index.html>

We have provided information and training in a variety of ways to appeal to all the different learning styles and to provide every individual with valuable resources to access. Venues of training included webinars, conference calls and classroom trainings. Our OR-Kids Online website is extensive and offers a wealth of information.

✓ Training Activities from July 1, 2011 to June 1, 2012

Completion of the implementation training of OR-Kids occurred July 2011 to August 2011. Extensive training sessions were held statewide in July 2011 and August of 2011 to prepare the field for our Go Live date of August 29, 2011.

In July of 2011, 25 full time rotational OR-Kid trainers provided refresher training on all of the job-specific training modules, and they were delegated to full time training. We offered

over 132 classes statewide in preparation for Go Live on August 29, 2011. We conducted classes in the following topical areas:

- OR-Kids Basics
- OR-Kids Screening
- OR-Kids Assessment
- OR-Kids Permanency
- OR-Kids Certification
- OR-Kids Supervisor
- OR-Kids Adoption
- OR-Kids Financials
- OR-Kids Eligibility

Total child welfare staff trained: 1,352 (average of 11 students per class)

✓ **Go Live On-Site Support from September 1, 2011 to December 1, 2011**

From September 1, 2011 to November 1, 2011 we had 23 trainers who scheduled and spent 30+ hours per week in designated Child Welfare offices to offer on-site support. Trainers primarily did shoulder-to-shoulder work with Child Welfare staff to assist them in becoming more familiar and comfortable with the OR-Kids system. Trainers also offered work group sessions with teams of staff to work on various documentation activities within the system. They were a primary on-site support lifeline to staff, and their work during this time was critical to helping our workforce embrace full implementation. Total Child Welfare staff reached weekly for on-going training and support: 1,320 (average of 58 people per trainer per week).

In addition to this, we had four trainers who spent a great deal of time revising and updating training guides, user manuals, quick reference guides, computer-based training, training resources and tools. We assumed the responsibility of the maintenance and updating of over 10,000 pages of materials.

✓ **December 2011 to March 1, 2012**

Our team of trainers became smaller and was reduced to 11 full time staff. This was a significant reduction in resources. The month of December was focused on material updates and development of a new training database that would mirror the actual production system of OR-Kids where documentation was occurring. Staff trainers also scheduled time to be in offices as requested and needed. Geographic assignments were developed to cover the needs of the entire state.

From January 1, to March 1, 2012, we offered 90 OR-Kids Training sessions statewide. The following courses were offered:

- Screening
- Provider
- Financials Permanency
- Basics
- Supervisor
- Assessment

Total child welfare staff trained: 540 (average of 6 students per class)

✓ **March 1 to June 1, 2012**

Our team of trainers was again reduced to six full time staff. Geographic areas were designated to all trainers, and they continue providing training weekly in their areas for continued learning of the system. Trainers are now conducting much smaller training sessions in all areas of the state on all topics.

We began the successful integration of OR-Kids Basic training into classroom CORE with new worker training in collaboration with our PSU-Child Welfare Partnership. We have assigned two staff trainers who are responsible for conducting this training to all new Child Welfare hires.

A weekly training message is sent statewide to all Child Welfare staff by this team in the on-going training and implementation effort.

Total child welfare staff reached weekly for on-going training and support: 450.
Total staff reached from July 1, 2011 to June 1, 2012: 3,662 Child Welfare staff.

Foster/Relative/Adoptive Parent Training

In the summer of 2011, representatives from DHS Child Welfare and PSU Child Welfare Partnership together met with each of the 16 Districts across the state to assist in the development of their annual Foster Parent District Training Plans. PSU continues to offer a wide range of training topics each district can choose from in selecting the most appropriate training for the needs of their Foster/Relative/Adoptive parent community. The Child Welfare Partnership continues to offer more classes in Spanish.

Additional Training Projects

- **National Indian Child Welfare Association (NICWA)**

DHS Child Welfare has made available 130 slots for workers to take an on-line ICWA training. The course is offered through the National Indian Child Welfare Association (NICWA). It covers the provisions of the Indian Child Welfare Act of 1978 (ICWA) which are presented in the order in which a Child Welfare worker might encounter them in an ICWA case. The target audience for this offering is ICWA Liaisons, any caseworker who has a Tribal case, supervisors and our Tribal partners. However, any interested caseworker is welcome to take this training. The 130 slots are available to our workers until March 2013. As of May 2012 we have 50 workers registered.
- **Foster Parent Training Website**

The Child Welfare and Technical Training Unit is working in partnership with the Foster Care Program to develop a Foster Parent Training Website. The website has a variety of information and resources for foster parents including course schedules and objectives and training requirements for recertification, as well as additional training resources. Soon a link will be added that will bring foster parents to a map of Oregon. Each county will be identified. Foster parents will be able to click on the county of their choice to see what trainings are currently scheduled in these areas. The website is: <http://www.oregon.gov/DHS/children/fosterparent/training.shtml>.
- **My Future My Choice Evaluation & Video**

The PSU Evaluation and Video project included consultation and analysis support for the purpose of evaluating My Future-My Choice curriculum to be completed in July 2012. PSU also analyzed and prepared reports from survey data collected by its Teen Advisory Board completed April 2012. The video project included the filming of a 13 segment video to be used in conjunction with the My Future-My Choice curriculum to include 300 copies of the DVD and was completed in December 2011.
- **CASA Training Curriculum**

Effective July 2012, OCWP will be implementing a portion of the Fostering Connections to Success Act which allows states to offer Title IV-E reimbursement for allowable trainings to CASA's, GAL's, court personnel and others (see more detail in the 2012 Training Matrix in the appendix).

 - **CASA Advocate Pre-Service Training**

The CASA Advocate Pre-Service Training gives volunteers a solid base of knowledge and skills to begin their volunteer work. It serves as a guide during the mandated 30-hours of pre-service training and is an important resource for

volunteers throughout their service. Training is mandatory prior to becoming a "party to the case" by the court and assigned a case(s) for an abused/neglected child under the care of Child Welfare as outlined in ORS 419.B.

- **CASA In-Service Training**
CASA volunteers are required to participate in 12 hours of in-service training per year to remain active as a volunteer advocate.
- **Oregon Volunteers Local CASA Program Advocate Training Symposium**
This symposium develops statewide alignment of pre-service and in-service training activities for volunteer advocates.
- **Oregon Volunteers Local CASA Program IV-E Training**
In 2008, the federal government signed the 'Fostering Connections to Success Act' which made significant changes to the Title IV-E program that reimburses states for their efforts to provide safe and stable out-of-home care for eligible children until permanency is established. New to this act is a provision that allows states to offer Title IV-E reimbursable training to CASA's, GAL's, court personnel and others. This means that trainings conducted by programs, both core and in-service as well as trainings attended by CASA staff and volunteers, are eligible for reimbursement under this program.
- **Oregon Volunteers New Director Training**
This is a statewide alignment of training curriculum and activities to prepare new CASA directors for their role and responsibilities.
- **Shoulder-to-Shoulder Conference**
The Conference is a collaborative partnership between Oregon Foster Parent Association and the Department of Human Services Office of Child Welfare Program.
- **National CASA Conference**
This is an annual 3-day national conference designed to strengthen volunteer voices, build skills and acquire tools that will enhance their ability to speak up for abused and neglected children in the role of volunteer advocate.
- **CRB Conference**
This is an annual 2-day conference designed to provide in-service training for CRB volunteers and other community members working within the Child Welfare/Juvenile Justice System.

Coordination with Tribes

Tribal Consultation

Participation and consultation of Tribal representatives is an important component of the Title IV-B plan. Tribal consultation is considered an on-going process in Oregon. Numerous on-going opportunities for tribal consultation provide collaboration with Oregon Tribes. Some of the structured involvement is through participation in on-going meetings such as the SB770 Health Cluster Quarterly meetings, Indian Child Welfare Act (ICWA) Quarterly Advisory Committee meetings, Quarterly ICWA Regional Liaison meetings, Tribal representation on the statewide Child Welfare Advisory Committee, ICWA conference planning committee, Native American Independent Living Program (ILP) conference planning committee, and other special initiatives. These are addressed in more detail throughout the report.

Attendance for the tribes at the ICWA Advisory committee quarterly meetings varies based on location, time of year and their workload.

At the August 2011 meeting, seven of the nine tribes were represented, including the Confederated Tribes of Grand Ronde, The Klamath Tribes, Cow Creek Band of Umpqua Indians, Burns Paiute Tribe, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of Siletz Indians and the Confederated Tribes of Warm Springs.

At the November 2011 meeting, six of the nine tribes were represented, including The Klamath Tribes, the Coquille Indian Tribe, the Confederated Tribes of Siletz Indians, Burns Paiute Tribe, Cow Creek Band of Umpqua Indians and the Confederated Tribes of Grand Ronde.

At the February 2012 meeting, five of the nine tribes were represented, including the Confederated Tribes of Grand Ronde, Cow Creek Band of Umpqua Indians, Confederated Tribes of Warm Springs, Confederated Tribes of Siletz Indians and the Burns Paiute Tribe.

At the May 2012 meeting, there were six of the nine tribes represented, including the Confederated Tribes of Grand Ronde, Cow Creek Band of Umpqua Indians, The Klamath Tribes, Confederated Tribes of Siletz Indians and the Burns Paiute Tribe.

The Oregon Tribal representatives recommend goals and objectives for Oregon's five-year plan, which are actively worked on throughout the year. This work is done through specific meetings scheduled in addition to discussing the plans at the ICWA Advisory Committee

meetings held quarterly and through projects and goals submitted as part of the Title IV-B Plan.

A total of 40 hours was spent by DHS in consultation with the Tribes in compiling the 5-year plan. Outcome measures and progress are discussed at the ICWA Tribal/State advisory meetings. Small work groups are organized depending upon the project.

The Tribes consult with and share their 5-year and annual plans with DHS through the quarterly ICWA Advisory Committee meetings. DHS shares the State's 5-year and annual plans with the Tribes electronically at the time the plans are submitted to ACF and at the ICWA Advisory committee meetings.

Each year one of the Oregon Tribes co-hosts, with DHS, the Tribal/State ICWA Conference. The Confederated Tribes of Warm Springs Indians co-hosted last year's ICWA Conference held August 30, 31 & September 1, 2011. The conferences provide essential training on the importance of the Indian Child Welfare Act, the best interests of Indian children, the stability and security of those children, their Tribes, families and communities. The conferences also focus on the importance of traditions and the continued collaboration between DHS and the Tribes.

OCWPP executive staff and central office managers also meet periodically with the Coalition of Communities of Color, an organization representing many providers and advocates in the Portland area, including the Native American Youth and Family Center (NAYA). These meetings focus on improving communication and collaboration around issues of concern to communities of color, including recruitment and retention of native foster and adoptive homes.

Quarterly ICWA Advisory Committee

The Oregon Tribal/State ICWA Advisory Committee meets quarterly and serves two main functions:

1. To identify barriers in Department policy and rules in providing services to Indian children in both state and Tribal custody, and
2. To work on direct communications between DHS and the Tribes.

The OCWPP/ICWA Advisory Committee continues to work on outstanding issues and develop stronger consultation and collaboration between the State and the Oregon Tribes. Tribal representation on OCWPP program work groups is critical to policy development that may affect Indian children, families and the Oregon Tribes.

Continuing ICWA compliance issues are:

- ICWA practice and accountability
- The continued lack of native foster/adoptive homes
- The lack of qualified expert witnesses as required by the ICWA
- Addressing the need to do active efforts up-front to prevent removal of native children from their homes or to safely return native children to their homes or guardians, tribal access and training related to OR-Kids
- The renewed focus on the disproportionality of native children in the child welfare system
- Continued efforts to provide Tribes access to criminal records checks

As a result of these discussions, some of the things that have happened this year include:

- A continued refocusing on ICWA compliance and practice at the upcoming ICWA Conference
- Implementation of an ICWA CFSR that covered 54 randomly selected ICWA cases
- Discussions that continue between DHS/OCWPP management staff and Tribes around ICWA practice and accountability
- ICWA dashboard in development to track ICWA compliance
- Development of a policy option package for statutory changes regarding criminal records checks for Tribes
- Institution of conference calls during the months between the ICWA Advisory Committee meetings between the Tribes and DHS central office management

This comes at a time when the structure around ICWA in the DHS Central Office is evolving with the appointment of a new ICWA Program Manager and the hiring of two new ICWA Consultant positions that will work with field staff regarding ICWA training and case consultation to increase ICWA compliance.

Senate Bill 770 Health Services Cluster Meetings

The SB 770 meetings allow both administrators from DHS and Tribal Representatives to meet quarterly and work on issues together to maintain a cooperative relationship with the Tribes. This meeting is an outcome of Executive Order from the Governor and legislative action, with the expectation that Departments within State government form and strengthen relationships with Tribes.

Title IV-E Training

The Department provides on-going Title IV-E training either on-site with individual Tribes, or group training for Tribes (the non-Title IV-E Tribes are also encouraged to participate, if

they choose). The trainings are primarily focused on providing technical assistance to Tribes with Title IV-E agreements, but they can be expanded to all Oregon Tribes, depending on the topic. The trainings are intended to shorten the response time for questions from the Tribes and allow more frequent discussion between the State and the Tribes, while providing an opportunity to follow-up on training related to federal funds.

In 2011, ten individual trainings and technical assistance visits were conducted with the Tribes. These included trainings for new staff, assistance for reporting and documentation especially around administrative claiming, and coordination of Title IV-E eligibility needs.

The Confederated Tribes of Siletz Indians became a direct title IV-E grantee. DHS has committed to working with the Confederated Tribes of Siletz Indians IV-E to provide what support is needed within the parameters of the program.

District Managers Collaboration with Oregon Tribes

Monthly or quarterly contact between District Managers, Tribal Managers and respective staff has been strongly encouraged to strengthen relationships. Some districts have developed processes with the Tribes that enable them to have better relationships. The agency has encouraged other districts to take the model and work through the process with their local Tribe. Working through the process with each other strengthens the relationship between the Agency and the Tribe. DHS also encourages the involvement of the Tribes in local planning and training.

Many of the District offices have regularly scheduled meetings with the Tribes throughout the state to network and discuss issues. This has proven very beneficial and continues to be suggested to other Districts as a way to promote better collaboration between the Agency and local Tribes.

Consultation and Collaboration with Central Office DHS

The co-chair of the ICWA Tribal/State Advisory Committee is the representative to the statewide Child Welfare Advisory Committee, which is a statutory committee. Administrators and program managers attend the Quarterly ICWA Tribal/State Advisory meetings. Administrators have been able to recruit Tribal participation on DHS committees that effect policy. There are a total of 56 ICWA liaisons in all of the DHS Child Welfare offices; as the designated staff, they are the first point of contact for Native American cases that may be identified as ICWA.

The ICWA liaisons communicate with the Oregon Tribes in their region and assist staff in

working with all federally recognized Tribes to better serve Tribal children in DHS care and custody. The State of Oregon has two ICWA units (Portland and Salem) that are fully staffed with supervisors and staff to address the high native population in their areas and to provide ICWA services to the children and families.

As mentioned above, DHS has instituted conference calls in the months between the ICWA Advisory Committee quarterly meetings. The first conference call was in March 2012. These calls appear to have resulted in better, more timely communication of Tribal concerns around ICWA Compliance; Tribes have received timely notification of statutory changes that may affect them, timely updates on budget issues within DHS that may impact the tribes, and more in-depth discussion about the ICWA CFSR results.

Oregon has identified the following goals in our 2009-2014 Child and Family Services Plan:

Workforce Development

Goal: To have competent ICWA Liaisons in each branch office.

Measurement: Annual survey of each branch office.

- Further develop the role of the ICWA Liaison.

In 2011, the ICWA Liaisons' Roles and Responsibilities were finalized and distributed to the District Managers. This will better define the expectations of the Field Office ICWA Liaison position and improve their ability to assist branch staff in providing appropriate services to Native children and their families.

Goal: Increase the ICWA cultural competency of staff.

Measurement: Increase number of staff who have completed ICWA training.

- Move ICWA Core Training to Tribal Service Areas
- Involve Tribal members in developing and implementing ICWA training
- Improve cultural testimony in DHS ICWA cases

From July 1, 2011 through May 2012, there was a total of 159 staff who attended CORE training over the previous reporting year. Of the 159, one was Tribal staff and 158 were DHS Child Welfare staff. The increase in numbers over the last year is due to DHS being approved to hire Child Welfare caseworkers.

Included in DHS Child Welfare CORE training is our ICWA core training. The work toward enhancing representation of all nine Oregon Tribes in the Child Welfare Core training is an on-going, ever evolving process. The classroom training includes an overview of Native American and the ICWA history, as well as suggestions and resources for caseworkers working with Tribal children. The project currently in place to augment the classroom training experience is pending due to staff changes within the ICWA Unit in the DHS Central Office.

Each of the nine Tribes has prepared a tri-fold that is displayed during the ICWA training, and the information is included in the training program. Each of the tri-fold displays are educational and provide the opportunity for the Tribes to share their own culture. The displays include items such as specific Tribal pictures, typical lifestyle, resources available to children and their families, and time lines specific to their Tribe. These continue to provide a starting point for discussions regarding cultural differences and supports that may be available for native children.

The Child Welfare Training Unit was able to secure funding for staff to complete the NICWA online ICWA training; those who have taken it so far are ICWA Liaisons, ICWA support staff, and DHS Central Office ICWA staff.

There has been an active DHS-Tribal workgroup working on developing a list of Tribal experts. The workgroup started out by defining what questions were appropriate for use when a qualified expert witness was testifying based on the categories listed in the ICWA. The workgroup is currently developing a recruitment strategy; the final step in the process will be designing a training plan for qualified expert witnesses. In addition, training will be developed for our legal partners to help them understand the role of the qualified expert witness in regards to Indian child welfare cases. The committee continues to be on hold until additional funding can be located to support the recruitment and training; state budget constraints are still an issue.

Goal: Increase ICWA compliance.

Measurement: Decreased number of non-active efforts findings by the court.

Data cleanup and improved accuracy of the data gathered from families and entered into the SACWIS system is continuing. The ICWA Program Staff continues to participate in the development of the OR-Kids system as it moves forward with the next phase to ensure that the ICWA data collected will be entered accurately. One process that was instituted with OR-Kids was that the case could not move forward

until the ICWA diligent search process was complete and the appropriate notices were sent. This has increased the number of Tribes that have been notified or contacted during the first step of a case.

This past year, the previous ICWA Program Manager (now retired) was not able to visit the field district offices to meet with management and ICWA line staff to provide training and updates on procedures; however, with the new staff changes, and once the two new positions are hired, DHS will be better able to meet these needs. Once these meetings start again, they will be used as a way to gather information and problem solve on issues that the field is encountering that make it more difficult to comply with the ICWA.

The ICWA Program Manager consults with caseworkers on a regular basis to help make sure they are complying with the ICWA. The two new ICWA positions will also take on this role. These positions will also be facilitating communication between DHS child Welfare field staff and the local Tribal Child Welfare staff to enable staff to better collaborate on serving Tribal children in DHS care and custody.

Permanency Planning

Goal: Increase Tribal consultation in case planning for Tribal children in DHS custody.

Measurement: Branch survey to determine if there is an increased number of ICWA staffings.

- Continue to develop ICWA staffings in branch offices/Tribal service areas.
- There has not been a formal survey of the branch offices to date. This continues to be an issue due to a lack of resources as a result of budget cutbacks and staffing issues. A baseline survey still needs to be pursued.

Goal: Complete a decision point analysis of case decisions.

Measurement: Change in disproportionate number of native children in foster care.

- Oregon continues the partnership with the Courts, OCCF and Casey Family Programs to address the disproportionate number of Native American children in foster care. The initiative encompasses eleven Oregon counties and focuses on reducing the number of African American and Native American children in foster care. The eleven counties include Coos, Deschutes, Multnomah, Jackson, Malheur, Tillamook, Washington, Lane, Josephine, Marion and Umatilla. Part of this initiative included

the completion of a Decision Point Analysis that was initially completed in December 2009 with an additional report completed in March 2010. Oregon continues to address the issues identified in the report through collaboration in the referenced counties. For those counties with Tribes, the Tribes are an active part of the planning and activities.

- Determine and assess the decisions at key decision points in the continuum of a child's care that may lead to disproportionality of Native children in foster care.

This will continue to be a focus area over this next year as the Decision Point Analysis was completed in March 2010. The Analysis is currently being used by the eleven counties listed above in their work with the initiative to reduce disproportionality in addition to information provided by Casey in their dashboards.

Permanency Planning and Safety

Goal: Complete Five ICWA CFSR's.

Measurement: Completed reports.

This past year DHS did an ICWA CFSR that focused on compliance issues. The results have been provided to the Tribes and the DHS District and Program Managers. Several conversations are currently taking place between the Tribes and DHS staff to address the issues that came to light regarding compliance and placement issues. One item was the lack of clear wording around active efforts in the court orders; this is being addressed by the Oregon Judicial Department through their efforts to update and upgrade the court system and make the orders more consistent throughout the state. Currently, the DHS unit that does the ICWA CFSR has been discussing with the Tribes the need to do this annually.

Resources

Goal: Increase Foster Parent recruitment that focuses efforts to increase placement resources for children; increase efforts on targeted recruitment, specifically related to increasing the pool Native American Foster Homes; and increase child specific recruitment.

Measurement: Data inquiry showing a change in the number of Native American foster homes.

- Engage Oregon's Native American Tribes in planning foster and adoptive home

recruitment and retention strategies.

Efforts are on-going to engage and include Oregon's Native American Tribes in planning foster and adoptive home recruitment and retention. Multnomah County has added an ICWA certifier to their certification unit who is Native American. This position was carved out of Multnomah Certification allocation based on the recognized need to reach out to this community. The worker goes out once a week and conducts informational meetings at the Native American Youth Association (NAYA) and participates in the Native American case staffings in Multnomah. The difference in numbers from year to year appears to be a natural occurrence based on the needs and families available and not considered a trend about which to be concerned.

There are additional efforts to increase the number of Native American foster homes through efforts to provide specific recruitment funds for Tribes as well as a general RFP to address minority recruitment. Some recruitment is targeted more towards specific homes as needed when a native child comes into care and is determined to be an ICWA child; also, branch caseworkers work closely with a child's designated Tribe to provide a foster/adoptive home based on the child's needs and the mandates of the ICWA. This can be difficult when a Tribe is an out-of-state Tribe, but caseworkers work diligently with great success to locate appropriate homes. Currently, we are unable to obtain the actual number of native foster homes due to system issues; these issues are actively being worked on.

Health Care Services

During this recent year there are two rather significant changes in Oregon which have a direct positive impact on Health Care Services for children with Child Welfare Programs.

First is the implementation of the new computer system for SACWIS, referred to as OR-KIDS, which provides a significant opportunity for an exchange of information for health care and historical, current and even prospective needs such as immunizations. Second is the Department's restructuring of Child Welfare programs to create a Child Well-Being program area with emphasis on foster care, residential services, independent living and youth transitions, while overlaying these program areas with an increased emphasis on Health Care, Education and Social connections.

Child Welfare routinely interacts and collaboratively works with the State Medicaid agency, *Oregon Health Authority* (OHA) in the advocacy for child services, development of policy and procedures and specialized projects. Some of the more prominent examples include:

- One of the managers of Child Well-Being program areas is a member of the Children's Health Policy Team with the OHA.
- Oregon was recently awarded a Technical Assistance Grant through Centers for Health Care Strategies for Oversight of Psychotropic Medication for Foster Children. This grant was a joint application with the co-chairs of the grant being from Child Welfare, Manager of the Child Well-Being Program, and the Oregon Health Authority, Medical Management Section Director.
- Child Welfare jointly contracts with OHA Children's Mental Health for weekly consultation with a child psychiatrist.
- Through the restructuring of the Department of Human Services, there is now a Medical Director for the Department. Dr. Kitchin provides routine consultation and support for child welfare issues, program development and oversight.

The Department maintains the practice of initial and follow-up health screenings articulated in the Procedure Manual, *Services to Children: Chapter IV Section 21: Medical Care Services*.

- The caseworker must ensure that every child in the Department's legal custody must be referred for a medical exam within the first 30 days of placement in substitute care.
- Refer a child entering substitute care to the local mental health provider for a mental health assessment within 60 days of placement.
- Refer each child in the Department's custody for a dental exam within the first 30 days of placement.

One area in which the Department continues to be challenged is Mental Health Assessments. There has been a shift in practice to increase the referral rate within the first 21 days of care. During Oct. 2011–Jan. 2012, the referral within 21 days entering care obtained was 81% of the time, while only 56% are assessed within 60 days. This quarter is consistent with most of calendar year 2011. This remains one of the dashboard measures which is a focus of local field management. There is on-going routine communication by District Managers with the locally-based Mental Health Organizations on how best to reduce the wait time for assessments.

The Department has been steadily increasing the training and support for staff, service providers, foster parents and other community advocates in the need for better understanding of emotional trauma and the impact on the child. The Child Welfare program office can continue to access additional support and training through our partners with Domestic Violence, Mental Health and Vocational Rehabilitation who have developed training and information models which address trauma informed practice.

One of the Core Training areas for all incoming child welfare staff includes sessions on:

- Medical Diagnosis of Child Maltreatment
 - The role of child abuse assessment centers
 - Signs and indicators of physical abuse and neglect
- Developmental Issues of Maltreated Children
 - Developmental stages of childhood
 - What theory tells us about developmental stages
 - Assessment tools

As noted earlier, during the Fall 2011, Oregon began the implementation and data conversion to OR-KIDS. Built within this new system is a more robust health care record; it is so robust that we have had to start limiting the amount of information accessed with date parameters. The OR-KIDS system has a direct bridge to the state’s Medicaid System (MMIS) as well as Oregon’s Health Alert System, the statewide automated public Immunization History repository. Together these two systems bring data forward on a weekly basis to the OR-KIDS system. The information gathered from Health Alert is the current immunization record for the child, and “alerts” are sent to the caseworker if a child is due or overdue for immunizations. This repository then maintains the child’s immunization history so that when the child is reunified, transitioned to adulthood, or is adopted he too has access to this information.

The data transfer from the Medicaid System (MMIS), brings over all Medicaid claims data for health care exams, routine and non-routine appointments, medications filled through

pharmacies and dental care. This comprehensive list has been overwhelming for caseworkers, Courts and foster parents for some children based on their need for extensive medical care or length of time in foster care, so having a long medical history. Although the entire history is made available for some reporting requirements, we have established data parameters so the Juvenile Court can review medical information more relevant to the current health care of the child.

The next steps for Oregon will be to develop filters or a more refined interpretation of data that will allow these reports and data to be more user-friendly for the caseworker, youth, families, service providers and Juvenile Courts.

Health care information is provided to foster parents and caregivers of children and, through the State's court report process, for judges, parents and child attorneys and CASA to access.

In the current health care model in Oregon:

- If a foster child has an existing relationship with a health care provider (medical/dental), we enroll him into managed care plans that will allow that child to continue his relationship with the provider.
- If there are no existing relationships with a health care provider, we allow the foster parent to choose into which managed care plans the child will be enrolled.
- If a child is not enrolled into managed care plans, he will be automatically enrolled by the system.

The Oregon Health Authority is involved in Health System Transformation for the state medical services. The new model is centered on Coordinated Care Organizations (CCO's) which will be networks of all types of health care providers who have agreed to work together in their local communities for people who receive health care coverage under the Oregon Health Plan (Medicaid). DHS Child Welfare is staying active on various community, planning team, advisory and contract selection committees.

Oregon has chartered a specific workgroup across the two Departments (Department of Human Services and Oregon Health Authority), ***Children's Health Policy Team***. The purpose of this group is to provide policy recommendations that contribute to improved health outcomes for children served. Its purpose will be to advance interagency coordination of child-centered and family-focused services and supports. The team includes Child Welfare representatives through the State's Child Well-Being Program office.

Oregon has been aggressively establishing increased oversight and protocols regarding psychotropic medication monitoring for foster children. This has included increased oversight built into state statute and Department policy and procedure changes:

- Oregon Revised Statute 418.517. <http://www.leg.state.or.us/ors/418.html>
- Policy: http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-e331.pdf
- Procedure: http://www.dhs.state.or.us/caf/safety_model/procedure_manual/ch04/ch4-section21.pdf

Oregon has been voluntarily participating with a request from the Governmental Accountability Offices who issued a federal report in December 2011, **HHS Guidance Could Help States Improve Oversight of Psychotropic Prescriptions.**

<http://www.gao.gov/assets/590/586570.pdf>

Currently, Phase III of this review is underway. Phase I was a general overview of policies and procedures; Phase II required submission of actual child case files for Medical Professional Review; and Phase III required the submission of historical Medicaid claims data for the child files that are being reviewed by the GAO Medical Professional Team. Fortunately for Oregon, we have recently been selected (April 2012) to participate in a National Technical Assistance Grant project supported by the Centers for Health Care Strategies and Annie E. Casey Foundation. Oregon is among five states selected from 32 states which expressed interest. The Oregon Team includes the State Medicaid Agency, Addictions and Mental Health Division, and Child Welfare. Inclusive of this group are consultants and contractors from private practice, the Oregon Health Sciences University and Oregon State University College of Pharmacy. This team is co-led by the Child Welfare Manager of Child Well-Being Program and the Oregon Health Authority Medical Management Section Director.

Through on-going close collaboration with the state's Medicaid agency, Oregon Health Authority, which includes the state's Children's Mental Health services, has continued advocacy for shared oversight of medication management. In the Health System Transformation, the design will include a Care Coordination Organization Medical Home; the contract language requirement is:

***m. Medication Management (2)** Contractor shall develop policies and procedures to ensure children, especially those in custody of DHS, who need or who are being considered for psychotropic medications, receive medications that are for medically accepted indications. Contractor shall prioritize service coordination and the provision of other mental health services and supports for these children. (page 32 of 130 in Appendix G of the Contract).*

Oregon has been participating in the webinar opportunities offered by the Children's Bureau and other entities through the Spring 2012 and has reached out to include partners through Mental Health, State Medicaid Agency, and Consultants to participate in the webinars.

Health Care Services for Child Welfare has expanded opportunities during this past year in the consultation of medical professionals and health care expertise. The Department restructuring has now identified a Medical Director for the Department of Human Services. Dr. Kitchin provides routine consultation and support for Child Welfare issues, program development and oversight on medical issues. In addition, the Department contracts with a child psychiatrist who provides routine weekly assistance to Child Welfare Program regarding psychotropic medication, mental health assessment and/or access to services.

Child Welfare has actively engaged with Health Care Services advocates and advisory groups, participated in Oregon Health Authority Adolescent Health Care strategies sessions, and is currently engaging with the Multicultural Health program regarding issues such as aesthetic hair and skin care.

Oregon has been proactive to ensure youth of transition age receive support and have access to health care services during and after transition. Oregon adopted the option to expand Medicaid Coverage to age 21 during the 2010 Legislative Session.

The centralized Child Welfare program has taken leadership to ensure all youth in foster care are provided transitional information pertaining to access to health care and health care directives. There have been training and information forums for caseworkers, foster parents, youth and youth service providers such as Independent Living Program contractors throughout Oregon.

The process includes a youth-friendly letter being sent to youth at age 17 ½ to share information with them about the options they have and the importance of choosing a health care representative. There is a responsibility for the caseworker to ensure the in-person discussion occurs and ideally with a person who has the closest relationship with the youth whether it is the foster parent, caseworker, ILP service provider, CASA, or an extended family member.

The Department has worked with Oregon Health Decisions, a community service provider <http://oregonhealthdecisions.org/>. Through this working collaboration, the Department has been able to access a 10-minute DVD which helps explain the importance of a Health Care Representative and can be viewed with the youth. The Department has provided these DVDs to local branch offices, teen units, ILP providers and more recently, to the statewide lending library for Foster Parents and Relative Caregivers.

One of the strategies the Department is just beginning is a small pilot project with FosterClub Inc. to increase outreach to transitioning youth for the purposes of the Chafee Independence Act requirement of surveying exiting and exited youth. Within this outreach

we have also provided this training resource for Health Care to FosterClub, so they too can provide ready access for youth with whom they may come in contact who do not know about their health care options.

Through the recently implemented (Fall 2011) OR-KIDS system, the caseworker has the ability to pull a comprehensive Health Care history report for the transitioning youth and is instructed to make this a part of the transition plan and transition tool kit. More training and informational forums are needed in this area to best utilize the electronic health record available through OR-KIDS.

Next Steps

DHS restructuring to create the Child Well-Being Unit includes a Medical Team consisting of a Registered Nurse and a Policy Analyst regarding access to medical care. This team is just forming as of April 2012 and will be developing programmatic goals and direction over the next few months. Some of the goals and directions will include:

- Review and analysis of the medical policies and procedures for Child Welfare, and updating them in accordance with changes within the HST and incorporating the new vision of the Child Well-Being Unit.
- Active participation with the grant from Centers for Health Care Strategies. The Oregon Team includes: State Medicaid Agency, Addictions and Mental Health Division, and Child Welfare. Inclusive of this group are consultants and contractors from private practice and Oregon Health Sciences University and Oregon State University College of Pharmacy.
- Active participation with the Federal Meeting for Psychotropic Oversight in August 2012.
- Expanding the recently released website for foster parents as well as the website for Youth Transitions on Health Care issues, resources and guidance.

Maternal, Infant and Early Childhood Home Visiting (MIECHV)

DHS has maintained its partnership on the Home Visiting Steering Committee (HVSC) that is facilitated by the Office of Family Health in the OHA. Under the direction of the HVSC, the state has successfully submitted three MIECHV grant applications to expand Early Head Start (EHS) and Healthy Families America (HFA) in Malheur, Multnomah and Tillamook Counties and Nurse Family Partnership (NFP) in Jefferson, Lane, Lincoln, Morrow and Umatilla counties.

These grants are supporting infrastructure committed to the development of a comprehensive, collaborative and culturally relevant home visiting system. The Office of Maternal Health is in the process of hiring staff with expertise in the three models as well as a community organizer to facilitate the transformative effort. Additional structural supports under development are a standardized entry questionnaire/tool and a web-based data system. The HVSC framework design team will be adopting an entry questionnaire or tool at their meeting on May 29, 2012. This tool will establish a “no wrong door” process for families and direct them to the service provider that is the best fit, taking into account their voice and choice. The vision of the web-based data and information system is to create one system that has capacity to collect all the information required for the individual models and be able to compare information and outcomes across the system. The work of the data and information system is anticipated to be done over the next year.

All of these efforts are being coordinated with the Governor’s office effort to reshape the early learning system in Oregon.

Disaster Plan

The Emergency Preparedness & Management Plan (Disaster Plan) has been updated to reflect the changes in titles and relationships in DHS as a result of restructuring. The contact lists have been updated and are attached or linked below.

Substantive review of the plan has been delayed by restructuring activities that are taking place in the Oregon Health Authority (OHA) which should be complete July 1, 2012. This work will be completed by the business continuity personnel in Field and Shared Services to ensure the plan is connected and coordinated with the plans from the other four programs in DHS and the field offices.

<http://www.oregon.gov/OMD/OEM/>

See Attachments: Disaster Plan

Foster Care and Adoptive Parent Recruitment

The Department successfully closed out the Program Improvement Plan with ACF in the spring of 2011 with the additional commitment to provide an update to efforts during this APSR period.

1. Report on the progress of the new recruitment plan/contract;
2. Report on the progress of targeted recruitment;
3. Report on information from the contract, including baseline data and progress made in the number of homes in 2011 and 2012 APSR.

The Department utilized the new revised (2011) plan and a contract that consolidated two separate contractors into one seamless service array contract inclusive of General, Targeted and Child Specific Recruitment.

This coordination assisted the Department in minimizing different processes and branch procedures. Through this change the Department has been able to more thoroughly analyze necessary components of the contracted services and, as discussed later in this section, the ultimate change in a new contract and services starting in 2012.

Baseline data for foster homes:

Year	Regular Certified	Special Certified*	Total
9/30/09	2,145	2,287	4,432
9/30/10	2,113	2,560	4,673
9/30/11	2,589	1,723	4,312**

* Special Certified means a family who is being certified for a specific child; often a relative, kin, neighbor, or someone known to the child or family.

** Data has been extracted from the new SACWIS program OR-Kids. The Department believes there are some data correction errors as a result of conversion.

9/30/2010	Regularly Certified	2,113
	Specially Certified	2,560

Goal: General and targeted recruitment of foster families in order to address the need for specialized foster homes.

Measurement: Data from the inquiry of increase in the number of foster homes and increase in the ratio of ethnic providers to child need.

Contract with Boys and Girls Aid Society of Oregon for enhanced recruitment for foster and adoptive families which includes the following services:

- Foster and adoption telephone inquiry service
- Distribution of information materials
- Personal contact with all inquiry callers
- General recruitment of foster and adoptive families that reach mass audiences through media, public outreach programs, public service announcements, newspaper ads, billboards, fairs, booths and sporting events
- Targeted recruitment for identified targeted areas including sibling groups, older youth, specific ethnic or racial groups, geographic considerations, children with disabilities, complex medical needs and other areas of priority identified by the Department
- Child specific recruitment focused on the unique placement needs and challenges of the specific referred child or sibling group
- Adoption orientation classes
- Foundations training (foster and adoptive family training)
- Home Study preparation and presentation of out of state families at adoption selection committee

Beginning May 1, 2012, the contract with Boys and Girls Aid Society was reduced by approximately 35%. General and targeted recruitment activities were discontinued as a result of Department budget reductions. Child specific recruitment and the foster adoption telephone inquiry service, as well as other adoption related services, remained. The reason for the reduction was two-fold. First, a portion of this contract has been funded by adoption incentive payments which Oregon has not earned in the last two fiscal years, meaning the ability to use incentive money for this program ends on September 30, 2012. Second, general and targeted recruitment (specifically recruiting for specialized populations in identified geographical areas) has been difficult to measure. Subjectively, feedback Department-wide was that this may not be the most effective recruitment tool. For child specific recruitment, as part of this contract foster families were found who committed to providing permanent homes for 11 children, some of whom were members of sibling groups. These children, while still in need of stable and nurturing families committed to providing permanent care, presented unique circumstances resulting in adoption not being the permanent plan. The Department Foster Care Program's partnership with the contractor will continue child specific recruitment for those children and youth in need of placement with families able to commit to them on a permanent basis; for some children this will remain permanent foster care, for others the relationship may transition to guardianship or adoption.

Furthering general recruitment of foster and adoption resource families, the contractor developed a DHS-sponsored recruitment website. The website is highly successful in bringing to the public's attention the need for foster and adoptive families; 1,351 additional calls were made to the Inquiry Line during the period between 10/1/2010 – 9/30/2011 as a result of those callers viewing this website.

In addition to the above recruitment activities, the contractor provides quarterly foster and adoption training, preparation and presentation at selection committee for out-of-state families and monthly training for all Oregon contracted private adoption agencies.

Resulting from the contract's elimination of recruitment support to county-based child Welfare offices, Child Welfare staff will resume local recruitment. The greatest foster care needs have consistently been homes for teens, sibling groups and culturally appropriate homes to serve the needs of Native and African American children. Offices serving metropolitan areas have staff whose assignment is general and targeted recruitment of foster and adoptive homes. All Child Welfare offices promote recruitment via community partnerships with schools, religious communities, service organizations and local Foster Parent Associations. The Oregon State Foster Parent Association and local associations promote general foster care awareness, recruitment and fund raising via events such as Walk Me Home.

Boise Wednesday's Child: This contract purchases child-specific recruitment services from Special Needs Adoption & Permanency Services, Inc. (SNAPS) by way of the Boise, Idaho Wednesday's Child Program. A film crew and reporter travel to Portland, Oregon twice per year.

In FY 2011, a total of 18 of Oregon's waiting children were served. These youth participated in an activity and interview during tapings in Portland. Whenever possible, SNAPS staff involves youth in creation of a strengths-based profile that represents each child's potential and desires for a family, as well as the traits and skills an adoptive parent would need to respond to particular challenges. An average of 8,000 Internet visitors per month accessed Wednesday's Child profiles, portraits and video clips. SNAPS serves children from both Oregon and Idaho. All but 6 of 67 deactivated listings in FY 2011 were removed for reasons of placement in a permanent family. This represents about 90% achievement by adoption teams and the Wednesday's Child program.

AdoptUSKids (AUK)

General inquiries generated from advertisement on the AUK website are referred to Boys and Girls Aid Society (BGAID) which handles our primary recruitment contract. BGAID receives information directly from AUK about prospective families and makes contact with

callers within seven calendar days of receiving the information to answer questions. BGAID conducts follow-up inquiries with prospective adoptive families to gather the status of their recruitment effort, progress in the adoptive continuum or reasons why a family may have opted out. Follow-up inquiries are conducted at two week, three month and six month intervals.

Children who are referred for expanded recruitment (outside of Oregon) are posted on the AUK website by the Northwest Adoption Exchange. NWAEE monitors the site and tracks all activity including new postings, inquiries, number of children placed and number of children withdrawn.

Special Needs Adoption Coalition (SNAC) and Coalition of Adoption Agencies (COAA)
The Department continues to collaborate with both SNAC and COAA to extend the pool of general applicant adoptive homes available to children in the Department's custody. SNAC and COAA work closely with our Independent Adoption Program Coordinator on licensing related matters, and the Department provides oversight for work done by private agencies, including quality of home studies.

Goal: To continue to provide post adoption services to families through Oregon Post Adoption Resource Center (ORPARC).

Measurement: Number of families served; adoption disruption rate.

The Department of Human Services (DHS) continues to contract with Northwest Resource Associates to operate the Oregon Post Adoption Resource Center (ORPARC). This program has been in operation since 1999. The primary objective of ORPARC remains to enhance the stability and functioning of adoptive or guardianship families and their children through the provision of a support network that includes information and referral services, consultation services in response to imminent and current adoptive family crises, support groups, training and a lending library. Secondary objectives of ORPARC include community outreach, Department outreach, adoptive family association collaborations, community partnership collaborations and staff development (both DHS and ORPARC).

For FFY Oct 1, 2010 - Sep 30, 2011, the following services were provided by ORPARC:

- 1,619 initial and follow-up contacts including phone and in-person to 451 individual families or eligible professionals
- 34 reported crisis or disruption related services
- 27 trainings reaching 718 individuals
- 1,475 library items and information packets to 415 users

- Support to 73 statewide adoptive/guardianship support groups that included consultation, attendance, presentations and/or training

For the first six months of FFY Oct 1, 2011 - Mar 31, 2012, the following services were provided by ORPARC:

- 804 initial and follow up contacts including phone and in-person to 223 individual families or eligible professionals
- 29 reported crisis or disruption related services
- 4 trainings reaching 165 individuals
- 693 library items and information packets to 161 users

Post adoption service funding which supports ORPARC was recommended for elimination in the Governor's proposed budget for the 2011-2013 biennium. The elimination was supported by the legislature. The Department worked with ORPARC to determine how to maintain the primary goals and objectives of this program within our fiscal resources. Consequently, a large portion of Oregon's Adoption Incentive Award money from 2010 is being used to support this program through September, 2012. Title IV-B money, with the required general fund match coming from other places in the adoption program budget, will take the program through June of 2013. The contract has also been reduced by 30%, which reduced the FTE of the program and resulted in the program providing less training, support group participation, purchases of lending library materials, collaboration and sponsorship of conferences, and community and agency outreach. The Department and ORPARC are committed to using the available resources for direct services and support to families.

Statistics show 97.8% of Oregon's adoptive placements continued to finalization without disruption in FFY 2009. 97.4% of Oregon's adoptive placements continued to finalization without disruption in FFY 2010. Disruption rates are not available for FFY 2011.

The Department has asked ORPARC to start reporting on the number of reported diversions of disruptions, dissolutions or re-entries of adoptive and guardianship children into the foster care system, so we can begin to show the impact this program has on Oregon's low disruption rates and/or the rates of adoptive children needing an episode of substitute care. We can begin to compare the costs of funding this post adoption and guardianship services program versus bringing children back into the foster care or residential care systems.

Goal: Assess organizational capacity of the foster care and adoption program.

Measurement: Increase of timeliness to achieving adoption.

OR-Kids (Oregon SACWIS system):

Several features of Oregon's SACWIS system should lead to greater efficiencies in adoption timeliness once the system is functioning as intended and users are fully competent in its use. The freeing and placing documents submitted to central office by caseworkers are now paperless with the exception of original documents needed for the official adoption records. An electronic adoption tracking sheet is opened for each child at the time a case is approved for adoption services, and entries are made when a document has been sent and received so workers can find out at a glance where the finalization process is. In addition, adoption and guardianship assistance applications and supporting documents are also paperless. At present, extra time is spent scanning documents into the system that did not originate there. However, as more forms are designed in later releases of the system and for all new cases starting in OR-Kids, the time saved by bypassing the mailing system and the time saved by knowing exactly what documents have been turned in and where they are, should be significant.

New business processes have been written for many of the functions in OR-Kids. This was an opportunity to evaluate procedures and forms, and several forms were either merged with others or discontinued altogether.

Implementation of new Administrative Rules:

The Department has revised a number of Administrative rules in an effort to update best practice, streamline work, and create new or different processes in permanency planning and freeing and placing children for adoption. Some of the significant rule changes implemented last year that should lead to increased timeliness for permanency include:

- Revised process for seeking legal permanency for a child that includes collaborative participation of the child's team (CASA, attorney, Tribe, Refugee committee and other persons significant to the child)
- Revised adoption selection process that includes the ability for adoptive resource selection to occur by the caseworker after consultation with the supervisor and child's team or at a local branch committee in a majority of the cases
- Increased scrutiny and a higher level of approval for changing a child's plan to Another Planned Permanent Living Arrangement
- Early relative engagement and continued search and engagement throughout the life of the case

Implementation of the Fostering Connections Act of 2008:

In the 2011 session, the Department introduced legislation to allow the payment of adoption assistance to age 21 for eligible youth who were adopted after age 16. The legislation passed, and October 1, 2011 was the implementation date. With this comes extending guardianship assistance to age 21 due to the ability to now claim Title IV-E reimbursement

for both these populations. With this incentive, we hope barriers to adopting or entering into guardianships with older, harder to place youth will be reduced and we can see a rise in permanency of teens.

Representation Pilots/Permanency Consultation through the life of a case:

Continued restructuring and piloting of how we use Department of Justice (DOJ) staff in legal review, consultation, representation and litigation is ongoing. Five pilot counties gave up standard 5- and 11-month legal case reviews by DOJ in exchange for DOJ representation earlier in court cases, seamless representation and litigation with one assigned attorney, and an early case review with a legal assistance specialist to discuss all appropriate permanency plans. Expected outcomes of the restructuring include early identification and resolution of legal issues, better outcomes in court that support the best interest of the child, earlier identification of concurrent permanency plans, fewer APPLA plans and decreased paperwork and consultation once a case is approved for TPR. The Department has as a strategic breakthrough goal to provide seamless permanency consultation throughout the life of a case, something that currently only exists for cases approved for termination of parental rights (except in the pilot counties). This goal will either require more resources or a restructuring of resources. Planning is in the beginning stages with implementation expected sometime in 2013.

Legal Permanency for Developmentally Disabled Kids:

Oregon has over 500 Department children residing either in DD foster or group care. Around 80 of those children are on APPLA plans. About 110 of those children are legally free and are on a combination of Adoption or APPLA plans. There have been significant barriers to getting these children into permanency, because the current service delivery system with this population does not follow the children into guardianship or adoption. Children in DD care receive intensive support services, and families caring for the children receive high Title 19 rates that cannot be duplicated in adoption or guardianship assistance. The Department has been collaboratively addressing this issue with our partners in the Disability Program, and they currently are in the process of re-writing their Federal Waiver and introducing local legislation that will make it possible for children moving out of foster care to still receive the intensive in-home services they receive in foster care. Other strategies around rate disparity are also in discussion. The Department has a strategic breakthrough goal of increasing legal permanency for DD kids by the year 2014.

Casey Family Program Permanency Roundtables:

A Permanency Roundtable is a professional case consultation that is structured, in-depth, non-blaming and relentless in the pursuit of legal permanency for a child who is on an Another Planned Permanent Living Arrangement plan. At the end of each Roundtable, a case specific action plan is developed with identified work efforts and timeline goals

specified to expedite safe legal permanency and permanent connections for each child staffed. A total of 65 people were trained as master practitioners, neutral facilitators and cultural guides for the Permanency Roundtables for eight Oregon counties who are pilot participants in the statewide Safe and Equitable Foster Care Reduction initiative. Counties were encouraged to select long-term foster care cases based on the criteria of children of color, children in the foster care system for the longest period of time, and young children designated as APPLA. Systemic barriers to achieving permanency were also identified. In addition to individual children staffed at the Roundtable getting an intensified plan for permanency and connection, progress is being made to strategically address some of the systemic barriers identified in the Permanency Roundtables. The following outcomes were recorded from the permanency roundtables:

- 257 cases were staffed representing 374 children
- 70 plans changed from APPLA (not including case closures or unknowns)
- 36 children achieved reunification
- 24 children achieved adoption
- 8 children achieved guardianship
- 2 cases moved to independent living
- 44 cases were closed
- 3 case outcomes were unknown

A strategic breakthrough goal for the Department is to implement ongoing Permanency Roundtables statewide by 2013.

Monthly Caseworker Visits

Caseworker Visits with Children in Foster Care

Over this last year, Oregon completed the following steps which were expected to increase our performance for caseworker visits with children in foster care:

- Additional laptops and docking stations were purchased for approximately 18 front-line Child Welfare workers.
- Approximately 100 netbooks were purchased for front-line Child Welfare workers. They can be checked out or were permanently assigned to workers.
- Two hundred GPS units were purchased for field workers as well as 44 digital voice recorders in order to improve efficiency.
- Over 40 temporary staff were added for 3 months to help clean up backlogs and do data entry in preparation for, and during implementation of, Oregon's new SACWIS system called OR-Kids to allow caseworkers to maintain their focus on visiting children and families.
- Continued discussions were held at both the District Managers and Program Managers meetings related to barriers for staff in meeting the monthly caseworker visit requirement.
- A proposal to modify Oregon's policy for caseworker visits with children was presented and approved. Policy will be modified to move from our current 30-day requirement to a monthly requirement for visits. To gain better alignment with federal policy, we will also be removing the state's current exceptions to 30-day visits and expand the workers allowed to make the visits.

Oregon will continue to work on the following actions:

- Implement the agreed to policy and procedure changes for caseworker visits with children.
- Update Oregon's Child Welfare Procedure Manual as needed to make expectations for the quality of face-to-face visits and documentation clear.
- Identify additional training opportunities related to quality improvement of visits for caseworkers.
- Continue responding to transformation initiatives to equalize the workload (i.e., streamline administrative processes and free up caseworker time to spend with children and families).
- Continue to work to re-develop prior performance reports for caseworkers, supervisors and management to accurately reflect visits completed and notify workers of visits coming due.

Performance on Children in Foster Care Visited on a Monthly Basis

Oregon’s performance on the Title IV-B measure improved in FFY2010 over FFY2009.

		Baseline					
		2007	2008	2009	2010	2011	2012
Monthly Caseworker Visits:	actual	30.6%	38.8%	44.0%	46.5%	36.9%	
	target	-	44%	46%	56%	90%	90%
Visits in the Home:	actual	45.1%	69.3%	64.2%	67.8%	27.5%	
	target	-	> 50%	> 50%	> 50%	> 50%	> 50%

We continue to focus attention and emphasis on face-to-face visits through our monthly Dashboard reports, weekly ORBITS reports, and the annual detail report. However, the implementation of OR-Kids has caused a disruption in our ability to produce data and reports since August 2011. In addition, a statewide hiring freeze was placed on all state workers in January and February of 2011 and limited caseworker hiring since that time due to budget reductions. We believe this has caused increased strain and inhibited our ability to make additional progress on improving this measure.

The data reported for 2011 above is known to be inaccurate due to data conversion issues, missing data entry, and training issues related to the new system. However, because of the changes to this grant resulting from PL 112-34 (see ACYF-CB-PI-12-01, issued 1/6/12), Oregon determined that it was not an efficient use of time to attempt to “clean up” these issues for our 2011 submission.

Because the stated purpose of this grant funding was also changed, Oregon is identifying options for activities which will improve the quality of the caseworker visits and emphasize improving caseworker decision-making on the safety, permanency, and well-being of foster children.

Adoption Incentive Payments

In the Federal fiscal year ending in 2012, the Department used adoption incentive funds for the following programs and services.

- Boys and Girls Aid Society recruitment and other adoption services contract
(Please see Title IV-B, subpart 2 for an explanation of this program). Title IV-B, subpart 2 is the primary fiscal source for this contract. Adoption incentive funds supplemented about 20% during this fiscal year.

- Post Graduate Certificate Program
Through a contract with Portland State University (PSU), the Department provides funding for an Adoption and Foster Family Therapy Certificate Program for Mental Health Professionals. The objectives of the Certificate are to increase accessible and affordable mental health support for foster/adopted/guardianship children and their families with professionals competent in using evidence-based strategies for the emotional, behavioral and mental health issues of children with histories of child abuse, trauma and neglect. A list of therapists who have completed the Certificate are made available to child welfare staff as well as foster, adoptive and kinship caregivers. Funding for this program originally included IV-B subpart 2. Funding changed to IV-E training dollars last biennium, and this biennium we added adoption incentive payments to increase the capacity of the program.

Using adoption incentive funds, we offered eight full scholarships to mental health practitioners during the 2011-12 academic year and additional individual course scholarships to Child Welfare staff. The therapists had to work for one of Oregon's eight HMO's who typically provide the Medicaid services for our targeted children.

In 2011-12, the following activities and outcomes were reported:

- Delivery of program courses to a total of 390 participants (308 licensed mental health therapists and 82 DHS Child Welfare professionals).
- 51 attendees for academic credit for graduate students in the counseling program or social work program at PSU.
- 26 therapists are currently enrolled in the full post graduate certificate program.
- 5 participating therapists are bilingual.
- The Directory of Therapists with the post-graduate certificate program currently includes 65 therapists and adoption professionals with additional therapists being added at the end of July 2012.
- 23 therapists serve rural Oregon.

This advanced training is accessible to therapists and child welfare professionals across the State with the convenience of distance learning. To save money and increase participation, the seven face-to-face classes on campus also have video streaming available for distance participation. The remaining four classes are fully online. As many as thirty participants can register for any of the in-person courses. For the sessions offered by distance, there is no limit to the number of participants. Ten courses per year are open to child welfare staff. Topics are relevant to the preparation of foster, adoptive and guardianship families to maintain strong lifelong connections with their children.

- Northwest Adoption Exchange

The Department, through a contract with Northwest Resource Associates, receives services from the Northwest Adoption Exchange (NWAE). Those services include maintaining and providing an internet-based photo listing service for children in the legal care and custody of the Department. In addition to the photo listing, NWAE provides site visitors information regarding classes, programs, adoption process and resources, and offers direct contact with consultants and educators. Children referred to NWAE are harder to place special needs children for whom recruitment needs to be expanded outside the State of Oregon. Children served by the NWAE for the first three quarters of this fiscal year are as follows:

1st Quarter:	90 Oregon children served
	22 new registrations
	18 children placed
	9 children withdrawn
	5.2 months, average length of time on the website
2nd Quarter:	97 Oregon children served
	43 new registrations
	24 children placed
	3 children withdrawn
	3.8 months, average length of time on the website
3rd Quarter:	118 Oregon children serviced
	43 new children registered
	27 children placed
	4 children withdrawn
	4.5 months, average length of time on the website

We are in year two of the Department's expanded contract with Northwest Resource Associates to maintain a password-protected Oregon-specific website known as the Oregon Adoption Resource Exchange (OARE). OARE is also operated by Northwest

Resource Associates. The website became active in December of 2010 and Oregon has eliminated all paper bulletins. The purpose is to facilitate in-state adoption of Oregon children by Oregon families prior to expanding to a nationwide recruitment. Users of the website include Department caseworkers and private adoption agencies with which DHS has a contract, and Oregon families who have an approved adoption home study. All child bulletins are now listed on OARE and paper bulletins are no longer used in Oregon. Advantages of moving to an automated bulletin system include:

- Child bulletin information is communicated to families more rapidly since they no longer have to travel to a field office to view a notebook of paper bulletins.
- The status of a child, i.e. active, on hold, placed is posted immediately so families have immediate information as to whether a child is still available.
- Workers become less overburdened with unnecessary studies for children whose status has changed but the information has not yet reached the multiple field offices by paper.
- The contractor monitors the site and gives reminders to caseworkers when a bulletin should be updated.
- The exchange offers consultation to staff on writing accurate and effective bulletins.

- Camp To Belong

Camp To Belong is an international non-profit organization that has been actively reuniting brothers and sisters placed in separate foster, adoptive or kinship homes through Summer Camp Programs and year-round events. Camp To Belong Summer Camp was created to offer siblings the opportunity to create lifetime memories while reunited at camp for a one week period. In 2011, incentive money was used for scholarships for 17 siblings who had been adopted separately from each other and whom were reunited during the one week camp experience.

- Post Adoption Services through the Oregon Post Adoption Resource Center (ORPARC). General funds for post adoption services funding was eliminated in the 2011-13 biennial budget. 100% of this budget was used to fund ORPARC. In an effort to keep this essential post adoption support and services program, adoption incentive funds are being used to pay for this program through September of 2012. Please refer to The Stephanie Tubbs Jones Child Welfare Services Program (Title IV-B, subpart 1) section for more detail on this program.

Child Welfare Waiver Demonstration Activities

Oregon's Title IV-E Waiver Demonstration Project extension was made effective July 1, 2011. Oregon has had a Waiver project since 1997. There have been several extensions and changes to how the State has implemented the Waiver, but always with the outcome measures of:

- Length of time to achieve reunification
- Recurrence of maltreatment
- Foster care re-entries
- Stability of foster care placements, and
- Length of time to achieve adoption

The current approved Terms and Conditions specify that the State will implement two specific interventions: a peer parent mentor program and a parent-child visitation parenting intervention (Relationship Based Visitation). This is a marked change from the previous Waiver where Oregon implemented many flexible services throughout the state.

The Department currently has 21 contracts with community providers to provide the two interventions. Required training on each of the interventions was provided for the providers and case identification and referrals have begun.

Four of Oregon's 16 districts have implemented the parent mentoring intervention and 13 of our districts have implemented the visitation intervention. The parent mentoring program is focused on clients with alcohol and/or drug issues and uses former Child Welfare clients or individuals with experience with Child Welfare and/or alcohol and drug (A&D) systems. The goal of the parent mentor program is to motivate clients to complete their services and meet their treatment goals. In developing this service, we utilized consulting services to create an intervention that is Recovery Oriented, Person-Directed, and Outcome-Informed Services.

The relationship based visitation is a structured parent coaching intervention provided during a parent-child visitation. The goal of this type of visitation is to improve the parent's interactions and enhance existing strengths. The curriculum is derived from the Nurturing Parent Program (www.nurturingparent.com) and is delivered in an individualized one-on-one manner.

The Terms and Conditions specify that the State will conduct an evaluation of its Waiver Demonstration to test the hypothesis that the provision of Peer Parent Mentoring and

Relationship Based Visitation services to eligible children and families will assist in the prevention of out-of-home placement, increase reunification rates for children in out-of-home care, reduce lengths of stay in out-of-home care, and reduce the likelihood of maltreatment recurrence. The evaluation will consist of three components: a process evaluation, an outcome evaluation, and a cost analysis.

Portland State University continues to be Oregon's external evaluator of the demonstration projects. The evaluation model is utilizing a random assignment process for both interventions, and we are tracking the expenditures and outcomes.

The demonstration projects are in the early stages of implementation. Outcomes and program costs for families that receive a waiver intervention will be tracked and compared with those families who received Child Welfare services but not the waiver intervention services.

Quality Assurance System

Overview

The past year has brought large-scale changes to Oregon's Quality Assurance (QA) program with the August launch of OR-Kids, Oregon's new SACWIS, as well as an agency-wide restructure of Oregon DHS. This restructure places 2 FTE of the Child Welfare Quality Assurance staff in the Quality Control Unit in the Office of Program Integrity. The Office of Program Integrity is part of DHS Central Operations and provides new opportunities for collaboration and support of this critical area while remaining independent of the Program Delivery and Design sectors. In this new context, Oregon's Child Welfare QA program is being combined into the existing DHS Quality Control infrastructure, achieving efficiencies through the sharing of support and management services. Furthermore, additional resources are being explored to improve DHS' ability to ensure quality Child Welfare services for the best client outcomes. With these transitions, DHS is placing the Child Welfare Quality Assurance unit in the best possible position to sustain or improve upon their current efforts and to prepare for the next round of Child and Family Services Reviews (CFSR).

As anticipated, the shift to the new statewide automated Child Welfare information system in late August 2011 has caused some disruption as workers adjust to the new, integrated, electronic case files; as data conversion issues are addressed; and as technical and analytic staff work to develop new systems for data extraction, reporting and program monitoring. Every effort is being made to restore Oregon Child Welfare's ability to rely on accurate administrative data for program monitoring and management as quickly as possible.

Oregon Child Welfare Quality Assurance July 2009 through May 2012

Oregon's Child Welfare administration has initiated a range of efforts to assess the quality of services provided by the state agency during the current CFSP and to address problems or areas of concern:

Program Monitoring

- *Use of Administrative Data* – Oregon maintained the following array of program monitoring reports through August 19, 2011:
 - The Child Welfare Intranet reporting website (which included CFSR1 national performance measures, Face-to-Face contacts, timely CPS Response, Completed and Overdue CPS assessments, Children in Care Reports, Adoption Tracking Reports, etc.)

- A website that shared reports with Judges
- The Field Managers' Dashboard reports (hard copy)
- The Casey Dashboard (selected Casey counties only)
- Race Equity Decision Point Analyses (recurrent)
- The ICWA Quarterly Report

Since the late August OR-Kids implementation, initial reporting efforts have primarily focused on restoring Federal reporting capacity and establishing reports for program administration (emergency locator report, financial reporting, and the like). At this point, these modest reports tell us more about the use and performance of our new data system than they do about the performance of our Child Welfare system. We look forward to moving through this system and reporting validation phase over the next year to 18 months and will develop reports as quickly as possible. As OR-Kids becomes more stable and data quality issues are resolved, Oregon anticipates having an even more robust capacity to use administrative data for program monitoring than before.

Oregon has also continued its work with University of Kansas to develop a reporting portal (KU/ROM: Kansas University Results Oriented Management system) that will provide both internal and external (masked for confidentiality) reports of Oregon's performance on the current CFSR Federal Composites as well as other outcome measures for monitoring impact of program changes or innovations. This contract is being expanded to develop reporting in new areas but will not be available for use until data quality issues related to the OR-Kids implementation can be resolved.

- *Direct Observation and Case or Practice Reviews:*
 - Two reviews directly related to the Casey initiative to safely and equitably reduce the number of children in substitute care:
 1. Marion County Quality Service Review, exploring factors contributing to racial disparity in the length of foster care stays, reviewed ten instances of Native American or African American children who had been in care for three or more years based on their disproportionate representation in that population (June 2011).
 2. The first annual statewide CFSR review of ICWA cases as per the current CFSP. This year, the review focused on 56 ICWA sub-care cases served outside of designated ICWA service units (September-December 2011). Results were disseminated to Tribes via the ICWA Quarterly meetings and to Child Welfare District and Program managers.

- Oregon has resumed the rolling statewide CFSR reviews used for PIP compliance and Quality Assurance in 2012.
- *Lean Daily Management System (LDMS) Continuous Improvement:*
 - Oregon's Child Welfare programs continue to benefit from the implementation of a DHS-wide LDMS, which also contributes to on-going system and program improvements.
- *Steps Taken to Address Identified Issues:*
 - The Marion County manager who initiated the QSR developed and implemented an action plan based on findings.
 - Findings from the ICWA review are being considered in the development of an ICWA dashboard for use by Child Welfare program managers.

Services for Children Under the Age of Five

This is a new area of focus and is one for which the Department has not fully developed a strategic plan at this time. The Department is developing a plan to identify and track the number and characteristics of children under age five in foster care, their developmental needs, and the targeted services which will help these children to find a permanent family. Oregon's Training Report and Training Matrix contain the courses currently available for caseworkers, foster parents and adoptive parents. As we develop our plan, we will determine whether additional courses could be added to enhance educational opportunities regarding children under age five.

The Department has previously implemented a reduced certification standard for capacity in certification of family foster homes and relative caregivers. The Department limits the capacity of a foster home to no more than two children under the age of three (Oregon Administrative Rule 413-200-0348(1)(b)), and this limit includes all children in the family home, not just the children under the custody of the Department. This set of standards has been updated and was reaffirmed as the child ratio standard in December 2011.

The Department has created two distinct screening tools for children entering foster care services; utilizing the Child and Adolescent Needs and Strengths screening tool, Oregon uses one tool for a 6–20 year old and a more specific tool for children less than 5 years of age. During the recent three years, the Department has determined that the screening tool for a child less than 5 years old would benefit from further refining for use as a tool for children fewer than 18 months old. This work is underway with consultation from Dr. Lyons, the author of the CANS. Similarly, the Department uses a Personal Care Assessment tool and has also determined that a more refined assessment is necessary for the children under age 5 and more specifically the first 18 months. A team is currently working to modify these assessment tools.

The Child Data Book, an annually published report by the Department, has not been released for federal fiscal year 2011. In FFY 2010, the Department reported that 199 of the 781 children adopted were under the age of 3 years old and 50% of all adopted children were under age 5 years old. Children the Department is serving while in-home and not removed from home reports 46.8% of children under 5 years old and 39.4% of the foster care population are children under age 5. (The Department anticipates release of the FFY 2011 during this quarter.)

Child Maltreatment Deaths

Number of child deaths: victims who died as a result of maltreatment: 19. This is down from 22 in 2010.

Oregon has utilized the following sources of data in reporting child maltreatment fatalities to NCANDS:

- **Local and State Law enforcements Agencies**

The Department and law enforcement agencies are required by state law to notify each other when a report of child abuse or neglect is reported. This process is known as “cross reporting.” The Department’s administrative rules provide specific timeframes associated with cross-reporting information between the two agencies. Oregon State Police and members of the Oregon District Attorney’s Association participate in the Statewide Child Fatality Review Team that meets biannually.

- **Oregon Public Health Division - Vital Statistics liaison.**

The Center for Health Statistics (CHS), i.e., Oregon's Vital Records Office, is located within the Oregon Public Health Division. Each birth, marriage, divorce and death that occurs in Oregon is filed with this office. The Health Statistics program is responsible for compiling and analyzing the data from vital records. Information specifically related to child maltreatment deaths is communicated to the Department via representatives from the Public Health Division who are sitting members of the State Child Fatality Review Team (AKA: Death Review Team) that meets bi-annually. The information is used to establish yearly data (for NCANDS) associated with child maltreatment fatalities.

- **State Medical Examiner**

In Oregon, the State Medical Examiner is considered a Law Enforcement Agent (LEA) and, as such, is housed within the Department of Oregon State Police. This organizational structure has augmented the relationship between State, County and Municipal Law Enforcement Agencies and the Department, especially as it relates to child maltreatment fatality. The Medical Examiner manages all aspects of the state medical examiner program and has responsibility for technical supervision of county offices in each of the 36 counties in Oregon. The main activity of the division is to certify the cause and manner of a death requiring investigation. The State Medical Examiner is a required and active member on Oregon’s established death review teams and provides data/statistical information to the Center for Health Statistics. (ORS 146.015).

Oregon Revised Statute (ORS) has shaped Oregon Administrative Rule (OAR) requiring supplementary review and data sharing related to child maltreatment deaths.

Oregon has multiple statutorily-mandated child death review teams at local and state level. The following statutes provide guidance related to those review teams and their membership:

- **ORS 418.748 Statewide team on child abuse and suicide.**

The Department's Statewide interdisciplinary team meets twice a year to review child fatality cases where child abuse or suicide is suspected, to identify trends, to make recommendations and take actions involving statewide issues related to child maltreatment. The statewide interdisciplinary team may recommend specific cases to a child fatality review team for its review under ORS [418.785](#) (Child Fatality Review Teams). The statewide interdisciplinary team shall provide recommendations to child fatality review teams in protocol development. The recommendations shall address investigation, training, case selection and fatality review of child deaths, including but not limited to, child abuse and youth suicide cases. [1989 c.998 §5; 1991 c.451 §4; 1997 c.714 §2; 2005 c.562 §7]

- **ORS 418.785 Child Fatality Review Teams.**

Each county multidisciplinary child abuse team shall establish a child fatality review team to conduct child fatality reviews. The purpose of the review process is to help prevent severe and fatal child abuse and neglect by identifying local and state issues related to preventable child fatalities and promoting implementation of recommendations at the county level. In establishing the review process and carrying out reviews, the child fatality review team shall be assisted by the county medical examiner or county health officer as well as other professionals who are specially trained in areas relevant to the purpose of the team. Categories of fatalities reviewed by the child fatality review team include:

- a. Child fatalities in which child abuse or neglect may have occurred at any time prior to death or may have been a factor in the fatality;
- b. Any category established by the county multidisciplinary child abuse team;
- c. All child fatalities where the child is less than 18 years of age and there is an autopsy performed by the medical examiner; and
- d. Any specific cases recommended for local review by the statewide interdisciplinary team established under ORS [418.748](#) (Statewide team on child abuse and suicide).

The county-specific child fatality review teams shall be assisted by the county medical examiner or county health officer, as well as other professionals who are specially trained in areas relevant to the purpose of the team, including the Department of Human Services, the Deputy District Attorney's Office (DDA), the Assistant Attorney General's Office (AAG), additional designated medical professionals (DMP), and Addictions and Mental Health representative.

Upon the conclusion of a criminal case involving a child fatality, or upon the conclusion of a direct appeal if one is taken, the District Attorney may submit a letter to the Governor and the Director of Human Services outlining recommendations for the systemic improvement of child abuse investigations. [2005 c.562 §20; 2007 c.674 §8]

- **ORS 418.747 Local Multidisciplinary Team.**

Each county multidisciplinary child abuse team shall establish a child fatality review team to conduct child fatality reviews. The purpose of the review process is to help prevent severe and fatal child abuse and neglect by identifying local and state issues related to preventable child fatalities and promoting implementation of recommendations at the county level. Teams are comprised of county representative reminiscent of the Statewide participants, i.e., the County Medical Examiner, local Law Enforcement, DDA's, AAG's, local health representatives, local mental health representatives and community partners.

Oregon has developed a comprehensive infrastructure to progressively review child fatality maltreatment cases on multiple systemic levels. Team participants enhance the validity of Department data gathering, and strategic team membership increases the Department's policies and practice effectiveness related to child maltreatment fatalities.

Child Abuse Prevention and Treatment Act (CAPTA) State Plan Requirements

Substantive Changes to State Law or Regulations:

There were no substantive changes in Oregon’s laws or regulations during the past year relating to the prevention of child abuse and neglect which could affect the State’s eligibility for continued CAPTA funding.

Significant Changes to the State’s Approved CAPTA Plan:

There were no significant changes to Oregon’s approved CAPTA plan.

CAPTA State Grant Fund Use

2 FTE - Child Protective Service Coordinators	
CAPTA Sections 106(a)(1), (3), (4), (5), and 106(b)(C)(ii), (iii)	CPS Areas All 16 areas

Child Protective Service (CPS) Coordinators play a critical role in the intake, assessment, screening and investigation of reports of child abuse or neglect. CPS Coordinators develop policies and procedures and provide training and consultation to staff to assure consistent and appropriate CPS response.

CPS Coordinators also participate in the design, development and implementation of modifications and enhancements to the State Automated Child Welfare Information System (SACWIS). SACWIS is Child Welfare’s system of record and supports the program by tracking reports of child abuse and neglect from intake through final disposition.

The people in these positions work in partnership with the other CPS Coordinators in the Department of Human Services’ Office of Child Welfare Programs, under supervision and direction of the CPS Program Manager. The CPS Coordinators develop and implement strategies for more effective communication between the State’s central program office and child welfare field offices on policy and practice issues. In addition, the CPS Coordinators participate in quality reviews of CPS practice and performance.

Responsibilities

- Provide statewide technical consultation to District managers, Child Welfare Program Managers, supervisors, child welfare caseworkers and community partners on CPS program and practice.
- Evaluate effectiveness of CPS policy, performance, service delivery and outcomes.
- Coordinate training with other state agencies.
- Improve communication between the central program office and local field offices.
- Participate in the State's child welfare Founded Disposition review process.
- Conduct quality reviews of CPS/Child Welfare practice, procedures and performance.
- Provide technical consultation to community partners and the general public on sensitive, high profile and high-risk family abuse situations.
- Provide support and technical assistance to the CPS program manager in research, policy and protocol development and legislative tracking.

Child Protective Service Coordinator – Position 1

Summary of Activities from May 2011-June 2012

- Continued support implementing the Oregon Safety Model (OSM) by providing training on OSM best practice at supervisor and caseworker quarterly meetings.
- Ongoing reviews of CPS assessments using a quality assurance tool developed by CPS program staff. These quality reviews help identify where additional training is needed for CPS caseworkers.
- Ongoing development of best practice procedures for CPS caseworkers and supervisors. Topics include: domestic violence cases, marijuana use in child welfare cases, threat of harm guidelines, assessing teens as parents, and addressing sexual abuse issues.
- Developed curriculum and provided two OSM training sessions to In-Home Safety and Reunification Service (ISRS) providers in Multnomah County.
- Provided ongoing reviews of statewide Safety Plans and in-person follow-up in field offices to work with staff on completing plans that are safe and appropriate to the specifics of the case.
- Coordination of Critical Incident Review Team (CIRT) recommendations including:
 1. Convened and facilitated a workgroup following the “JM” CIRT findings to review the Department's existing policy, practice and training related to the screening and assessment of abuse/neglect reports. Made recommendations to clarify CPS guidelines related to the investigation of cases involving children who are older.

2. Developed training curriculum and created a training tool for use in "Assessing Isolated Children" resulting from the JM CIRT. Three webinar training sessions were provided to approximately 150 CPS staff throughout the state.
 3. Developed an audit tool to assist in measuring improvement in the best practice of domestic violence cases during CPS assessments.
- Participated in design sessions for the State's SACWIS system to insure CPS policies and best practice are being adhered to in the system.
 - Completed sensitive case and CIRT reviews for the purpose of identifying systemic issues resulting in bad outcomes.
 - Wrote a proposal for the implementation of Differential Response in Oregon.
 - Assisted in developing a template of a comprehensive CPS assessment example in collaboration with use as a training tool for CPS staff.
 - Developed curriculum and provided statewide training and flow chart for new policy on Creating and Maintaining Case Records, and Service Plans in the State's SACWIS system.
 - Developed and presented training on Out-of-Home Care Investigations for the Foster Care Safety Team.
 - Participated in the permanency curriculum review for Portland State University's Child Welfare Partnership.
 - In the process of developing curriculum and an implementation plan for advanced training on Domestic Violence working with batterers resulting from the Domestic Violence Audit.
 - Ongoing participation in the Founded CPS Assessment Disposition Review Committee (appeal process).

In addition, this position works closely with other agencies and community partners representing child welfare on a variety of workgroups and committees such as:

1. Child Welfare Governance Committee
2. Child Welfare Training Advisory Committee
3. Child Welfare Refugee Committee
4. Q & A following Mandatory Reporter Training
5. SACWIS Implementation Team

Child Protective Service Coordinator – Position 2

Summary of Activities from May 2011-June 2012

The person in this position has been successful in providing greater statewide consistency in child welfare practice through extensive reorganization and development of new and revised child welfare policy, administrative rules and guidelines including the following:

- Oregon Administrative Rules which includes the definition of terms for screening, assessment, notice and review of founded dispositions, and safety analysis for DHS and law enforcement cross reporting; child abuse assessment dispositions; daycare facility investigations; and assessing safety service providers.
- Revised the Oregon Administrative Rule that guides service and plan development.
- Re-wrote the policy that describes how to create a case record, including development of naming standards.
- Revised protocol for child fatality reviews, critical incident review teams, sensitive issue reviews, and case practice for addressing a new baby on an open assessment or open case.
- Created and revised forms and pamphlets, including a form for notifying perpetrators of the founded disposition against them and their rights to appeal the finding.
- Revised a tool to assist caseworkers in conducting CPS case reviews for quality control purposes.
- Coordinating Founded Dispositions reviews.
- Facilitated rule advisory committees.
- Served as policy expert in trials.
- Assisted with reviews of critical cases.
- Facilitated CPS case reviews for quality assurance.
- Reviewed child abuse and neglect fatalities.
- Analyzed Legislative Bills, as needed.

In addition, this position works closely with other agencies and community partners representing child welfare on a variety of workgroups and committees such as:

1. Rule Advisory Committees
2. Founded CPS Assessment Disposition Review Committee
3. CPS and Office of Investigations and Trainings meetings
4. Forms Committee
5. Policy Council
6. Law Enforcement Data Systems meetings
7. State Child Fatality Review Team
8. Rule Writer's workgroup

Summary of Training Activities

- Provided 20 hours of Mandatory Reporting Training to child welfare and child protective services caseworkers, other DHS staff, community partners and to the legislature.
- Developed training plans for implementation of all new and revised rules.

.5 FTE - Family Based Services Consultant	
CAPTA Sections 106(a)(1), 106(b)(C)(ii), and (iii)	CPS Areas All 16 areas

This .5 FTE Family Based Services (FBS) Consultant position ensures the quality and consistency of child safety practice and policy for two Districts encompassing six counties in Oregon. The person in this position works in coordination with four other FBS Consultants within the Office of Child Welfare Programs, under the supervision of the Child Protective Services Program Manager.

The person in this position consults with child welfare caseworkers and supervisors to guide in the application of the Oregon Safety Model to maintain children safely in their home or to reunify them with their parents as quickly as possible.

In addition, the FBS Consultant trains staff and provides ongoing feedback about changes in practice. These efforts increase consistency in practice across the State.

Objectives

- Provide statewide technical assistance and direction to District Managers, Child Welfare Program Managers, supervisors, caseworkers and community partners on the implementation, management and evaluation of FBS programs and practice.
- Evaluate effectiveness of FBS policy, performance, service delivery and outcomes.
- Develop and implement goals and objectives for policy and training in collaboration with other state agencies.
- Improve communication between the central program office and local field offices.
- Conduct quality reviews of FBS child welfare practice, procedures and performance.
- Provide technical consultation to child welfare and other DHS staff, community partners and the general public on sensitive, high profile and high-risk family abuse situations.
- Provide technical assistance and feedback to the state CPS Program Manager about current practice issues involving field staff.

Summary of Activities from May 2011-June 2012

- Oregon Safety Model (OSM) Implementation: Consultant continues to train and consult via practice forums and supervisor/case worker quarterly meetings on the OSM.
- Provided ongoing consultation related to Oregon Family Decision Meeting and Child Safety Meeting procedures.

- Developed best practice procedures for use by caseworkers and supervisors. Topics include: development of an initial in-home safety plan; conditions for return of child(ren) safely to their homes; assessing the protective capacity of parents; and the use of the Child Safety Meeting to engage extended family members.
- Assisted in the development and implementation of Oregon’s In-Home Safety and Reunification Services (ISRS) training.
- Provided regular and ongoing training and consultation focused in areas of safety planning, in-home safety, and reunification services, six domains and conditions for return.
- Participated in the statewide review of randomly selected in-home safety plans to identify areas of concern and develop consistent practice. This involved reviewing multiple cases and in-home safety plans each month. When a safety plan was found to be inadequate, the FBS consultant followed up with the caseworker and his supervisor. This was an extremely helpful although time consuming process which assisted field staff by using specific cases as learning tools for understanding safety planning, conditions for return and ISRS services.
- August 2011, assisted the Linn County branch with piloting the new SACWIS system.
- September 2011, provided on-site support to the Marion County branch office as they were the first branch to fully implement the new SACWIS system in the state.

Trauma Response Training	
CAPTA Sections 106(a)(1), 106(a)(6), (7) and (8)	CPS Areas All 16 areas

Trauma Intervention Programs of Portland/Vancouver provided the following training related to DHS’ Trauma Response Model:

- Gave a presentation to the DHS Workgroup on May 9, 2011.
- Provided two additional Trauma Response consultations to the DHS Workgroup.
- Provided training at the Keizer Community Center on November 15, 2011. Training topics were:
 - What to Say and What Not to Say
 - Death Notification
 - Understanding Emotional Shock
 - The 5 Emotional First Aid Skills
 - What Family Members Need After a Sudden Death
 - Care vs. Cure
 - The One Characteristic of Emergency Responders Which Survivors of Tragic Events Value Most

Outcomes: Improving the skills, qualifications and availability of individuals providing services to children and families, and the supervisors of such individuals, through the child protection system, including improvements in the recruitment and retention of caseworkers.

Child Welfare Alcohol and Drug Addiction Education and Training	
CAPTA Sections 106(a)(1), 106(a)(6)(A) and (C), and 106(a)(13)(B)	CPS Areas All 16 areas

Eric Martin delivered alcohol and drug addiction education and training modules to child welfare caseworkers and parents involved with child welfare. The continued increase in opiate and marijuana addiction led to the increased number of trainings offered on these topics. The contractor researches current effectiveness of evidence-based and best-practices in alcohol and drug treatment and education. From July 01, 2011 through June 30, 2012, 28 one-day training sessions were provided regionally to child welfare staff on:

- Best Practices in Case Planning for Clients with Methamphetamine Abuse/Addiction;
- Clients with Heroin Addiction and Working with Methadone Maintenance Treatment Programs;
- Clients with Marijuana Addiction; and
- Working with Marijuana Users and Clients with Alcoholism.

Marijuana education and intervention classes for parents involved with child welfare will continue in Clackamas, Washington, Multnomah, Lane and Linn counties. Real-life scenarios and strategies on how to work more effectively with addicted clients is part of this training module. Speakers share experiences about their addiction, recovery process and working with staff from state agencies. The topics of opiate and marijuana addiction are the most requested based on the increase in use of both of these substances and their connection to medical marijuana and pain management issues.

Other CAPTA Funded Programs

Investigations of Suspected Medical Neglect	
CAPTA Sections 106(a)(1), 106(a)(9)(A), (B) and (C)	CPS Areas All 16 areas

A portion of our CAPTA state grant is set aside annually to contract with medical providers to assist in Investigations of Suspected Medical Neglect as required by Public Law 98-457, which requires the State to respond to reports of suspected medical neglect, including reports

of withholding medically indicated treatment for disabled infants with life threatening conditions.

In these cases, medical professionals provide neonatology and consulting services to clients referred by the Department of Human Services (DHS), and to DHS staff when necessary, to determine whether reasonable medical judgment is being applied by attending physicians and hospital sites where clients are being assessed.

Due to the sensitive nature of these cases and the specialized skills required to complete the investigations, DHS has designated a child welfare staff person in each of the three cities having tertiary care centers (Portland, Eugene and Medford) to be a specialist in Medical Neglect investigations. These Medical Neglect investigators, along with the CPS Program Manager, are available for telephone consultation and will form a special investigation "team" including a designated medical professional and a local CPS case worker on cases of medical neglect.

Differential Response	
CAPTA Sections 106(a)(1), 106(a)(1), (4), (10), (11) (13)(A), and (14)(A)	CPS Areas All 16 areas

Oregon is continuing its planning and design efforts to implement Differential Response.

Summary of Activities from May 2011-June 2012

DHS is continuing to work toward the integration of differential response into the State's current practice. A Differential Response Manager was hired in October 2011 to help lead these efforts. Focus groups were assembled and led by Action for Child Protection which was awarded a contract to help implement differential response. These focus groups occurred in September 2011 and included field staff, supervisors, program managers, families, tribal community members, other partners and providers.

In addition, two teams have been established to oversee the system development and provide guidance. These teams are (1) the Core Team and (2) the Design Team. The Core Team is comprised of differential response staff, program managers, district managers and the Director of Child Welfare. This team provides guidance, support and mentoring to the Design Team. The Design Team is comprised of various community partners/providers, program managers, data and program analysts and differential response staff. This team meets one time each month where team members guide decisions about the philosophy of the model, the nuts/bolts of the practice, policy changes and training needs. Discussions

center on the parameters of the system, policy needs, and creation of a unified model with built-in capacity for local service delivery adaptation.

In April 2012, DHS hired four Safety and Reunification Coordinators to support the statewide development, integration and implementation of differential response. Action for Child Protection and differential response staff presented differential response orientations across the State to stakeholders and community providers/partners. Follow-up meetings are being scheduled to orient DHS staff to the differential response model.

Future Planning – July 2012 through July 2013

In the next year, it is expected that DHS will finalize the specifics of the differential response approach as it is integrated with the State’s current CPS response model, the Oregon Safety Model. Regular meetings will take place between DHS staff and community partners to refine the specifics of differential response in each community and to define expectations and responsibilities. In addition, DHS will continue to meet with key legislative members about our current practices and new approaches to safely reduce the number of children coming into foster care by implementing differential response.

CAPTA Citizen Review Panel Annual Reports	
Section 106 (c)	CPS Areas All (Panels Option)

Oregon has three active Panels located in Multnomah, Jackson and Malheur counties. These counties represent demographic, economic, social and political populations found throughout Oregon. In the same way, our Panels provide a diverse perspective of recommendations and activities related to child protective services delivered to children and families. The Department of Human Services’ Office of Child Welfare Programs contracts with child abuse intervention (assessment and advocacy) centers in each of these counties to carry out the work of the Panels.

These Citizen Review Panels receive guidance and technical assistance from the CAPTA grant manager.

Oregon CAPTA Panel Annual Report

County: Jackson	Time Period: 7/1/2011 - 6/30/2012
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Panel Members

Name	Agency
<i>Chair:</i> Roxann Jones	Senior Project Coordinator, Commission on Children & Families
<i>Support Staff:</i> Michelle Wilson	Development Director, Children's Advocacy Center (CAC)
Josh Miller	Intake Supervisor, DHS Child Welfare
Mary-Curtis Gramley	Executive Director, Family Nurturing Center
Diana Hamilton	Program Manager, Jackson County Victim Witness
Jennifer Mylenek	Executive Director, CASA
Marlene Mish	Executive Director, Children's Advocacy Center
Michelle Pauly	Deputy District Attorney, Jackson County
Rene' Wold	Program Coordinator, The Job Council
Melissa Wolff	Branch Manager, DHS Child Welfare
Keltner, Leila	Medical Director, CARES Northwest
Montgomery, Dawn	Community Member (formerly with DHS, Child Protective Services)
Roelandt, Diane	Juliette's House
Stolebarger, Christine	Community Member (former parent mentor, now working for DHS)
Taylor, Ruth	Parents Anonymous, Morrison Center
Underhill, Rod	Multnomah County DA's Office

Alternate Members

Name	Agency
Lisa Smith	Program Manager, CASA
Dawn DelRio	Clinical Supervisor, Family Nurturing Center
Josh Miller	Intake Supervisor, DHS Child Welfare
Mary-Curtis Gramley	Executive Director, Family Nurturing Center
Diana Hamilton	Program Manager, Jackson County Victim Witness
Jennifer Mylenek	Executive Director, CASA

Other Attendees

Name	Agency
Pam Bergreen	Branch Manager, DHS Child Welfare
Mary Chambers	Unit Supervisor, DHS Child Welfare
Karla Carlson	Supervisor for Screeners, DHS Child Welfare
Rosemary Jernigan	Supervisor, DHS Self-Sufficiency
Anna Loeffler	Volunteer Coordinator, Children’s Advocacy Center
Kelly Packard	Caseworker, DHS Child Welfare
Jodi Matheny	Caseworker, DHS Child Welfare

Meetings

Date	Time	Location
July 20, 2010	3:30 pm – 4:30 pm	CAC
August 17, 2010	3:30 pm – 4:30 pm	CAC
September 21, 2010	3:30 pm – 4:30 pm	CAC
October 19, 2010	3:30 pm – 4:30 pm	CAC
November 16, 2010	3:30 pm – 4:30 pm	CAC
January 18, 2011	3:30 pm – 4:30 pm	CAC
February 15, 2011	3:30 pm – 4:30 pm	CAC
March 15, 2011	3:30 pm – 4:30 pm	CAC
April 19, 2011	3:30 pm – 4:30 pm	CAC
May 17, 2011	3:30 pm – 4:30 pm	CAC
June 21, 2011 (scheduled)	3:30 pm – 4:30 pm	CAC

Activities

The Jackson County CAPTA panel contracted with an outside facilitator to conduct three focus groups around the topic of teens in foster care. The following groups were represented in the focus groups: youth in care or who had been recently returned to their parents’ custody; CASA’s; foster parents; child welfare workers; mental health workers; developmental disability service caseworkers; and Independent Living Program staff. The primary goals of the focus groups were to: 1) determine what foster care looks like for teens in Jackson County; 2) discuss how we could improve the child welfare system for teens, caseworkers, foster parents, ILP, and CASA’s; and 3) what we need to change or build into the system for programs like CASA, mentors and foster parents who serve the teen foster care population.

Several themes emerged from the focus groups, and our panel identified the following areas that the panel could explore supporting: 1) relationship building; 2) system communication/collaboration; 3) mentoring; and 4) training.

The Jackson County CAPTA panel had recommended to the State in our 2009 Annual Report the need for mentoring type relationships for adolescents in the foster care system. Based upon the additional information we gleaned from the focus groups that we conducted, our panel agreed to pilot two mentoring projects in Jackson County that would serve youth in the foster care system. The duration of the projects was from January 2011 through September 2011. Provided below is a description of the two pilot projects for which we provided funding during the year:

1. *CASA's Mentoring Youth to Independence (MYTI)* is an advocacy/mentor-driven program, utilizing volunteers to advocate for services for youth preparing to age out of foster care and to provide mentorship beyond each youth's wardship. The vision is to help ease the transition into adulthood from foster care for older youth and to provide them with a positive mentor relationship to support them as they grow into independent adults. The project served 8-10 youth ages 14 and older in permanent foster care. The youth completed a goal assessment at the beginning of the MYTI program and at the end of the year to record progress. MYTI focused on 4 key areas: life skills, job readiness, education, and living options/plans.
2. The Children's Advocacy Center's *Reach for the Stars* mentoring project served 8-10 adolescent girls in foster care to participate weekly in a group mentoring project that is based on evidence-based practices. The benefits to these youth include increased self-esteem, increased relationship and communication skills, increased skills in setting and maintaining healthy boundaries, and increased ability to make positive decisions for their lives. The desired outcome is to decrease risk factors and increase protective factors such as resiliency and positive mental health. The youth were provided with a community volunteer mentor and experienced weekly activities that included meal preparation, craft projects, outings, and reflective activities such as journaling and group sharing. The project was measured through written assessment by both the participants and staff members.

We reviewed two cases whose status was still open in the child welfare system at the time of the review. The first case was a critical injury case involving a toddler that had been founded for Threat of Harm due to parental substance abuse issues. The second case our team reviewed was a multiple referral case involving a toddler resulting in the child being placed in relative foster care due to founded Threat of Harm.

In both cases, much of the team's discussion focused on on-going supportive services either for the parents or the relative foster care placement, not only while the case is open but directly following the decision to return children or develop a permanency plan with a placement resource. Family support services are used to strengthen the ability of families to care for their children and quite often are tied to eligibility factors based upon the status of the case. Removing these supports too early can adversely impact the family's ability to safely continue to parent their child.

Another area of discussion was whether or not there is a central place for DHS, law enforcement, and the courts to learn if a person who comes into their caseload is involved with one of the other systems. A centralized system would be a prudent way for agencies to work together to ensure the safety of children. While some systems do exist for this, they are not all used by all agencies. More consistency in this area would give all parties more complete information when making decisions which could impact the safety of children in families who come into contact with these agencies.

Recommendations/Responses

Recommendation – Our panel recommends that DHS/Child Welfare continue to explore and expand supportive services to caregivers to ensure that during the reunification process, important services are tapered off at an appropriate level and new community resources are enlisted for the long term. This will ensure that families who have been experiencing a high level of supportive services do not find themselves resource poor during a difficult transition period in their lives, resulting in a lowered chance for success and ongoing child safety.

DHS Response – *This recommendation is consistent with the needs and development of children and their families during the reunification process. It will be forwarded to the Family Based Services consultant who oversees the contracts for time-limited reunification services.*

Recommendation – We recommend that DHS/Child Welfare work with law enforcement and the court systems to develop a centralized system that would allow the agencies to crosscheck system involvement. This would enhance the effectiveness and collaboration among the systems and, most importantly, provide better outcomes for child safety.

DHS Response – *The Department utilizes databases such as OJIN and LEDS to conduct background checks on individuals of interest. These databases enable the agency to crosscheck involvement with courts (including restraining orders, criminal and civil cases) and law enforcement (criminal charges).*

Recommendation – We recommend that DHS continue to work proactively to allow timely referrals and connection of children in the system to supportive services. We recommend that mentoring programs with proven positive results be invested in for youth in the foster care system, with a high priority placed on offering this resource to teens, especially those who may age out of care without a permanent family support system.

DHS Response – Currently, there are projects such as Powerhouse and Oregon Mentors, which provide mentoring for teens. Oregon Fostering Youth Connections has also identified this area as a priority.

Looking Ahead

We look forward to being informed of DHS’ response to our local CAPTA recommendations in a written report as information becomes available. We appreciate the opportunity to assist the State of Oregon in improving our child protective services system in its goal of ensuring safety, permanency and well-being of children in our communities.

**Oregon CAPTA Panel
Annual Report**

County: Multnomah	Time Period: 7/1/2011 - 6/30/2012
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Panel Members

Name	Agency
Andrew, Rachel	Lt., Portland Police Bureau C.A.T.
Baker, Teresa	CARES Northwest
Baynes, Beth	Health and Social Services, Multnomah County Education Service District
Brandel, Judy	Multnomah County Health Dept.
Dowling, Kevin	CARES Northwest
Gibbs, Karen	DHS, Child Protective Services
Goldstien, Kim	CARES Northwest
Green, Miriam	DHS, Child Abuse Hotline
Harding, Michelle	Parent Mentor
Kendoll, Skylar	DHS
Keltner, Leila	Medical Director, CARES Northwest

Montgomery, Dawn	Community Member (formerly with DHS, Child Protective Services)
Roelandt, Diane	Juliette's House
Stolebarger, Christine	Community Member (former parent mentor, now working for DHS)
Taylor, Ruth	Parents Anonymous, Morrison Center
Underhill, Rod	Multnomah County DA's Office

(Note the CAPTA Panel does not have bylaws regarding membership. The names listed below are those who attended at least 50% of the quarterly meetings.)

In addition to the members listed above, others who assisted the work of the Multnomah County CAPTA Panel included:

Name	Agency
Gotch, Katherine	Multnomah County Parole and Probation
Jewell Jensen, Cory	Center for Behavioral Intervention
Ovelmen, Keith	Janus Youth Programs – Cordero House
Swanson, Judith	Multnomah County DA Office

Meetings

Quarterly meetings were held:

- August 5, 2011
- November 4, 2011
- February 3, 2012
- May 4, 2012

All meetings were held at Emanuel Hospital from 11:00am – 1:00pm. Our work continued to focus on developing practice guidelines for DHS staff to enhance effective intervention in cases of child sexual abuse.

In addition to the full CAPTA Panel meetings:

- A "Core Writing Group" met monthly at CARES Northwest to draft chapters of the practice guidelines. This group was comprised of members of the CAPTA Panel, as well as experts from the community; and
- The CAPTA Panel sponsored a training on the "Dynamics of Sibling Sex Abuse" on July 13, 2011 at Emanuel Lorenzen Center.

Activities

The CAPTA Panel continued to focus on promoting children's safety by evaluating the current practices and policies at DHS regarding their response to child sexual abuse. Our goal was to develop practice guidelines to assist DHS workers in responding to these types of cases.

The CAPTA Panel-sponsored training on the "Dynamics of Sibling Sex Abuse" was attended by 67 caseworkers, as well as members of the CAPTA Panel. Various community professionals with expertise in working with child offenders and victims were brought in to present.

August 5, 2011: A quarterly CAPTA Panel meeting was held with 18 attendees present. As in the past, we brought in community experts and used case presentations to help us better understand specific topics, as well as the challenges faced regularly by DHS workers. This meeting focused on child pornography and the internet. Detective Erin Schweitzer, a member of the Project Intercept Task Force that investigates cases of child pornography, shared information about their tri-county team, which issued about 300 search warrants last year.

The meeting also included a presentation by Cory Jewell Jensen from the Center for Behavioral Intervention. Corey presented on "Pornography, the Internet and Criminal Sexual Behavior."

The case presentation involved two siblings whose father's computer was seized after it had been linked to child pornography. The father's children were not in any of the photos, and the children had made no disclosures of abuse. The Panel discussed questions such as "What threat does the father pose his own children?" and "If the mother does not believe that the father poses a threat, will she be able to keep their children safe?"

There were 15 attendees at the November 4, 2011 meeting. The main topic was supporting child sex abuse victims. Kim Jacobowitz, an Intake Counselor at CARES Northwest and a member of the Multnomah County Family Support Team, provided a PowerPoint presentation and then a case review involving a young girl who had been brutally sexually assaulted by her uncle. Kim highlighted the importance of addressing trauma in therapy and reviewed different types of therapy used for trauma victims. The group talked about how there is a lack of mental health therapists in our community with training in trauma-focused cognitive behavioral therapy for children who have been sexually abused.

On February 3, 2012, the 18 CAPTA Panel attendees addressed the topic of "Sexual Abuse between Siblings and Other Young Children." We heard from representatives of multidisciplinary teams from Multnomah, Washington and Clackamas Counties who work to address cases involving children under 12 who sexually act out on other children. It was the first time the different County teams had come together. They shared information on case triage, membership of their respective committees, and the services they are able to offer.

At the May 4, 2012 meeting, we plan to focus on the topic of "Teen Consensual Sex." Specifically, how should DHS respond to cases involving "consensual" sex between a teenager and an adult? How do other community agencies respond to those types of cases? As we have in prior meetings, we plan to have a community expert present on the topic, and then review a DHS case to highlight the challenges to our community in helping these teens.

At each of the CAPTA Panel meetings, we provided updates on practice guidelines being developed for DHS caseworkers to assist them in assessing cases of alleged child sexual abuse. Sections include:

- Understanding Victims of Child Sexual Abuse
- Understanding Sexual Offenders
- Familial Sexual Abuse
- Threat of Harm Sexual Abuse
- Sexual Abuse between Siblings and Other Young Children
- Teen "Consensual" Sexual Abuse
- Child Pornography
- Commercial Sexual Exploitation of Children
- Intervention and Case Planning

Subcommittees

The "core writing group", led by Skylar Kendall and Karen Gibbs of DHS and involving numerous experts on topics related to child sex abuse, gathered at CARES Northwest for 2-hour monthly meetings to review relevant research and draft chapters of the practice guidelines.

Future Plans/Next Steps

The practice guidelines project has been progressing well, and we anticipate a draft (estimated 200-250 pages) will be completed by early June 2012. We plan to contract with a technical writer to produce a final document by the end of August 2012. The practice

guidelines will be available online and in print. We anticipate using the guidelines as the basis for training caseworkers on responding to child sexual abuse.

Recommendations

The Panel recommended DHS develop practice guidelines for DHS caseworkers to assist them in assessing cases of alleged child sexual abuse.

- With the support of DHS, the CAPTA Panel initiated this project in 2010. We expect to complete the project by August 2012.

Looking Ahead

The Multnomah County CAPTA Panel's last meeting is scheduled for August 3, 2012. We intend to have the practice guidelines completed and ready for distribution by the end of that month.

Acknowledgements

We want to acknowledge the ongoing commitment of the Panel members and attendees, who gave of their time and expertise, and who made it a priority to participate on the CAPTA Panel despite the many other demands on their time. We appreciate the collaborative approach they brought to the meetings and their commitment to promoting the safety and well-being of our community's children.

This had been a particularly challenging year, as we learned in September 2011 that the CAPTA Panel contract we had with DHS for more than a decade would be ending the following month. Our CAPTA Panel was very concerned about the timing of the contract's end given the fact that we were in the middle of a multi-year project. With the CAPTA Panel's encouragement, DHS agreed to establish a contract extending funding for the Panel's work through August 2012. We are very grateful to DHS for their willingness to listen to the Panel's concerns and for their ongoing support of the project.

As in the past, we would like to thank the Multnomah County DHS staff who participated as Panel members and who came to present cases for review. Their willingness to patiently explain policies and procedures, share their successes and frustrations, and answer questions about casework served as the foundation for the work of the Panel.

In particular, Karen Gibbs and Skylar Kendall of DHS have been instrumental in the development of the practice guidelines. It is because of their leadership, commitment and passion for helping protect children that the practice guidelines have been created as a

resource to their DHS colleagues and for all professionals seeking to enhance their ability to respond effectively to children and families coping with an allegation of child sexual abuse.

<p>Oregon CAPTA Panel ANNUAL REPORT</p>

County: Malheur	Time Period: 7/1/2011-9/30/12
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Panel Members

Name	Agency
Chair:	Project DOVE
Co-Chair: *Jennifer Fugate, Lead Advocate	Project DOVE
*Susan Johnson, Fiscal Coordinator	<u>Project DOVE</u>
Claudia Wilcox, Board Member	Treasure Valley Children’s Relief Nursery
Bobbi Rudell	Malheur County CASA
*Dennis Savage	Malheur County CASA
Jane Padgett	DHS
Kelly Poe, Executive Director	Malheur County Commission on Children & Families
Angie Uptmor	Malheur County Commission on Children & Families
Tanya Ebbers, MSW Intern	Northwest Nazarene University
*Anne Bolin, Student	Treasure Valley Community College
Wendy Hill, Region 14 Manager	DHS
Sharron Kipling	DHS
*Theresa Mairs	The Family Place
Onie Mansor, Executive Director	The Family Place
*Vicky Espinoza	Malheur County Child Development Center – Head Start
*Susan Robinett	Malheur County Child Development Center – Head Start
*Sue Faw	DHS Child Welfare
*James Aalgaard, Minister	St. Paul’s Lutheran Church
*Kelley Richardson, Family Law Attorney	Oregon Law Center
*Perry Tolman, Bishop	Church of Jesus Christ of Latter-Day Saints

*Christine Phillips	DHS
*Juli Gundle, Student	Eastern Oregon University

An asterisk (*) denotes a new member who joined during the reporting year. A highlighted name denotes a member who left during the reporting year.

Meetings

- July 21, 2011
- August 18, 2011
- September 15, 2011
- September 27, 2011
- September 28, 2011
- October 20, 2011

Activities

In July 2011, the CAPTA review panel met. Holly Dominick called Chris Phillips on a conference call. Chris shared some information regarding an issue discussed at the previous meeting (6/16/11). She explained that while our case reviews were lengthy and at times repetitious, condensing them was not a fair option to the panel. She suggested that our panel should be presented with all the case information in order to make an appropriate and informed review of a case. After discussion the panel agreed that those in attendance asked for more time to read the cases. Two weeks in advance was suggested. Chris stated that we could get the case on the Wednesday a week before the meeting. So at our next meeting, August 18, 2011, we will be reviewing the case that Chris has already worked at redacting. We can expect to receive the case review by Wednesday, August 10, 2011.

The August 18th meeting was canceled.

In the September 2011 meeting, there was no case review as the focus was on spending funds available until this grant year ended at the end of September 2011. There was discussion about a community training opportunity with Corey Jewell Jensen. The purpose of case reviews was discussed. DHS responded that the purpose was to examine the system and make recommendations for system improvements and changes. CAPTA panels were funded in only 3 counties of Oregon: Malheur, Jackson and Multnomah. The question was asked, after a review where does the information go, and do we get feedback from that information? Other questions posed were regarding annual reports and financial reports. Meet again in September to allocate remaining funds to the Corey Jewel Jenson seminar and additional expenses.

During the October 2011 CAPTA meeting an update was given to the group on Cory Jewell Jensen coming to speak to the community in April 2012. Although this group will not receive further funding from the state, the need for a review process remains. A proposal was made to form a Child Welfare Review Committee to begin meeting in January 2012. Current members of this group will be encouraged to attend, and additional members will need to be recruited, especially child advocates.

State CAPTA Coordinator Contact Information

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Chafee Foster Care Independence Program (CFCIP)

Program Services Description

For details regarding Oregon's Independent Living Program (ILP) services and eligibility criteria, please see the DHS Procedure Manual, Chapter 4, Sections 29 and 33 at the website listed below. The Procedure Manual is in the process of being updated to reflect new federal requirements (Health Care Representative and Credit Card Report requirements) and SACWIS (OR-Kids) references and processes. Anticipated completion of the updates is March 2013.

http://www.dhs.state.or.us/caf/safety_model/procedure_manual/index.html

A summary of accomplishments, progress made, as well as revisions to goals are listed below in the Chafee Summary section of this report. A few major milestones accomplished over the past year are:

- Implementation of the Oregon Tuition and Fee Waiver (HB3471) for students who are or were in foster care
- DHS website updated to reflect current Chafee ILP services and other resources for foster youth
- Partnership with FosterClub Inc. to pilot a project aimed at improving connections to, and timely responses from, NYTD baseline and follow-up populations
- Successful submission of the 2011B (corrected) and 2012A National Youth in Transition Database (NYTD) report
- Successful partnership with ASPIRE/Oregon Student Access Commission to host a 4-day conference on higher education
- Report from national database regarding Chafee ETG recipient completion rates
- Renewal of the Oregon Department of Transportation grant for payment of driver's education fees for foster children

Oregon will continue to provide ILP services for **current** foster youth between the ages of 14 to 20. **Former** foster youth may be eligible to receive services between the ages of 16 to 20 or up to age 23 for Chafee Education and Training Vouchers. Services are available statewide. Oregon anticipates serving 1,750 youth through contracted ILP services and an additional/unduplicated 200 youth through the Chafee Education and Training Grant (ETG) program, for a total of 1,950 youth in FFY 2012.

During FFY 2011 (Oct 2010 – Sep 2011), DHS and ILP Contractors provided some type of independent living training or service to 2,047 teens and young adults, an increase of 27%. This is a significant increase. The increase is primarily due to the ability of the new

SACWIS (OR-Kids) system’s ability to track all IL type services (as required by NYTD), both contracted ILP services and other IL type services paid for or provided by DHS. To date for FFY 2012 (Oct 2011 – Mar 2012), DHS and ILP Contractors have served 1,226 youth. The chart below indicates the number of youth served by Race in FFY 2011:

Race	Total Served	% of Population Served	All Foster Care
African-American	199	9.7%	6.7%
Asian	31	1.5%	0.7%
Caucasian	1,365	66.7%	68.7%
Hispanic (any race)	214	10.5%	14.3%
Native American	141	6.9%	4.5%
Pacific Islander	7	0.3%	0.4%
Unknown	90	4.4%	4.6% (Unknown)
Total	2,047	100.0%	100%

**Source 2011A and 2011B NYTD Served Population*

As indicated above, DHS is providing IL type services at higher rates to African-American (+3%), Asian (+0.8%), and Native American (+2.4%) youth, as compared to the overall number of children/youth in foster care. Caucasian and Hispanics seem to be served by ILP Contractors at a slightly lower rate, as compared to the overall number in foster care.

Collaboration Summary

DHS will continue to utilize the ILP State Advisory Committee members to help research, build collaborations and implement strategies to accomplish the Chafee Goals set forth in the Five Year Plan. In addition, the ILP Coordinator and ILP Youth Transition Specialist will continue to collaborate with Oregon’s Tribes and community partners and participate in regional summits, committees or workgroups formed to develop potential improvements to services and increase opportunities for transition aged foster youth and young adults. DHS will continue to partner, both formally and informally, with the Oregon Foster Youth Connection and FosterClub to obtain youth input, access youth presenters, maintain contact with current and former foster youth and inform youth of changes in service eligibility or availability.

Stakeholder and partner involvement in the review of progress made during the past year and expected updates for the coming year occurs throughout the year. The ILP State

Advisory Committee (SAC) reviews progress and assists with research on and updates to Oregon's goals and objectives on a quarterly basis (workgroups meet monthly). SAC meeting notes are widely distributed to DHS staff, ILP Providers and other community partners who have voiced an interest (CASA, CRB, PSU, Heart Gallery, etc.). ILP Contractors are also updated on a bi-monthly basis during their ILP Provider Meetings. The DHS ILP Coordinator issues a monthly e-mail, *ILP Update*. The *ILP Update* provides information regarding resources or activities for foster youth (both within Oregon and nationally). (Please refer to CFCIP Attachment 6, ILP Update.) The Details regarding collaborations are listed in the Chafee Service Collaborations section of the report.

Program Support Summary

Statewide ILP related trainings conducted over the past year included Ansell-Casey Life Skills Assessments (ACLSA), Youth Transition Planning and ILP Services. Several local or targeted trainings were also provided by the ILP Coordinator and Youth Transition Specialist. Teen training and conferences continued during FFY 2012. Details of specific training will be found in pertinent goal areas or in the Chafee Training section of the report.

The ILP Coordinator anticipates requesting technical assistance from the NRC for Youth Development, University of Oklahoma, related to using technology for staying in contact with Oregon's baseline population, increasing hands-on life skills for foster youth, Casey Life Skills Assessment and peer mentors/coaches. Specific details of the request are located in the Technical Assistance section of the Chafee report and mentioned in the corresponding goals (Planned Activities sections).

Specific accomplishments achieved in FFY 2012 and planned activities for FFY 2013 for each of the seven purpose areas:

Chafee Summary

Progress has been achieved during the past year. However, DHS ILP staff is limited (4.75 FTE), and the past year provided several challenges: SACWIS/OR-Kids implementation, NYTD reporting, mandatory State furlough days, and lack of resources to implement some of the recommendations provided by the ILP State Advisory Committee. The status of Oregon's goals is listed below by purpose area. Complete details of accomplishments, progress and plans for next year are listed in the Chafee Accomplishments and Planned Activities section below.

1. Transition Services:

- a. Goal: Increase understanding and awareness regarding comprehensive transition plans. There were several goals related to this topic; only one goal remained to be

achieved: Ensure transition plans are reviewed and updated at a minimum of every six months. PROGRESS; policy and training implemented; work continues to strengthen compliance.

- b. Goal: Increase coordination between child welfare workers and ILP Contractors regarding court dates and documentation deadlines. PROGRESS; revised completion date set for December 2012.
- c. Goal: Increase housing opportunities for current and former foster youth including increased transitional housing in rural areas, expanding the types of transitional housing available, increasing host homes, and simplifying access to housing programs. PROGRESS; revised completion date of September 2014.
- d. Goal: Access services available to the youth through other community systems and services that support the youth's identification with cultural communities. PROGRESS; revised completion date is March 2014.
- e. Goal: Increase hands-on, experiential life skills activities. PROGRESS; revised completion date of July 2013.
- f. Goal: ILP Contractors to create a peer support group for ILP enrolled youth. NO PROGRESS; goal has been eliminated. See Mentors and Interactions with Dedicated Adults for peer mentor goal.

2. Employment:

- a. Goal: Increase career exploration activities and opportunities for foster teens. PROGRESS; revised completion date of September 2014.
- b. Goal: Increase access to internships, apprenticeships and other work experience opportunities for older foster teens and young adults. PROGRESS; revised completion date of September 2014.

3. Post-Secondary Training & Education Preparation:

- a. Goal: Make available to staff, Contractors, foster parents, school counselors and foster youth information on post-secondary financial aid and other information important to determining which school a youth may be able to attend. PARTIALLY ACHIEVED; completion date revised to September 2012.

4. Mentors and Interactions with Dedicated Adults:

- a. Goal: Increase permanent support systems for youth. PROGRESS; revised completion date of October 2013.
- b. Goal: Increase involvement of peer mentors, coaches and supportive adults in youth decision meetings and plan development. PROGRESS; projected completion date of January 2014.

5. Services for Former Foster Youth:

- a. Goal: Create a method for maintaining contact with former foster youth selected to participate in the follow-up NYTD surveys and former foster youth who may be struggling with the transition to self-sufficiency and adulthood.

Note: This goal combines the two previous goals (listed below). Revised completion date is September 2014.

- b. Goal: ~~Expand outreach efforts to former foster youth who may be struggling with the transition to self-sufficiency and adulthood.~~
- c. Goal: ~~Create a method for maintaining contact with former foster youth selected to participate in the follow-up surveys required by the National Youth in Transition Database (NYTD).~~

6. Education & Training Voucher Program

Goals: progress to-date and plans for this purpose area are listed in the Education & Training Voucher section of the Chafee report.

7. Services for Kinship Guardianship or Adopted Youth

Reference Chafee purpose area 5, Services to Former Foster Youth, for the services available to youth who have exited foster care to kinship guardianship or adoption.

Chafee Accomplishments and Planned Activities

This section of the State's Annual Progress Report will detail the progress achieved on the goals set forth for Oregon's Independent Living Program as outlined in the Five Year Plan. Goals will be listed under the Chafee purpose area most closely related to each goal. Progress to date and activities planned for the upcoming year will be detailed under each individual goal statement.

1. Transition Services:

- a. Goal: Increase understanding and awareness regarding comprehensive transition plans. There is one goal related to this topic which has not yet been achieved: Ensure transition plans are reviewed and updated at a minimum of every six months.

Achieved: The bulk of items related to this goal were achieved. Activities conducted over the past year included separating the existing Transition Planning & ILP NetLink training into two individual trainings. The Transition Planning NetLink provides caseworkers and supportive adults in-depth training on transition planning, benchmark review, services provided and methods for engaging youth. The ILP Services NetLink details ILP services, eligibility criteria, roles (DHS worker, ILP staff, and foster parent), as well as other resources available to assist teens gain the skills necessary to make a successful transition to adulthood. The trainings are

provided quarterly. Additional activities included: presentations at a variety of events/conferences; and daily technical assistance to the field, former foster youth and community partners as needed.

Planned: The new SACWIS/OR-Kids system will assist with tracking compliance of transition plans, six month updates and benchmark reviews. On-going training and monitoring is necessary to ensure compliance. There has been an interest in reviewing DHS policy and practices for youth transitions recently. Therefore, a workgroup will be convened by July 2012 to determine if existing policy, forms and practices are the most effective means for assisting youth in care prepare for transition to adulthood and self sufficiency. Projected completion date is January 2013.

- b. Goal: Increase coordination between child welfare workers and ILP Contractors regarding court dates and documentation deadlines.

Achieved: There has been progress in this area as a result of the newly revised NetLinks being conducted (see Goal 1.a. above for details). This is an on-going goal.

Planned: This component will continue to be stressed during all youth transition trainings and NetLinks. Activities will include further research regarding barriers to and methods for improved communication surrounding a youth's pending court date and transition plan updates. The ILP Referral form will be updated to include the date of the youth's next permanency hearing or CRB meeting. The projected completion date has been revised to December 2012.

- c. Goal: Increase housing opportunities for current and former foster youth including increased transitional housing in rural areas, expanding the types of transitional housing available, increasing host homes and simplifying access to housing programs.

Achieved: Progress has been achieved on this goal. In March, a Transitions Summit was hosted in partnership with New Avenues for Youth (NAFY) and the School of Social Work, Portland State University (see additional details of the summit in the Coordination section of the Chafee report). The Summit resulted in 13 workgroups and a variety of creative projects to prevent homelessness. One in particular, "Birdhouse," may increase housing for foster youth. The workgroup is in the early stages of planning. Progress will be reported in next's year report.

The Independent Living Housing Subsidy and Chafee Housing Programs have shown minimal increases. During FFY 2011, Subsidy saw only a 1 youth increase

(111 youth served) over last year’s total youth served. Chafee Housing had an increase of 10% (74 youth served). The monthly averages are decreasing for both programs. However, the total number of youth served has increased slightly. This indicates an increase in turnover; more youth are accessing the program for fewer months.

The One-time Housing Payment program continues to show a slow increase. In FFY 2012, the program increased by 28% (through April) as a total of nine youth accessed funds. In FFY 2011, seven youth accessed the program. As expected, the area in which youth reside appears to have a significant impact on the amounts requested:

- Average Amount: \$ 751
- Highest Amount: \$1,245 (Multnomah County – Portland)
- Lowest Amount: \$ 270 (Josephine County – Medford area)
- Districts Accessing: 4 youth from District 2
 - 1 each from District 5, 6, and 16
 - 2 from District 8

Oregon’s 3 largest Districts (2, 3 and 5) are the areas that access the Independent Living Housing Subsidy Program most often. The following data indicates the number of youth served by each District, by FFY:

District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
FFY11	7	34	19	5	14	7	0	11	4	3	0	0	0	0	2	5
FFY12 thru April	3	16	10	2	10	4	0	2	0	1	0	0	0	1	1	4

Planned: The quarterly ILP Services NetLink and Youth Transitions NetLink will help to inform staff and community partners of the availability and eligibility requirements for the existing ILP housing programs. As mentioned above, the ILP Coordinator or Youth Transition Specialist will participate in the workgroup created as a result of the Transitions Summit. Progress will be reported in next year’s report. This is an on-going goal that will be updated each year. Anticipated completion date is September 2014.

- d. Goal: Access services available to the youth through other community systems, and services that support the youth’s identification with cultural communities.

Achieved: As reported last year, the workgroup made progress. The group assisted with presenting at the annual Shoulder to Shoulder Conference, and the Cultural Identity Sun activity is currently being used in the updated Transition Planning

NetLink. However, the group has struggled to move forward recently. The ILP Youth Transition Specialist has taken the lead on this goal. She has conducted research as follows:

- DHS International and Multi-Cultural Unit
- DHS Safe and Equitable Foster Care Reduction Project
- ILP Providers
- PSU Child Welfare Partnership
- Internet searches for existing curriculum and training

Planned: The Youth Transitions Specialist is working with the Foster Care Manager to determine next steps. The projected completion date has been revised to March 2014.

- e. Goal: Increase hands-on, experiential life skills activities.

Achieved: Minimal progress has been achieved on this goal. However, the State Advisory Committee has now prioritized this goal, and a workgroup was formed in March 2012. The workgroup will research existing curriculum and best practices for how to increase hands-on, experiential life skills activities.

Planned: The workgroup will review the survey data gathered last year and will compare the results to the NYTD baseline responses to determine the skill area youth are most in need of accessing. Oregon may request the National Resource Center for Youth Development provide technical support for this goal area. A survey will be created to determine the current level of hands-on skills training foster parents are currently providing in the home. The workgroup will determine methods to increase foster parent's awareness and abilities to provide experiential life skills in the home. The work group is currently working with the ILP Providers to compile an electronic book of favorite, successful activities foster parents could conduct in the home. ILP contract language will be reviewed and updated in early 2013 in preparation for the new Request for Proposals (RFP). Oregon's ability to achieve this goal will be dependent upon the costs associated with additional hands-on activities. The revised projected completion date is July 1, 2013.

2. **Employment:**

- a. Goal: Increase career exploration activities and opportunities for foster teens.

Achieved: Minimal progress was made in this area. However, E.Y.E.S. (Empowering Youth for Greater Employment Success) project, created at the Transition Summit, may provide renewed interest and progress toward achieving

this goal. The workgroup is in the early stages of planning. Progress will be reported in next year's report.

Planned: The ILP Coordinator or Youth Transition Specialist will join the E.Y.E.S. group. Based on the direction of the group, determine if the workgroup will assist in meeting this goal. The projected completion date has been revised to September 2014.

- b. **Goal:** Increase access to internships, apprenticeships and other work experience opportunities for older foster teens and young adults.

Achieved: Employment for foster youth served by the ILP providers rose slightly to 340 youth (a 2.1% increase from prior year). Statewide, the overall teen unemployment rate is currently at 8.8% (down from 29.7% in 2011). The ILP Provider outcomes data is now nine months old (through 6/30/11). Therefore, the figures reflect a time when unemployment was still high statewide, both for foster youth and the public in general. The ILP Providers have increased contacts and relationships with employment related partners. However, there are still three ILP Contractors that indicate no contact with Workforce Investment Act (WIA) entities (see the Collaborations section for more details). This is an area that needs to be addressed. The Tuition and Fee Waiver recently passed by Oregon's legislature and implemented with the 2012-13 academic year, requires students from foster care to provide 30 hours of volunteerism to retain eligibility for the Waiver. DHS is working with the colleges, universities, and ILP Providers to provide youth with opportunities to meet the 30 hour requirement.

Planned: The ILP Coordinator will attempt to include members of the Oregon Workforce Investment Board and a representative from the OVRs YTP as members of the E.Y.E.S project. Oregon has made the NYTD survey available for youth to take each year (at age 17, 18, 19, 20 and 21). The NYTD outcomes will be reviewed annually and used as a baseline to track improvement. The ILP Coordinator will continue to partner with the colleges and OUS institutions to document volunteer opportunities for students from foster care. The projected completion date has been revised to September 2014.

3. **Post-Secondary Training & Education Preparation:**

- a. **Goal:** Increase the number of staff, Contractors, foster parents and foster youth trained on post-secondary financial aid and other information important to determining which school a youth may be able to attend.

Achieved: Progress was achieved on this goal. However, the OR-Kids reporting we had hoped to review was not available during the past year. We are hopeful the OR-Kids educational data will be available in the next few months to help inform the workgroup. The most recent support of this goal has been the implementation of Oregon's Foster Youth Tuition and Fee Waiver. Informational flyers have been created by both DHS and the Oregon Foster Youth Connection/Children First for Oregon (OFYC/CFFO). A workshop regarding the Waiver was provided by the ILP Coordinator, Youth Transition Specialist, ILP Fiscal Assistant and a youth panel at two post-secondary events in January 2012 (to Financial Aid Administrators and the Support Services Council). The ILP Desk staff has met with two universities and one community college to discuss plans for implementing programs to support students from foster care. The Transition Summit also created a project (STAND and DELIVER!) to improve collaboration between high school counselors, DHS staff and college staff. The following trainings or projects currently exist to assist with accomplishing this goal:

- ASPIRE Fall Conference – DHS has 75 slots for DHS staff, foster parents and community partners.
- ASPIRE for Your Future – up to 100 youth and 30 adult supporters attend a week long event to learn about post-secondary resources and other details important to consider in selecting a school.
- District 3 Youth Convening – This event is now conducted in coordination with the ASPIRE for Your Future conference. An additional 50 youth and 50 adults will attend one day of the event.
- Portland State University (PSU) is working on the My Life Project (coaching youth to prepare for transition to adulthood using a self-determination model) and Better Futures (working with youth with mental health issues to succeed in school).

Following are educational outcomes as reported by the ILP Contractors. Note that the information below is for ILP youth served between July through June each year (annual contact cycle and reporting period) and only for those youth served by an ILP Contractor. These figures may not be reflective of Oregon's foster care population as a whole.

Goals	07/08	08/09	09/10	10/11	% Change from prior year
Reg. HS Diploma	189	183	157	239	+52.2
GED	51	62	64	59	-7.8
Modified Diploma	25	21	36	23	-36.1
Post-secondary ed. & training	154	165	267	272	+18.3
Post-secondary degree/certificate	2	4	13	8	-38.4
Obtained own housing	254	241	226	275	+21.7
Living without Agency maintenance	248	232	173	226	+30.6

The above statistics indicate a significant decrease in the number of youth who completed high school by obtaining a modified diploma (-56.5%), as well as a decrease in the number of youth completing high school through the GED process. This may be an indication the outreach efforts regarding the benefits of a high school diploma (versus a GED or modified diploma) are succeeding. The 239 youth obtaining a high school diploma is the largest graduating group served by ILP Providers to date. This may reflect the ILP Providers' increased focus on educational skills groups (+49.6%) and educational focused one-on-one sessions (+21.6%). The number of ILP youth enrolling in post-secondary education has slowed (only up 18.3% versus 61% last year). This is in line with the overall number of Chafee eligible youth declining slightly over the past two years. The significant drop in youth obtaining a post-secondary degree or certificate (-38.4%) is perplexing. The statewide retention rates are at all time highs. There was a significant increase of first year students during the 2009-10 academic year. The low rates may be due to the fact that students are still working on their two or four year degrees.

Planned: Obtain information from the OR-Kids system to determine a complete and accurate picture of educational attainment for both ILP enrolled youth and the general foster care population. The ILP Coordinator will once again conduct an awareness campaign regarding the opportunity to attend the ASPIRE for Your Future Conference and ASPIRE Fall Conference. The implementation of the Foster Youth Tuition & Fee Waiver will also continue to provide an avenue for outreach directly to youth. DHS will review the list of potentially eligible 17+ year olds. For those who have not submitted a free application for federal student aid (FAFSA), a notice will be sent informing them of the availability of the Waiver. The new FosterClub: Dedicated Outreach Representative pilot will also provide an avenue for

informing youth directly. The ILP Coordinator or Youth Transition Specialist will participate in the Transition Summit project, STAND and DELIVER! Completion date revised to December 2012.

4. **Mentors and Interactions with Dedicated Adults:**

- a. Goal: Increase permanent support systems for youth

Achieved: The revised Transition Planning NetLink discusses the importance of connecting youth to permanent supports. The Cultural Identity Sun activity is discussed and provided as a tool to learn what youth are interested in and how they define themselves, as well as whom a youth views as supportive adults. There were two projects created at the Transition Summit that may help to increase permanent support systems for foster youth: I Live Here and The Social Network.

Planned: The ILP Desk staff will participate in or monitor the progress of the I Live Here and The Social Network projects. Transition Planning NetLinks will continue on a quarterly basis. Completion date revised to October 2013.

- b. Goal: Establish peer mentors and coaches to assist teens in care with transition planning and decision making.

Achieved: The ILP SAC work group prioritized this goal in March 2012. The Powerhouse Mentors (serving Multnomah County), while not a peer mentoring program, does continue to match teens with mentors who can help them problem solve and make decisions about their futures. Powerhouse has served youth as follows:

- 9/1/10 – 8/30/11: 46 youth served ages 12 – 21
- 9/1/11 – 4/30/12: 11 new matches have occurred

The Transition Summit workgroup Can We Talk also has a goal for youth to have active participation in transition planning and decision making, the ability to identify personal needs and goals and to provide feedback to systems.

Planned: Lack of funding is a barrier. The SAC workgroup will partner with the Can We Talk project to determine how both efforts can move Oregon toward successfully completing this goal. The ILP SAC workgroup is also moving forward with research and planning. This is an area on which Oregon may request technical assistance from the National Resource Center for Youth Development, University of Oklahoma. Completion date has been revised to September 2014.

5. Services for Former Foster Youth:

- a. **Goal:** Create a method for maintaining contact with former foster youth selected to participate in the follow-up NYTD surveys and former foster youth who may be struggling with the transition to self-sufficiency and adulthood.

Achieved: Updates to the DHS-ILP website are complete. The website is more youth and user friendly. The ILP website can be viewed at: http://www.oregon.gov/DHS/children/fostercare/ind_living/ilp.shtml. DHS has recently entered into a pilot project with FosterClub, Inc. The pilot will provide outreach to the NYTD populations and former foster youth in general. FosterClub will provide a Dedicated Outreach Representative who will track the contacts made, number of surveys submitted, and provide youth with information and resources to aid them in their transition to adulthood.

Planned: The Youth Transition Specialist will monitor feedback on the new webpage, provide timely updates to the website when needed, and continue to add resource pages. The ILP Coordinator will work closely with FosterClub on the Dedicated Outreach Representative project. The following activities and services will assist with maintaining contact with current and former foster youth:

- NYTD workshop at every ILP sponsored teen conference or event.
- Dedicated Outreach Representative to have a presence at every ILP sponsored teen conference/gathering over the summer.
- FosterClub memberships promoted by all ILP Contractors.
- Creative incentives for youth who submit the NYTD survey within the specified time allowed.
- Chafee ETG application (contact information).
- Foster Youth Tuition and Fee Waiver will provide access to former foster youth & contact information (email address).

The Completion date has been revised to September 2014.

6. Education & Training Voucher Program

Goals for this Chafee purpose area are listed in the Chafee Education & Training Voucher section below.

7. Services for Kinship Guardianship or Adopted youth.

The ILP's eligibility criteria allows all youth who leave substitute care at age 16 or older (with at least 6 months of substitute care placement services since age 14) to retain eligibility for ILP services to age 21; regardless of type of foster care exit. The only services not available to youth who leave substitute care placements prior to age 18 are the two ILP Housing Programs (Subsidy and Chafee Housing). The ILP housing

programs require current care and custody, or youth must age out (at age 18+) of child welfare care and custody (DHS or Tribal custody).

Unfortunately, the new Foster Youth Tuition and Fee Waiver is more restrictive than the Chafee criteria. A youth must have at least 365 days of substitute care after age 16, and enroll in post-secondary education within 3 years of completing high school or exiting the foster care system (whichever comes first).

Service collaboration activities achieved in FFY 2012 and planned for FFY 2013 with other Federal and State programs:

In March a partnership between New Avenues for Youth (NAFY) and the School of Social Work, Portland State University (PSU), culminated in a one-day Transitions Summit: Preventing Foster Youth Homelessness. Over the past year NAFY has been conducting an environmental scan of services in the Portland metro area. The Transitions Summit goal is to reduce the number of youth from foster care that become homeless. The Summit was attended by over 100 people representing: DHS (child welfare, adult welfare, vocational rehabilitation), Oregon Health Authority (mental health), homeless and runaway agencies, Judicial (judges, CRB, CASA), post-secondary institutions, ILP Providers, WIA employment service providers, housing authority, foster parents and the business community. The Summit resulted in 13 workgroups and a variety of creative projects to prevent homelessness. PSU received a grant to support the on-going coordinated planning of the workgroups created at the Summit. Several DHS staff, including the ILP Coordinator and Youth Transition Specialist are participating in the various workgroups. Progress related to the Chafee goals will be updated in next year’s annual report.

The following chart details the types of contacts or relationships the ILP Contractors have with a variety of local resources and youth serving agencies:

DHS & Tribal Contacts	Regular, ongoing contact / relationship	Infrequent contact	No Contact
District/Branch/ILP Liaison	19	1	1
Foster Parents	21	0	0
Tribe / Indian child welfare	6	11	3
Self- Sufficiency Programs (TANF, OHP, Food Stamps, Teen Parent)	12	8	1
Mental health services	11	9	1
Physical health services	3	14	3
Seniors and People with disabilities	5	11	5
Health Department (city/county/state)	8	12	1
Other	1	1	1

Employment Contacts			
Workforce Investment Board (WIA)	11	7	3
Employment office	13	8	0
One stop centers	10	8	2
Vocational rehabilitation services	5	16	0
OVR's Youth Transition Programs	2	9	8
Job Corp	8	11	2
Goodwill Industries	2	9	10
Apprenticeships	1	11	9
Career/ Professional	9	11	1
Other	3	0	2
Education Contacts			
Public School system (counselors, IEP, etc)	18	3	0
Alternative schools	16	4	1
College / University system	17	4	0
Vocational / Trade Schools	4	15	2
Tutoring programs	4	15	2
Scholarship Programs	14	7	0
Other	1	0	0
Housing Contacts			
Transitional Living Programs	10	6	5
Local or state housing boards	5	9	5
Public housing authority	4	12	4
College housing	6	12	2
HUD / Community Housing planning	6	9	4
Teen Parent Programs	8	6	4
Other	0	1	0
Other Contacts			
4-H, Scouts, Other youth Leadership / activities	11	7	1
Mentors	3	8	5
Other	3	0	1

The ILP Coordinator and Youth Transition Specialist are involved in a variety of workgroups, standing committees, or monthly meetings that involve State and Federal partners (i.e.: FYSB Homeless & Runaway/TLP, Community Colleges & Workforce Development, Oregon Workforce Investment Board, OVR's Youth Transition Program, Adolescent Mental Health, Commission on Children and Families, Oregon Foster Parent Assoc., OFYC/CFFO, CRB/CASA, Oregon Health Decisions, Portland State University, Portland Community College, nine federally recognized Tribes, Western Oregon University, etc.).

Specific training that was conducted during FFY 2012 and planned for FFY 2013 in support of the goals and objectives of the State’s CFCIP:

Details of specific training will be found in the goal areas listed below, as well as in CFCIP Attachment 1, Training Matrix.

- a. Goal: Increase opportunities for teen related trainings involving youth, DHS, ILP Contractors, Judges, CASA, CRB, and foster parents.

Achieved: There has been a paradigm shift in DHS and community partners’ thinking regarding the use of foster youth as trainers. Foster youth are now routinely included as “experts in the field” and requested as presenters or co-facilitators during trainings and events (ILP groups, Foster Parent groups, camps, conferences, display tables, and other recruitment efforts).

Planned: DHS will continue to provide youth with opportunities to share their expertise at conferences and trainings. This goal has been accomplished.

- b. Goal: Have a cohort of trainers available to provide Ansell-Casey Life Skills Assessment training. ACHIEVED, year 1; staff training continues.

Achieved: This goal was achieved in year one. Oregon has six DHS staff and five community partners trained as trainers. Trainings have been completed statewide and continue on an as needed/requested basis.

Planned: Trainings will continue to be offered as needed. This goal had been achieved, and no further activities were anticipated. However, with the recent changes and shift to the new Casey Life Skills Assessment, DHS plans to request another train the trainer session through the National Resource Center for Youth Development to update Oregon’s trainers on the new format and requirements.

- c. Goal: Provide caseworkers with training on how to survey youth.

Achieved: There has been minimal progress on this goal. Caseworkers have received the list of appropriate responses and e-mail notifications regarding incentives. However, no actual training has occurred.

Planned: This goal may be adjusted once the FosterClub Connect: Dedicated Outreach Representative project is underway and we begin to review the results. We anticipate requesting assistance from the National Resource Center for Youth Development for assistance with this goal. Projected completion date is set for October 2013.

Training being provided to the Child Welfare Partnership by Portland State University to increase foster parent’s knowledge and understanding of teen issues as part of the Core Foster Parent Curriculum are as follows:

Class	2011 Offerings	# Attendees	2012 Offerings (to date)	# Attendees
Creating Positive Behaviors in Teens	4	47	1	16
Ten Tips for Parenting Teens	3	41		
Switching Gears: Steering Children to Acceptable Behaviors, Ages 11-19	1	24		
Common Mental Health Disorders in Teens	3	47		
Enhancing Teen Attachment	1	8	2	19
Motivating Youth to Make Positive Changes	2	31	1	16

See the Training section of the State’s report for further details regarding teen related training.

Service design and delivery of a trust fund program for youth receiving independent living services or transition assistance:

Oregon does not participate in trust funds for ILP youth or young adults receiving ILP services. Oregon does not plan to participate in trust accounts using Chafee funds.

Activities undertaken to involve youth (up to age 21) in State agency efforts:

- a. Goal: Involve youth in workgroups and program planning to achieve the five year program goals.

Achieved: Youth have been involved in workgroups and focus groups. When a statewide perspective is sought, SurveyMonkey has been used to obtain input or feedback. The annual ILP Teen Conference provides youth the opportunity to discuss topics of interest, identify barriers, and brainstorm solutions during the Youth Speak activity. The “Youth Speak” activity culminates in the teens and young adults presenting their recommendations for improvement to a panel of “VIP’s.” The VIP panel includes: DHS management, a Judge, a legislator, Education Department, OFYC President, Tribal ICW manager, CRB manager, etc. The Youth Speak recommendations are captured in a report which is widely distributed. In addition, each State Advisory Committee workgroup is reminded of the need to include youth voice as much as possible in strategies and planning. The Oregon Foster Youth Connection is often accessed to obtain input and recommendations.

Planned: This is an on-going goal, and will be complete when the Five Year Plan has been achieved (September 2014).

- b. **Goal:** Expand foster youths' awareness and participation in the Oregon Foster Youth Connection (OFYC) youth advocacy council.

Achieved: The ILP State Advisory Committee prioritized this goal in March 2012. The group is in the early stages of research and outreach. Outcomes will be reported next year.

The ILP continues to provide both financial and staff support to the OFYC. Both the ILP Coordinator and Youth Transition Specialist are considered Advisors to the group. The ILP also provides \$4,000 to OFYC to assist with ensuring youth are able to attend meetings, provide refreshments and purchase necessary items or supplies to help the group achieve their goals. Following is a current list of members:

- active youth members: 30
- interested/inactive youth members: 60
- active adult advisors: 8
- interested/inactive Advisors: 2
- Active community supporters: 27

OFYC has continued to partner with the National Foster Youth Action Network (NFYAC) and receives technical assistance and training through NFYAC.

Planned: DHS-ILP will continue to provide financial support to OFYC through FFY 2014 (September 2014). At that point it is expected that the OFYC will be a self-sufficient entity. DHS will continue providing supportive adults for the group (ILP Coordinator and Youth Transition Specialist). The ILP SAC workgroup is working on researching and planning strategies for increased membership for OFYC. Supporting expansion of OFYC membership is an on-going goal; no anticipated completion date.

Option to expand Medicaid to provide services to youth ages 18 to 20 years old that have aged out of foster care:

Chafee Medical was implemented on May 1, 2010. Chafee Medical allows Oregon youth who age out of foster care to continue receiving medical coverage until their 21st birthday. The number of youth accessing the program steadily, yet gradually, increased over the past two years (see CFCIP Attachment 2, OHP to 21).

Indian Tribe consultation (Section 477(b)(3)(G) of the Act) specifically as it relates to determining eligibility for benefits and services and ensuring fair and equitable treatment for Indian youth in care:

1. Describe how each Indian Tribe in the State has been consulted:

- a. Goal: Improve and increase consultations with Indian Tribes specifically relating to determining eligibility for benefits and services for Indian youth in care under the Chafee Foster Care Independence Act.

Achieved: Due to the barriers mentioned in the Chafee Summary section above, the ILP Coordinator was not able to travel to each Tribal office to meet and discuss the ILP services. The ILP Coordinator and Foster Care Manager attend the DHS ICWA Quarterly meetings. Relationships continue to be strengthened and informal consultation occurs during the ICWA Quarterlies or as needed. The Native Teen Gathering continues to be an excellent tool for building and strengthening relationships with the Tribes. The ILP Coordinator provided technical assistance to the new Warm Springs ILP staff and Child Welfare Director. Plans are underway with the Confederated Tribes of Grand Ronde to host a meeting to inform ILP Providers and DHS Staff of Tribal resources; and to inform Tribal staff of ILP and other DHS services or resources that may benefit Grand Ronde’s foster youth. The meeting will also include a brainstorming session to determine how to increase the number of Tribal youth receiving ILP services. A meeting is set for mid-June to meet with the new staff at the Coquille Indian Tribe responsible for ILP services.

Planned: The ILP Coordinator will attend the ICWA Quarterlies on a regular basis. The ILP Coordinator will make regular calls to each ICWA Representative to discuss needs and determine if a meeting or training is necessary. This is an on-going goal with no anticipated end date.

2. Efforts to coordinate the programs with the Tribes.

The ILP Coordinator ensures the Tribes are included in/invited to any local ILP activities (i.e. Program Reviews, ACLSA training, ILP training). The ILP Coordinator also includes the Tribes on an e-mail listserve for teen/young adult related information or resources. Tribes are considered a community partner and key stakeholder.

The primary event the Tribes and the ILP Coordinator collaborate on is the Native Teen Gathering. The Klamath Tribes hosted the Gathering in 2011. The Klamath Tribe did an excellent job of providing cultural activities in a beautiful setting which allowed youth to leave feeling more connected to their heritage. Following is a link to the DHS article

regarding the benefits of the Native Teen Gathering:
<http://www.oregon.gov/DHS/children/beyondfc/features/2011-09-30.shtml>

This year the Burns-Paiute Tribe will be hosting the Gathering. While financial issues have proved to be barriers in the past, DHS is making a concerted effort to ensure ICWA staff are able to attend the Gathering with their youth.

3. Discuss how the State ensures that benefits and services under the programs are made available to Indian children in the State on the same basis as to other children in the State.

The DHS ICWA Liaisons and Tribal staff are aware of the services and understand the process for referring youth for services. Following are statistics for Native American/Indian youth served (for a full breakdown of youth served, by race, see the chart on the second page of the CFCIP report.

Race	Total Served	% of ILP Population Served	All Foster Care
Native American	141	6.9%	4.5%
Total Youth Served	2,047		

As the above statistics indicate, Native American youth equaled 6.9 percent of the youth who received ILP services. Native Americans equal 4.5 percent of the overall foster care population. This statistic is an indication that Oregon is ensuring Native American/Indian children are receiving ILP benefits and services on the same basis as other children in the state.

4. Report the CFCIP benefits and services currently available and provided for Indian children and youth in fulfillment of this section and the purposes of the law.

There have been no changes in this area. Services continue to be available as follows:

Life Skills Training – The ILP currently contracts with the Native American Youth and Family Services (serving urban Native American youth in the Multnomah county area/Portland). All other Native American youth are able to be referred to the ILP Contractor serving the county in which they reside.

ILP Discretionary Funds – As mentioned above, each Tribe, with the exception of the Confederated Tribes of Warm Springs, has access to \$1,400 in ILP Discretionary Funds. The funds are to be used to assist a youth with achieving their goals as listed on their transition plan.

Chafee ETV – Native American youth access services as any other youth via the electronic application process. Each school will determine a youth's financial need.

Chafee Housing – Youth must return to the Tribe or DHS to request voluntary ILP services, including Chafee Housing (providing eligible youth with up to \$600 per month based on need).

Independent Living Housing Subsidy – per Oregon Policy (based on Oregon Revised Statute 418.475), a Native American youth must be in the care and custody of DHS in order to be eligible for Independent Living Housing Subsidy services. This service is primarily funded with State General funds – no Chafee funds are expended on Subsidy housing stipends.

Summer ILP Events – All Tribes are notified of the various summer events sponsored by the ILP (Native Teen Gathering, Teen Conference, ASPIRE training). Tribes are notified via email and each event is discussed at the Quarterly ICWA meeting prior to the event date.

Driver's Education funds are available to any youth eligible for ILP services.

5. Describe whether and how the state has negotiated in good faith with any Tribe that has requested a portion of the State's allocation to administer ILP services directly.

No Tribes have requested a portion of the State's allocation. The Confederated Tribe of Warm Springs was the first Tribe to request and receive direct funding from the Federal Government in 2010.

Chafee Education & Training Voucher Program

Program Services Description:

For details regarding Oregon's Chafee Education and Training Grant (ETG) program and eligibility criteria, please see the DHS Procedure Manual, Chapter 4, Sections 29 at the website listed below. No significant changes in program services or eligibility are anticipated.

http://www.dhs.state.or.us/caf/safety_model/procedure_manual/index.html

Oregon will continue to provide Chafee ETG services for eligible foster youth (DHS or Tribal). Former foster youth may be able to receive services between the ages of 16 to 20; or up to age 23 if enrolled and accessing Chafee ETG services on their 21st birthday. Services are available statewide. Oregon anticipates serving 325 youth through the Chafee Education and Training Grant (ETG) program during the 2012 – 2013 academic year.

A summary of accomplishments, progress made, as well as goals placed on hold are listed below.

Collaboration Summary:

DHS will continue to utilize the ILP State Advisory Committee members to help research, build collaborations, and implement strategies to accomplish the Chafee Goals set forth in the Five Year Plan. DHS' partnership with the Oregon Student Access Commission (OSAC) will also continue. Due to the implementation process for the Foster Youth Tuition and Fee Waiver, collaboration with the Oregon University System and Community College administrators was initiated. Additional Chafee ETG collaborations are listed within the detailed goals listed below.

Program Support Summary:

Statewide ETG related trainings conducted over the past year included: Youth Transition Planning NetLink, ILP Services NetLink, Native Teen Gathering, CRB Conference, Oregon Association of Student Financial Aid Administrators (OASFAA), Support Services Administrators, and ASPIRE Conferences (one for youth and one for adults). Details of specific training will be found in pertinent goal areas below.

The ILP Coordinator does not anticipate requesting technical assistance related to the Chafee ETG from the National Resource Centers.

Specific accomplishments achieved in FFY 2012 and planned activities for FFY 2013:

Chafee ETG Summary:

Reference the challenges listed in the CFCIP Summary section. The status of Oregon's Chafee ETG goals are summarized below; indicating whether the goals were achieved, forward progress made, or if goals have been placed on hold. Complete details of accomplishments, progress, and plans for next year are listed in the Chafee ETG Accomplishments and Planned Activities section of the report.

- a. Goal: Access national database information regarding foster youth post-secondary education and training, retention and completion rates. **ACHIEVED**.
- b. Goal: Determine awareness and knowledge of post-secondary staffs regarding the barriers and needs facing foster youth. **PROGRESS**, completion date set for September 2012.
- c. Goal: Conduct outreach to increase public awareness regarding the need for additional financial support for foster youth's post-secondary education and training costs. **PROGRESS**, completion date September 2012.
- d. Goal: Catalog individual campus processes and procedures for financial aid and other supportive services to minimize access delays for foster youth. **PLACED ON HOLD**, completion date revised to September 2014.
- e. Goal: Create a structure for older foster care alumni to become mentors for new alumni on campus. **PROGRESS**, completion date revised, set for September 2013.
- f. Goal: Find resources to fund an ETV Resource staff and/or primary contact for information and referral. **PLACED ON HOLD**, indefinitely.

Chafee ETG Accomplishments and Planned Activities:

This section of the State's Annual Progress Report will detail the progress achieved on the goals set forth for Oregon's Chafee ETG as outlined in the Five Year Plan. Details are listed below and CFCIP Attachment 3, ETG Attachment E, contains the statistics of youth served over the past four academic years.

- a. Goal: Access national data base information regarding foster youth post-secondary education and training retention and completion rates.

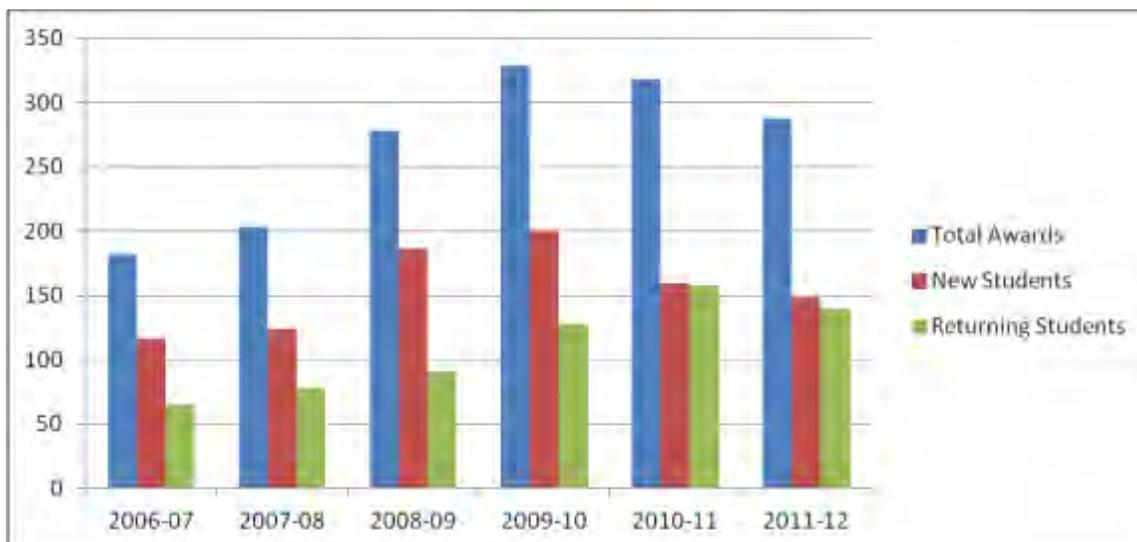
Achieved: The Oregon Student Access Commission has been able to obtain information from the national data base to determine the completion rates for Oregon's students accessing the Chafee ETG. The following data shows an interesting trend. At first glance it would appear youth who attend a four-year university are faring better/completing their education at a higher rate than students

attending a two-year institution. However, with such small numbers, it is too early to make such a determination.

Community College		Proprietary	Public Four-Year	Private Four-Year	Total All Sectors
Year	Rate (%)	Rate (%)	Rate (%)	Rate (%)	Rate (%)
2005-06	4.73	0.0	21.43	37.5	8.65
2006-07	12.31	0.0	n/a	n/a	n/a
2007-08	9.09	0.0	n/a	n/a	n/a
2008-09	7.25	4.17	n/a	n/a	n/a

*Data reported by OSAC on 11-30-11, see CFCIP Attachment 3, ETG Attachment E for the full report.

As indicated by the chart below, Oregon has experienced a slight decline of students accessing the Chafee ETG. However, retention rates hit an all-time high at 49 to 50 percent during the current and past academic year.



Academic Years:	06-07	07-08	08-09	09-10	10-11	11-12
Retention Rates	36%	39%	33%	39%	50%	49%

* Academic year 2011-12 is still in progress and numbers are subject to change.

The retention rates for the Chafee ETV students have steadily increased over the past five academic years, with the exception of 2008-09. However, based on the graduation rates provided by OSAC, at least 9 percent of youth did not return in 2009-10 due to obtaining their degree or certificate in the prior academic year.

Planned: DHS will continue to partner with the OSAC to obtain data on Chafee ETG students from the national clearing house. DHS will track the number of students who have obtained a degree or certificate. This will help distinguish and clarify the retention rates. The Post-Secondary Education workgroup will continue its

work to achieve the goals set forth for Oregon’s Chafee ETG. The revised completion date for this goal is July 2012.

- b. Goal: Determine awareness and knowledge of post-secondary staffs regarding the barriers and needs facing foster youth.

Achieved: The Post-Secondary Services workgroup is currently working on this goal. The workgroup includes post-secondary staff, ILP Providers, retired DHS caseworkers, and youth. One project that has proven successful is the Cascade Fostering Success Advocate (see CFCIP Attachment 4, Grad Rates, and CFCIP Attachment 5, PCC Project, for additional details). The following chart shows some of the success the project has had at PCC’s Cascade campus:

Retention Indicators.		
	Non-Participants	FS Students
Student has an overall satisfactory academic standing	58%	69%
Student has an accumulative GPA of 2.0 or greater	59%	75%
Student retained from Fall to Winter Terms	59%	91%
Student retained from Winter to Spring Terms	79%	100%

Developmental Education classes are attended at approximately the same rate by both the Cascade Fostering Success Students and the Cascade non-participatory group. A considerable improvement in term-to-term retention and credit completion was experienced by the Fostering Success students over the non-participatory group.

The ILP Coordinator and Youth Transition Specialist have also met with Oregon State University (OSU) and the University of Oregon (UO) regarding plans to implement support programs for students who are or were in foster care. The OSU planning team is impressive, with multiple student support services participating in the planning. UO is also making progress toward implementing specialized support services.

Planned: A survey was distributed to the community colleges, universities and vocational training institutes to assess the level of awareness and knowledge regarding barriers and needs facing foster youth. The ILP Desk is in the process of analyzing the survey responses. Once a baseline is determined, plans and activities will be implemented to increase the awareness and knowledge of post-secondary staffs. Continue tracking the progress of the Cascade Fostering Success Advocate, OSU, UO and share success with other post-secondary institutions. Projected completion date set for September 2013.

- c. Goal: Conduct outreach to increase public awareness regarding the need for additional financial support for foster youth’s post-secondary education and training costs.

Achieved: Significant progress was made possible by the passage of HB3471 (Foster Youth Tuition and Fee Waiver). HB3471 raised awareness of the barriers and needs facing foster youth attempting to access post-secondary education. The Oregon Foster Youth Connection (OFYC) and Children First For Oregon (CFFO) have provided a face and voice to the issues.

The DHS-ILP website has been updated to include a tab on higher education and financial aid. Work continues to update the site and increase information regarding post-secondary resources available to foster youth. The website is located at: http://www.oregon.gov/DHS/children/fostercare/ind_living/ilp.shtml

Planned: Continued discussions with the HB3471 work group to refine the process for determining eligibility and notification of post-secondary institutions and youth. The ILP Coordinator and Youth Transition Specialist will continue to support post-secondary institutions efforts to support students who are or were in foster care. The projected completion date is September 2013.

- d. Goal: Catalog individual campus processes and procedures for financial aid and other supportive services to minimize access delays for foster youth.

Achieved: There has been no progress on this goal due to workload and time constraints of the ILP-ETG Fiscal Assistant, ILP Coordinator and Youth Transition Specialist.

Planned: This goal has been placed on hold until after the OR-Kids System is implemented and implementation of the Foster Youth Tuition and Fee Waiver is completed. The projected completion date has been postponed to September 2014.

- e. Goal: Create a structure for older foster care alumni to become mentors for new alumni on campus.

Achieved: The Foster Youth Tuition and Fee Waiver was the driving force behind progress on this goal over the past year. In preparation for presentations to the Oregon Association of Student Financial Aid Administrators (OASFAA) and the Support Services Administrators, the ILP Coordinator issued a survey to the post-secondary institutions. The results are currently being analyzed. However, as mentioned above the following institutions are currently working to implement supports for youth in care, including a mentoring component:

- Portland Community College – the Fostering Success project was implemented at the beginning of the current school year.

- Oregon State University – the Foster Youth Initiative Group has been meeting for several months planning supportive services for the 2012-13 academic year.
- University of Oregon – Discussion have been evolving over the past two years.

Planned: Continue to meet with post-secondary institutions regarding partnering to better serve students who are or were in foster care. This is an area the Post-Secondary Services workgroup is currently researching. The completion date has been revised to September 2013.

- f. Goal: Establish an ETV Resource staff and/or primary contact for information and referral.

Achieved: No progress has been made on this goal. However, as mentioned above, with the implementation of the Foster Youth Tuition and Fee Waiver many schools are educating staff on the special needs of current and former foster youth.

Planned: Due to budget impact, this goal had been placed on hold. Review the need for achieving this goal given the supports currently being created and implemented as a result of the Foster Youth Tuition and Fee Waiver. Outcome of review will be discussed in next year's report.

Technical Assistance the State anticipates needing to meet the goals set forth in the five-year plan:

1. Technical assistance (TA) in broadening the scope of outreach methods to current and former foster youth, including improving the effectiveness of existing approaches (e-mail, FaceBook, text) may be warranted. DHS will determine needs and submit a request for technical assistance.
2. Technical assistance may be necessary to accomplish Goal 1.e., Increase hands-on, experiential life skills activities. The National Resource Center for Youth Development may be able to assist with research and creation of curricula to assist ILP Contractors and foster parents to provide experiential activities.
3. Train the trainer session is necessary for the new Casey Life Skills Assessment and tools. DHS has several trained staff and maintains contracts with several providers who were certified to train the ACLSA. These trainers need to be trained on the new CLSA.
4. If the ILP is successful in moving forward with establishing peer mentors and coaches to assist youth with decision making and transition planning, a curriculum for training the mentors/coaches will be necessary. Would ask for assistance in establishing appropriate curriculum or a train the trainer session.

 **Statistical and Supporting Information**

1. Education and Training Vouchers:

	Total ETVs Awarded	Number of New ETVs
<u>Final Number: 2010-2011 School Year</u> (July 1, 2010 to June 30, 2011)	318	160
2011-2012 School Year* (July 1, 2011 to June 30, 2012)	300	150

For additional information, see *CFCIP Attachment 3 – ETG Attachment E: Education and Training Vouchers Awarded*

2. Inter-Country Adoptions: 0

3. Juvenile Justice Transfers: 23

Estimated FFY 2012 Client and Family Counts, Title IV-B

Data pulled for those served October 1, 2011 - May 31, 2012

Actuals represent 8 months of the federal fiscal year (66.7% of year)

Service Group	Number of Persons To Date	Estimated Annual Number of Persons	Number of Families To Date	Estimated Annual Number of Families
Exits to Juvenile Justice	15	23		

Estimate based on "to-date" actuals, inflated to represent entire 12-month period

Financial Information

Payment Limitation: Title IV-B, Subpart 1:

For comparison purposes, submit the amount of Title IV-B, Subpart 1 funds that the State expended for child care, foster care maintenance and adoption assistance payments in FY 2005.

The amount expended in FY 2005 was \$2,737,077.

Payment Limitation: Title IV-B, Subpart 1:

For comparison purposes, submit the amount of non-Federal funds the state expended for foster care maintenance payments in FY 2012 and applied as match for the Title IV-B, Subpart 1 program in FY 2005.

The amount of foster care maintenance payments applied as match in FY 2005 was \$938,153; for FY 2012 it was \$547,238.

Payment Limitation: Title IV-B, Subpart 2:

Provide State and local expenditure amounts for Title IV-B, Subpart 2 for FY 2010 for comparison with the State's 1992 base year amount, as required to meet non-supplantation requirements.

State Budget FFY 1992

\$ 59,196,600 GF
\$ 112,531,846 TF
\$ 3,283,022 Title IV-B

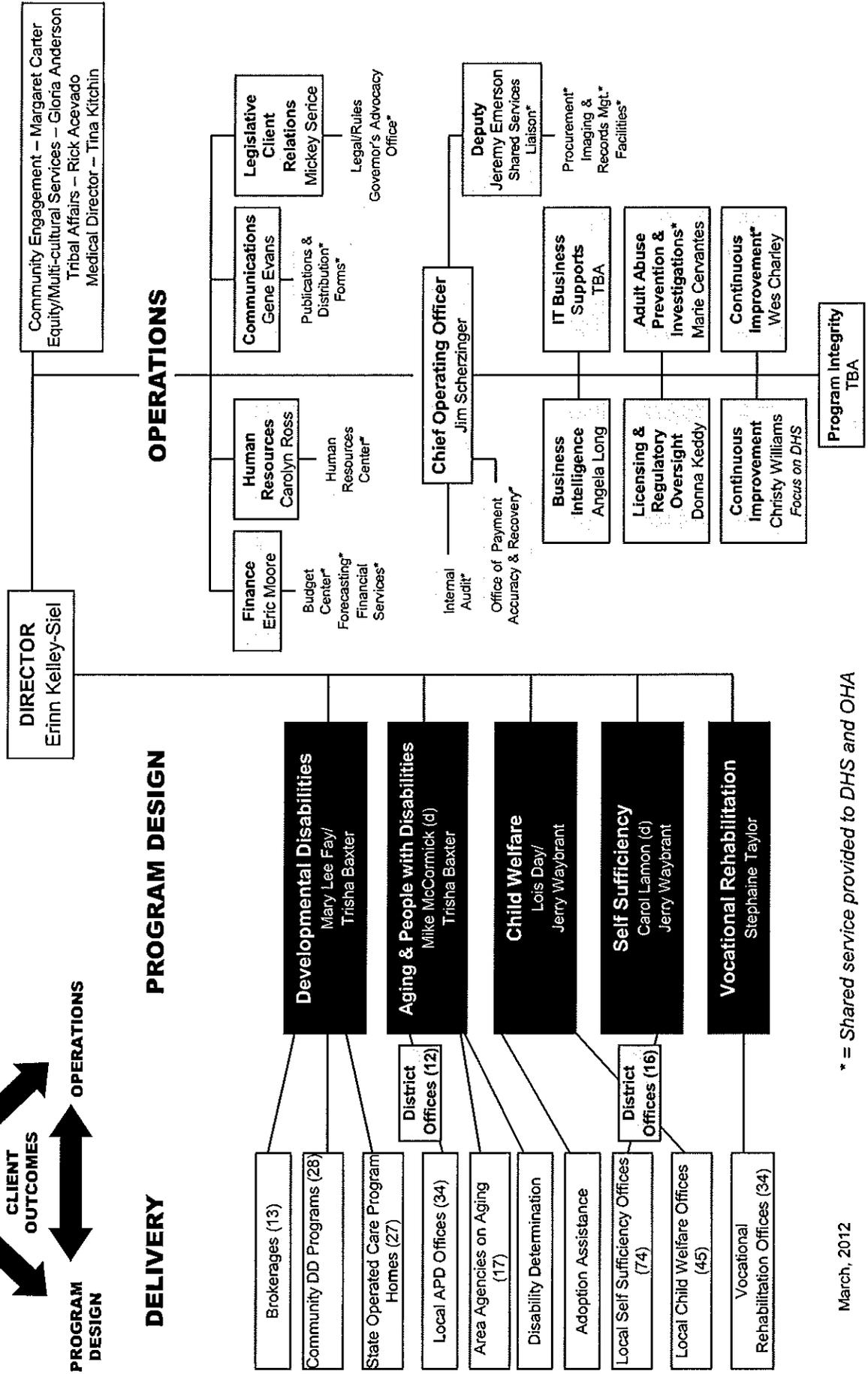
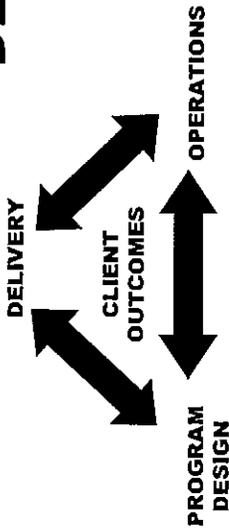
At that time, Title IV-B funds made up 2.9% of the Child Welfare Total Fund Budget.

State Budget FFY 2010

\$ 151,062,462 GF
\$ 378,628,149 TF
\$ 5,541,000 Title IV-B allotment for 2010

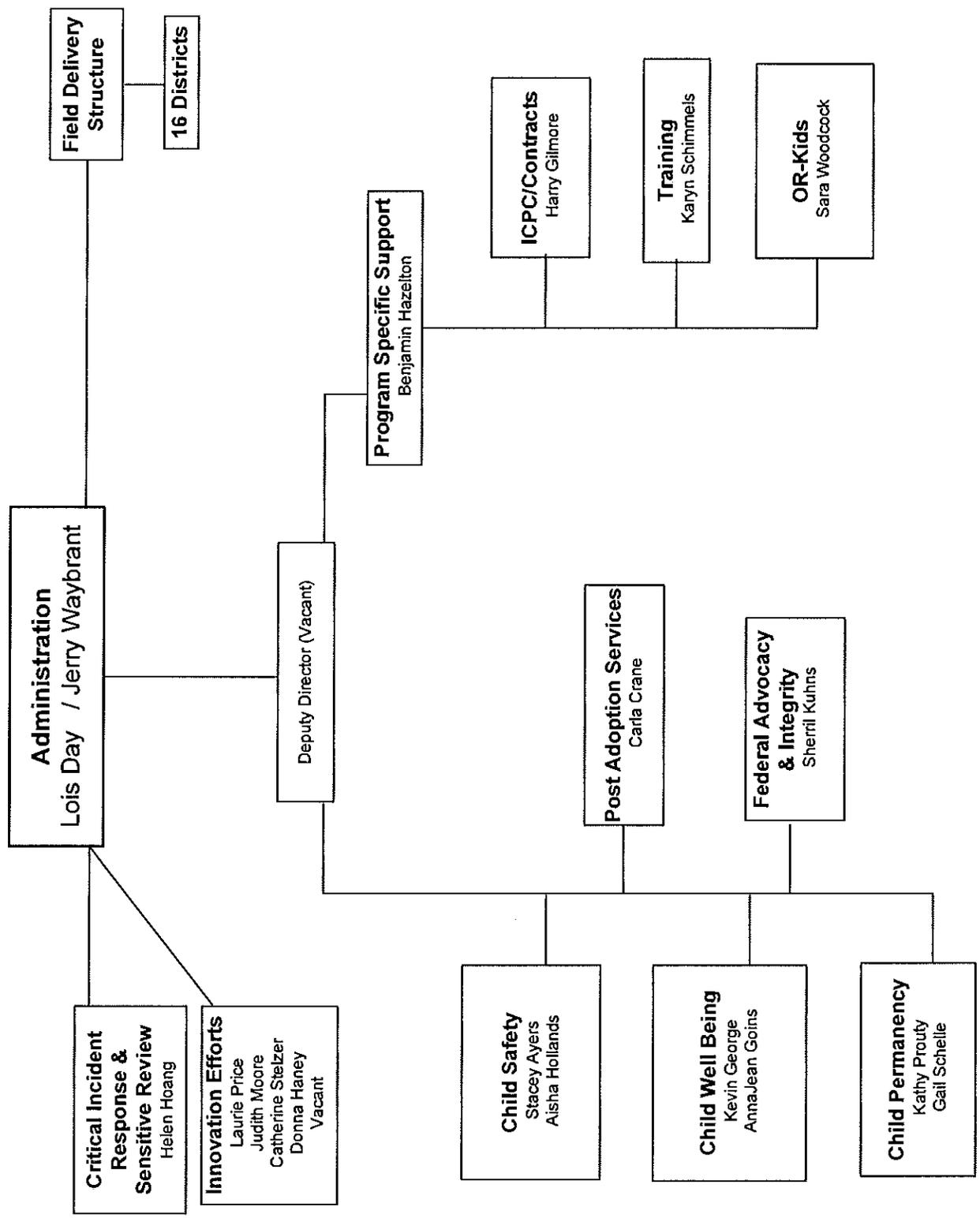
The Title IV-B amount for 2010 is 1.5% of the Child Welfare Program budget versus 2.9% of the budget in 1992. This demonstrates that Title IV-B funds have not supplanted other program costs in the 2010 federal period.

DEPARTMENT OF HUMAN SERVICES



* = Shared service provided to DHS and OHA

Child Welfare Program



2012 Training Matrix

2012 Training Matrix						
Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Masters in Social Work (MSW) There are two major options * Portland Option * Distance Option	<p>Portland Option, classes provided on PSU campus, is a 78 credit program. Students in our tuition assistance program who have selected public child welfare as their advanced practice concentration. The curriculum combines concurrent on-campus coursework and field placements and practicum education in our department. Distance Option, is a three-year program with a combination of courses offered on intensive weekends, onsite instruction and web-enhanced course delivery instruction with field practice placements within DHS Child Welfare in the students' local communities.</p>	2 to 3 years	PSU	DHS CW employees and recruits	\$1,644,891	Title IV-E Foster Care Eligibility
Bachelors Social Work (BSW)	The BSW Program prepares graduates to become professional generalist entry-level social workers/caseworkers to work for DHS Child Welfare.	1 year	PSU	DHS CW Employees and recruits	Combined with MSW	Title IV-E Foster Care Eligibility
Masters in Social Work (MSW)	<p>Eastern Washington University</p> <ul style="list-style-type: none"> • Three year cohort • June 2012 determine interest from Washington DHS-CW employees eligible for tuition assistance 	3 years	EWU	DHS CW Employees	\$72,000 2012-2015	Title IV-E Foster Care Eligibility

2012 Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>Core - Fundamentals of Child Welfare</p> <p>Child Welfare CORE Training is mandatory for all new child welfare staff classified as Social Services Specialists 1 and other employees who perform functions generally assigned to these classifications. Employees must complete CORE prior to having responsibility for a child welfare caseload. Newly hired employees must be attending or have completed training within three months. CORE meets the statutory requirements outlined in ORE 418.749 for all Child Protective Services staff that screen, assess and investigate allegations of child abuse and neglect.</p>	<p>This two week cluster introduces the participant to an array of social issues common in child welfare and provides strategies for implementing best practice standards when working with children and families. Topics include but are not limited to domestic violence, mental illness, substance abuse, child sexual abuse, drug endangered children, developmental issues of abused children, and child neglect. Sessions providing a foundation for child welfare practice include educational resources, working with relative and non-relative caregivers, cultural considerations, the Indian Child Welfare Act, engagement skills, self-sufficiency, and a caseworker's role in the courtroom.</p>	<p>2 weeks</p>	<p>PSU</p>	<p>Social Service Specialist 1 (SSS1) Case carrying workers</p>	<p>\$1,381,245 (per biennium)</p>	<p>RMS</p>

2012 Training Matrix

2012 Training Matrix						
Training Activity	Courses				Estimated Total Cost	Cost Allocation
	Duration	Provider	Audience			
Core – Life of a Case	This two week cluster introduces the participant to all aspects of the Oregon Performance Model, from initial contact to reunification and case closure, and sessions covering screening, mandatory reporting, interviewing children, visitation planning and vicarious traumatization. Sessions supporting legally sound casework practice and concurrent permanency planning are provided and include identifying fathers, diligent relative search, placement priorities, reasonable efforts, types of juvenile court hearings, and Citizen Review Boards.	PSU	Social Service Specialist 1 (SSS1) Case carrying workers	2 weeks	See cost above (this total cost includes this class)	RMS
Core – Pathways To Permanency: Implementing the Concurrent Plan	This one week training will introduce values and policies that provide a framework for case management responsibilities related to developing a concurrent permanency plan when children are unable to return home.	PSU	Social Service Specialist (SSS1) Case carrying workers	1 week	\$289,281 (per biennium)	Title IV-E Foster Care Eligibility
Adoption and Safe Families Act (ASFA)	The Adoption and Safe Families Act (ASFA) training is mandatory for new child welfare workers in Oregon. The purpose of this training is to orient participants to ASFA and its related timelines.	PSU	Caseworkers, complete within 3 months of hire	Computer Based Training (self-paced)	Included in CORE costs from PSU	RMS
Confidentiality in Child Welfare	This Netlink will cover the laws and policies around confidentiality in the field of child welfare. The laws surrounding child welfare records are confusing and often legal advice will be necessary to determine which statute will prevail in a given circumstance.	PSU	Caseworkers, complete within 3 months of hire	3 hours (NetLink)	Included in CORE costs from PSU	RMS

2012 Training Matrix

2012 Training Matrix							
Training Activity	Courses			Provider	Audience	Estimated Total Cost	Cost Allocation
Multi-Ethnic Placement Act (MEPA)	<p>What is MEPA (Multi-Ethnic Placement Act)? What is at the heart of this federal law? Why does this law exist and how does it benefit children? This required course is designed to apply to all child welfare staff and supervisors placing children in substitute care, including foster care and adoptions.</p>	3 hours (NetLink)	PSU	Caseworkers, complete within 3 months of hire	Included in CORE costs from PSU	RMS	
Advocating for Educational Services	<p>This training will equip workers with information needed to advocate for the educational rights of children in care. Workers will learn how to promote the educational achievement of children and young adults through participation on teams that perform academic assessment, planning and goal setting. Strategies for working collaboratively with caregivers, school districts, and educational surrogates will be given.</p>	3 hours (NetLink)	PSU	Caseworkers, complete within 3 months of hire	Included in CORE costs from PSU	RMS	
Disclosure Analysis Guidelines (DAG)	<p>Almost all Child Welfare documents contain confidential information that may need to be redacted prior to disclosure. Analyzing what information DHS may disclose requires critical thinking skills. A resource guide was developed that includes a summary diagram and appendices meant to provide information necessary to guide critical thinking for the majority of questions related to disclosure and confidentiality.</p>	Computer Based Training (self-paced)	DHS-CW	Caseworkers, complete within 1 year of hire	No Ongoing Costs		

2012 Training Matrix

2012 Training Matrix						
Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>Certifier & Adoption Worker Training</p> <p>Provides baseline instruction in key policy and best practice standards for new certifiers and adoption workers.</p>	<p>The training will include the most up to date information on policy and best practice with ample time for group interaction. Topics will include recruitment, emergency placements, relative placements, safety standards, birth family relationships, assessment, choosing not to use families, committee presentations, supporting resource families, allegations in sub-care, caring for sexually reactive children, developmental challenges of adoption, disruption, supervision, finalization, financial assistance through permanency, transition, and mediation and openness.</p>	8 days	PSU	Adoption Workers, foster home certifiers, & staff who complete relative, foster care, & adoption home studies.	\$386,783 (per-biennium)	Title IV-E Foster Care Eligibility
<p>Adoption Tools and Techniques Training</p>	<p>This training builds upon the learning objectives from Pathways to Permanency Training. The in-depth content includes the legal, procedural, and therapeutic components needed to achieve a permanent home for children when that home will be an adoptive home. This training will focus on the importance of maintaining children's connections to important communities and individuals that are appropriate to continue to support their lifelong well being.</p>	3 days	PSU	Social Service Specialist 1 (SSS1) Case carrying workers	Included in Certifier & Adoption Worker Training costs from PSU	Title IV-E Foster Care Eligibility

2012 Training Matrix

2012 Training Matrix						
Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>Foundations in Fostering, Adopting or Caring for Relative Children (Train the Trainer)</p> <p>Training on the delivery of Foundations training for foster parents and adoptive parents. All staff who train on this curriculum are expected to attend and are provided a participant handbook and receive instruction to both the curriculum and training delivery strategies.</p>	<p>Review of Oregon's Foundational Curriculum for training foster, relative and adoptive families. The training covers the entire 8 weeks of material staff will use to train families who wish to care for Oregon's children in foster/relative and adoptive care.</p>	3 days	PSU	Staff who train Foundations for foster and adoptive parents	Included in Certifier & Adoption Worker costs from PSU	Title IV-E Foster Care Eligibility
<p>Adoption Committee Training of Trainers (TOT)</p>	<p>This training will help participants understand the processes of being on a local adoption committees. Participants will learn what forms to use, how to fill them out and what to look for in matching adoptive families to children.</p>	2 day	PSU	DHS Staff Adoption Workers	Included in Certifier & Adoption Worker costs from PSU	Title IV-E Foster Care Eligibility
<p>Social Service Assistant (SSA)</p>	<p>Social Service Assistant Training is an interactive, professional development activity that focuses on the essential skills and knowledge SSAs need to support the safety and permanency of children and families served by Child Welfare.</p> <p>Social Service Assistants will learn about the valuable role they play in supporting child welfare caseworkers to engage families and keep children safe. This training provides entry level instruction on key practice and policy top</p>	6 days	PSU	Social Service Assistants (SSA) complete within 6 months of hire	\$165,414	RMS

2012 Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Supervisory Training	<p>areas related to the primary functions of the Social Services Assistant position. Topics include, but are not limited to: Using the Oregon Performance Model to ensure safe and meaningful visits; Family Culture and Parenting Styles, Parent Coaching, Child Development, Engagement and Communication which includes information on the Stages of Change and Motivational Interviewing, Documentation and Court Presentations.</p> <p>Module 1: Effective Leadership Module 2: Achieving excellence in staff performance Module 3: Building a cohesive work group Module 4: Promoting the growth and development of staff Module 5: Case consultation and supervision Module 6: Managing effectively within the organization</p>	12 days (96 hours) Offered 2 x a year	PSU	CW Line Supervisors	\$314,010	RMS

2012 Training Matrix

Courses						
Training Activity	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation	
<p>Youth Transition Planning</p>	<p>3 hours (NetLink)</p>	<p>DHS-CW</p>	<p>All CW Caseworkers</p>	<p>\$2,060.40 (Salary cost estimate)</p>	<p>RMS</p>	
<p>Independent Living Program (ILP) Services</p>	<p>3 hours (NetLink)</p>	<p>DHS-CW</p>	<p>All CW Caseworkers</p>	<p>Included with above</p>	<p>RMS</p>	
<p>Behavioral Rehabilitation Services (BRS)</p>	<p>1.5 hours (NetLink)</p>	<p>DHS-CW</p>	<p>All CW Caseworkers</p>	<p>\$2,060.40 (Salary cost estimate)</p>	<p>RMS</p>	

2012 Training Matrix

2012 Training Matrix						
Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Fathers in Dependency Cases	After completing this course you will have reviewed: Categories of fathers; Ways to identify, locate & notify fathers with rights; How to resolve possible paternity issues; How to facilitate parentage testing; and Resources for additional paternity information.	Computer Based training (self-paced)	DHS- CW	All CW Caseworkers	No Ongoing Costs	
Another Planned Permanent Living Arrangement (APPLA)	The goal of this course is to provide child welfare professionals an overview of the appropriate use of APPLA and the requirements to thoroughly assess other permanency plans prior to recommending APPLA. There are six learning objectives for this course. They are: Define APPLA and recall the two types of APPLA plans. List the four permanency plans & order of preference. Recall APPLA requirements, procedures and timelines. Recall processes required to consider APPLA as a child's permanency plan. Determine actions and timelines when a proposed APPLA plan is not recommended. Recall the on-going department responsibilities when the court has approved APPLA as a child's permanency plan.	Computer Based Training (self-paced)	DHS- CW	All CW Caseworkers	No Ongoing Costs	

2012 Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>OR-Kids We have provided information and training in a variety of ways to appeal to all the different learning styles and to provide every individual with valuable resources to access as we prepare. Venues of training included webinars, conference calls and classroom trainings. Our OR-Kids On Line website is extensive and offers a wealth of information.</p>	<p>Go Live August 30, 2011. A variety of training venues provided pre and post Go Live. Multiple training opportunities continue.</p>	<p>various</p>	<p>DHS CAF Training and OR Kids project team</p>	<p>All CW staff, Tribes, Affected providers and community partners</p>	<p>\$1,653,467.16</p>	<p>Title IV-E Foster Care Eligibility</p>
<p>Foster / Relative / Adoptive Parent Training</p>	<p><u>CATEGORIES & SAMPLE OF TRAININGS:</u> <u>Foster Parent Role & Responsibility</u> <ul style="list-style-type: none"> • Defensive Parenting • Education Rights of children & youth • Effective Communication • Fun & Creative Parenting <u>Behavior Management</u> <ul style="list-style-type: none"> • Creating Positive Behaviors in Teens • Internet Safety • Positive Behavior Management • Ten Tips for Parenting Teens <u>Attachment & Development</u> <ul style="list-style-type: none"> • Child Development: Toddlers through Pre Tweens </p>	<p>Varies</p>	<p>PSU</p>	<p>Foster Parents</p>	<p>\$1,160,375</p>	<p>Title IV-E Foster Care Eligibility</p>

2012 Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
	<ul style="list-style-type: none"> • Loss & Grief • The Continuum of Attachment • Enhancing Teen Attachment <p><u>Systems Processes and Procedures</u></p> <ul style="list-style-type: none"> • Caregivers & Caseworkers Teaming • Caregivers and the new Oregon Safety Model • Making the Most of Caseworker 30-day Visits <p><u>Sex Abuse</u></p> <ul style="list-style-type: none"> • Issues in Parenting when Children Experience Sexual Trauma • Living with Sexually Abused Children <p><u>Foster Family Dynamics</u></p> <ul style="list-style-type: none"> • Adoption Issues Throughout Life • Confidentiality for Foster Parents • Relative Caregivers <p><u>Surviving & Thriving</u></p> <ul style="list-style-type: none"> • Defensive Parenting • Effective Communication • Thriving in Stressful Times <p><u>Relationships with the Child's Family</u></p> <ul style="list-style-type: none"> • Caring for Children with Incarcerated Parents • Supporting Visitations • The Connection: The Child and the Birth Family 					

2012 Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
	<p><u>CPR, First Aid, Child Safety & Beyond</u></p> <ul style="list-style-type: none"> • Behavior Crisis Management Training • Blood Borne Pathogens • Universal Precautions <p><u>Parenting Children with Specialized Needs</u></p> <ul style="list-style-type: none"> • Common Mental Health Disorders in Teens • Fetal Alcohol Spectrum Disorder Fundamentals • Parenting a Child with an Autism Spectrum Disorder • Caring for the Sexually Abused Child 					

Oregon CASA IV-E Training Matrix						
Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>CASA Advocate Pre-Service Training</p> <p>The CASA Advocate Pre-Service Training gives volunteers a solid base of knowledge and skills to begin their volunteer work. It serves as a guide during the mandated 30-hours of pre-service training and is an important resource for volunteers throughout their service. Training is mandatory.</p>	<p>IV-E approved units include the following units of learning:</p> <ul style="list-style-type: none"> -Introducing the law, the child protection system and the courts including understanding child abuse and neglect and development of child advocacy laws -developing cultural competence including current thinking about cultural competence, diversity and the adverse effects of bias and discrimination -understanding families part 1 and 2 including learning a strengths-based approach to understanding families and children, 		<p>Certified Local CASA Program directors and training staff</p>	<p>Prospective CASA volunteer advocates and Local CASA Program staff</p>	\$240,992	<p>Title IV-E penetration rate applied</p> <p>Percentage of agenda allowable under Title IV-E</p>

Oregon CASA IV-E Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>prior to becoming a "party to the case" by the court and assigned a case/s for an abused/neglected child under the care of Child Welfare as outlined in ORS 419.B.</p>	<p>understanding child abuse and neglect indicators and risk factors and how stress, mental illness and domestic violence impact families -understanding children including child development, attachment, separation and loss, permanence and resiliency -communicating as a volunteer advocate including skills needed to interview and observe children, dealing with conflict and working collaboratively with others on a case, understanding confidentiality and privacy issues -gathering information including the elements of a child's court case, familiarity with court forms and skills necessary to gather information needed for reporting -reporting in court and monitoring a case including skills necessary to write and effective court report, give testimony and monitor the case.</p>					
<p>CASA In-Service Training CASA volunteers are required to participate in 12 hours of in-service training per year to remain active as a volunteer advocate.</p>	<p>Topics include the same as above in more depth and may also include the culture of poverty and its affect on families, dynamics of domestic abuse, forensic interviewing, human trafficking, sexual assault, impact on the child of an incarcerated parent, substance abuse and relapse, providing effective testimony, conflict resolution, IEP's and resources for children with special needs, adoption process, gang activity, foster teens transitioning to independent living, diversity and cultural competency.</p>	<p>A minimum of 12 hours and as much as 20</p>	<p>Certified Local CASA Program directors and training staff, contracted trainers, experienced CASA volunteers, professionals from the community</p>	<p>CASA volunteer advocates, CASA staff, Citizens Review Board members</p>	<p>\$139,301</p>	<p>Title IV-E penetration rate applied Percentage of agenda allowable under Title IV-E</p>

Oregon CASA IV-E Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>Oregon Volunteers Local CASA Program Advocate Training Symposium Develop statewide alignment of pre-service and in-service training activities for volunteer advocates.</p>	<p>To meet the new Oregon Volunteers Local CASA Program Performance Measure on quality of training for volunteer advocates, Oregon Volunteers will convene Local CASA program staff responsible for designing and implementing training plans to align practices for pre-service and in-service training. The new National <i>CASA Flex Learning</i> pre-service curriculum will also be introduced. Training staff will also develop plans for piloting joint training and resource sharing for local volunteer advocates from the same region.</p>	<p>16 hours</p>	<p>Staff of Oregon Volunteers, certified National CASA trainers from Local CASA Programs</p>	<p>Local CASA Program Staff responsible for providing pre-service and in-service training in their communities</p>	<p>\$36,987</p>	<p>Title IV-E penetration rate applied Percentage of agenda allowable under Title IV-E</p>
<p>Oregon Volunteers Local CASA Program IV-E Training In 2008 the federal government signed the 'Fostering Connections to Success Act' which made significant changes to the Title IV-E program , which reimburses states for their efforts to provide safe and stable out of home care for eligible children until permanency is established. New to this act is a provision that allows states to offer Title IV-E reimbursable training to CASAs, GALs, court personnel and others. This means that trainings conducted by programs, both core and in-service as well as trainings attended by CASA staff and</p>	<p>Oregon CASA directors and finance managers will be trained in the necessary record-keeping and processing to obtain IV-E reimbursement for their staff and volunteer training activities.</p>	<p>8 hours</p>	<p>Staff of Oregon Volunteers and DHS</p>	<p>Local CASA Program Directors and Finance Managers</p>	<p>\$18,985</p>	<p>Title IV-E penetration rate applied Percentage of agenda allowable under Title IV-E</p>

Oregon CASA IV-E Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>volunteers are eligible for reimbursement under this program.</p> <p>Oregon Volunteers New Director Training</p> <p>Statewide alignment of training curriculum and activities to prepare new CASA directors for their role and responsibilities.</p>	<p>Select highly-experienced Local CASA Program Directors will be convened for eight hours to review National CASA Orientation Materials for new Program Directors and to develop a state plan for providing an 8-hour training to new local program staff. Peer Trainers and/or Oregon Volunteers staff will provide one-on-one training to new Local CASA Program Directors within ten days of hiring.</p>	<p>8 hours</p>	<p>Local CASA Program directors, staff of Oregon Volunteers</p>	<p>Local CASA Program Directors</p>	<p>\$7408</p>	<p>Title IV-E penetration rate applied</p> <p>Percentage of agenda allowable under Title IV-E</p>
<p>Shoulder-to-Shoulder Conference</p> <p>The Conference is a collaborative partnership between Oregon Foster Parent Association and the Department of Human Services Children, Adults and Families Division.</p>	<p>The conference offers educational topics with speakers who address issues that impact children and youth in all parts of the child welfare system. Examples include trauma and resilience, family reunification, sexual exploitation of children, supporting connections between birth and bio families, supporting foster youth in special education, supporting LGBTQ youth and families in the foster care system, and others.</p>	<p>8 hours</p>	<p>DHS staff, professionals from the child welfare community, Juvenile Court staff</p>	<p>Local CASA Program staff and volunteer advocates</p>	<p>\$31,980</p>	<p>Title IV-E penetration rate applied</p> <p>Percentage of agenda allowable under Title IV-E</p>

Oregon CASA IV-E Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
<p>National CASA Conference Annual 3-day national conference designed to strengthen volunteer voices, build skills and acquire tools that will enhance their ability to speak up for abused and neglected children in the role of volunteer advocate.</p>	<p>Topics include equity, inclusion and identity, best advocacy practices, topics in child welfare, and judicial processes.</p>	<p>24 hours</p>	<p>National CASA staff and child welfare professionals</p>	<p>Local CASA Program staff, board members and volunteer advocates</p>	<p>\$138,420</p>	<p>Title IV-E penetration rate applied Percentage of agenda allowable under Title IV-E</p>
<p>CRB Conference Annual 2-day conference designed to provide in-service training for CRB volunteers and other community members working within the child welfare/juvenile justice system.</p>	<p>Topics may include, but are not limited, to any of the following: communicating effectively with teens, navigating the legal landscape, conducting professional reviews of cases, DHS policies and programs, permanency, transition, adoption, and bias in decision-making.</p>	<p>16 hours</p>	<p>Juvenile court staff, judges, DHS staff, and other professionals</p>	<p>Local CASA Program staff and volunteer advocates</p>	<p>\$24,480</p>	<p>Title IV-E penetration rate applied Percentage of agenda allowable under Title IV-E</p>

LOCAL EMERGENCY MANAGERS

REVISED: May 15, 2012

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State of Oregon
Department of Human Services
Children, Adults and Families Division

Emergency
Preparedness & Management
Plan

DEPARTMENT OF HUMAN SERVICES
OFFICE OF CHILD WELFARE PROGRAMS

Emergency Preparedness and Management Plan

May 23, 2012

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I. INTRODUCTION

The State of Oregon's Department of Human Services (DHS), Office of Child Welfare Programs (OCWP) is committed to ensuring the safety, permanency and well being of the children and families under its care and supervision. In order to ensure that these crucial services can be maintained immediately following a disaster, OCWP has developed this Emergency Preparedness and Management Plan in accordance with state and federal requirements and guidelines. This plan will work in conjunction with other DHS operational plans and state and local emergency operations plans, to ensure interagency coordination and effective service delivery immediately following a disaster or emergency event. The plan and attachments will guide district and local offices in developing their emergency preparedness plans.

A. Overview

Medical events, man made and natural disasters around the world strain the ability of governments at all levels to protect children, ensure continued critical services to children, and respond appropriately and effectively to children's needs during and after a disaster. The role of human service agencies in disasters therefore becomes even more important to the health, wellness, and safety of children under state care or supervision. This plan outlines Oregon's work to prepare for disasters and emergency events that would disrupt critical services to vulnerable children and their families.

Although the entire state may not be affected by a major disaster or pandemic, it will have an agency-wide impact. Therefore, district and local offices need to have emergency plans that clearly identify their roles and responsibilities within the broad emergency plan for the department and for the state. Support from other areas of the state may also be required, as local resources will likely be stretched and severely compromised.

DHS's emergency response planning will take place in local communities and counties throughout the state. The plans created at the local level will be communicated statewide so that resources and services can be mobilized immediately following a disaster.

Additionally, there will likely be a need to place children through emergency licensing, or emergency authorizations, and to place children with relatives, friends, or neighbors, both within and out of state.

B. Plan Background

DHS is coordinating efforts in support of, and in combination with Oregon Health Authority (OHA) and the Oregon Office of Emergency Management, the state's comprehensive emergency management team, which provides the framework and guidance for statewide mitigation, preparedness, response and recovery activities. The plan is intended to provide a foundational framework for the statewide standardization of district and local office plans and facilitate coordination between local, state and federal governments.

The Emergency Preparedness and Management Plan ensures DHS' ability to provide support for the planning, response and recovery activities of the administrative, district and local offices. The essential services include the activities mandated by the Child and Family Services Improvement Act of 2006 that requires states to maintain specific services to children and families in the event of a disaster, including:

1. Identifying, locating and continuing availability of services for children under state care or supervision who are displaced or adversely affected by a disaster.
2. Responding as appropriate, to new child welfare cases in areas adversely affected by a disaster and provide services in those cases.
3. Remaining in communication with case workers and other essential child welfare personnel who are displaced because of a disaster.
4. Preserving essential case information, both electronic and written documents.
5. Coordinating services and sharing information with other states and interstate agencies.

The Emergency Preparedness and Management Plan was developed in conjunction with the work being done through the DHS Vulnerable Populations Project, with input from County Emergency Managers, and through consultation with other states and federal partners. This plan and the Vulnerable Populations Project utilized the October 2007 Federal TOP OFF IV exercise and the winter storms of 2007 in Oregon, to identify impediments to service delivery and potential problems with communication and organizational issues.

Additional information was gathered by reviewing existing business continuity, information technology, and continuity of operations plans and reviewing existing state emergency procedures, guidelines and policies. These plans provided guidance for re-establishing program and services in

the event of a disruption. It is understood that the effectiveness of the Emergency Preparedness and Management Plan is dependent on the compatibility and effective interface with these vital state plans.

1. Assessing potential disasters

A careful review of past disasters in the State of Oregon was completed as part of the disaster planning. This included studying disaster frequency and impact as well as assessing potential disasters based on the presence of high risk factors, such as chemical depots, chemical movement through the state, industrial operations, the location of man-made structures (such as dams and power lines) and natural hazards (such as volcanoes, rivers, coastal areas). Information was also gathered from state and local emergency management agencies to ensure a comprehensive understanding of local hazards and concerns. It was also understood that a disaster in other states could impact services as Oregon takes in children and families displaced from a disaster in other areas of the United States. Potential disasters in Oregon can range from limited impact events – such as landslides, fires, and structural failures – to broad impact events – such as acts of terrorism, floods, earthquakes, and pandemics.

The Emergency Preparedness and Management Plan was designed to provide a flexible response based on the scope of the disaster. It is expected that minor events can be handled on a local level by district and local office managers with existing resources or with minimal assistance as they request it. Major events may require state and possibly federal assistance and catastrophic events may require massive state and federal assistance over a long period of time. Incident command and control will be maintained at the local level as much as possible. All events require effective training, leadership and communication to minimize the impact of emergency events on programs and services and to protect valuable resources (including staff, equipment and structures).

Each section of the plan needs to be implemented for staff to be prepared for disasters that might interfere with the normal operations of DHS and OCWP. Implementation includes:

- Gathering and making emergency preparedness information available to all child welfare staff.
- Training child welfare staff about emergency procedures.
- Providing periodic reports of key client information to managers at all levels in child welfare.

- Establishing periodic reports of critical personnel or titles identified in this plan.
- Periodically reviewing and updating the plan.

2. Assumptions

Emergencies and disasters may occur with little or no warning, and may be overwhelming to the general population and specifically to OCWP and the services provided. In order to formulate an effective emergency management plan, some initial assumptions were made, and it is important to acknowledge those assumptions.

OCWP's plan was based on the following assumptions:

- The plan depends on timely communications and effective leadership.
- The plan applies to all hazards and not a specific event.
- Some emergencies or disasters will occur with sufficient warning that appropriate notification will be issued to ensure some level of preparation. Other situations will occur with no advanced warning.
- The continuity plans identify priority services for DHS and OCWP.
- DHS administration may be unable to satisfy all emergency resource requests during a major emergency or disaster.
- The plan describes only the general emergency procedures staff will need to follow. Managers at all levels of DHS will need to improvise to meet the specific conditions of an actual disaster.
- The plan assumes DHS will continue to provide food stamps, TANF grants and other services.
- The plan assumes that Medicaid services will continue to be provided through OHA.
- The plan assumes that community emergency services will be in place to provide basic necessities of shelter, rescue, evacuation, fire control, transportation, etc.
- The plan focuses on DHS and OCWP's unique responsibilities for child protective services and for children in foster care or group or residential care settings, both in-state and out-of-state.
- The plan assumes child welfare staff will be informed and trained on how to implement emergency procedures when a disaster strikes.
- Contracted residential and group care providers will develop and coordinate with DHS and OCWP their own agency or facility disaster response and recovery plans. This includes identification of, and

- resources for providing services to medically fragile or special needs children and youth who receive their services.
- Recognized Indian Tribes will develop and coordinate with DHS and OCWP their own agency or facility disaster response and recovery plans. This includes identification of, and resources for providing services to medically fragile or special needs children and youth who receive their services.
 - The plan assumes all personnel will need some level of assistance before, during and after the disaster has passed.
 - For catastrophic incidents with community social and economic consequences, federal assistance may be available for disaster response and recovery operations under the provision of the National Response Plan. DHS offices will coordinate with local county emergency operations centers, local emergency managers, and other state and federal agencies to develop the application for federal assistance.
 - The plan assumes it will only be effective if it is reviewed and updated.

II. CONCEPT OF OPERATIONS

Emergency operations span three separate but contiguous phases: preparedness activities, response activities and recovery activities. The Emergency Preparedness and Management Plan is intended to support administrative, district and local offices in maintaining their critical services. The DHS Director is ultimately responsible for all operations and services. However planning, control and event analysis will occur at all levels of DHS administration. It is also anticipated that service delivery and resource management will occur at the lowest level sufficient to meet the demands of the specific event and that command and control functions will be coordinated along existing lines of authority.

A. Preparedness activities

The OCWP Emergency Preparedness and Management Plan supports district and local office operations by coordinating state and local resources. During an emergency operation, local services can be impaired or unavailable. It is the responsibility of DHS and CAF administration to coordinate information and services with district and local offices to allow for the continuation of vital services and activities and to assist district and local offices in re-establishing normal operations.

1. Designate managers

At the central office level the OCWP Emergency Management Team consists of the OCWP Director, the OCWP Deputy Director, the Communications Director, the Chief Operating Officer and other staff as directed by the OCWP Director.

The District Emergency Management Team consists of District and Program Managers and other key management staff designated by the District Manager. The DHS Director or designee, the OCWP Emergency Management Team, the District Emergency Management Team and key DHS management staff will coordinate state resources to ensure the continued provision of critical services. The OCWP Director (or designee) is responsible for ensuring that all members of the OCWP Emergency Management Team know their responsibilities in an emergency, as well as the extent of their authority, should designated leaders be unavailable in an emergency operation. The OCWP Emergency Management Team is responsible for ensuring that all managers who take on critical roles in an emergency know their responsibilities, as well as the extent of their authority, should designated leaders be unavailable in an emergency operation.

The DHS Director or the OCWP Director has the authority to activate the OCWP Emergency Preparedness and Management Plan. The OCWP Emergency Management Team will:

- Provide direction and information to management staff at all levels of DHS about actions to take to maintain critical functions in response to an impending or actual disaster.
- Designate managers over critical functions and establish a communication plan with them.
- Inform state, district and local office managers to activate emergency plans in response to an impending or actual disaster, if they have not already done so.
- Use media and any other forms of available communication to communicate direction to staff, clients and providers.
- Activate an emergency toll-free number specifically dedicated to emergency communication with foster families, group, residential

- care staff, youth receiving transition ILP services, and families with children under state care and supervision.
- Coordinate the OCWP Emergency Preparedness and Management Plan with the DHS Emergency Management Plan.

Management staff at all levels will need to make decisions specific to each circumstance during an emergency operation or in preparation for one. Decisions regarding staffing essential functions, work place safety, work force and resource management will be made at the local level as much as possible. District and local office plans will define roles and responsibilities of front line staff in essential function areas.

2. Assign other critical roles

The OCWP Emergency Management Team will ensure that all management staff of critical operations have the knowledge, skills and ability necessary for their role. All critical operation managers and their designees will receive notification of their assigned roles and essential information for carrying out their assignments during emergency operations. The DHS central office is responsible for:

- Maintaining the OCWP Emergency Preparedness and Management Plan and ensuring that the plan facilitates communication and coordination with district and local office emergency plans.
- Establishing:
 - A disaster-activated and dedicated toll-free number;
 - Communicating with and managing the press.
- Coordinating services and sharing information with other states.
- Communicating with federal partners.
- Facilitating the placement of children from other states.
- Preserving essential program records, both electronic and written documents.

The DHS district and local offices are responsible for:

- Locating and identifying children under state care and supervision who may be displaced.
- Coordinating services with Local Emergency Operation Centers.
- Identifying alternate service centers.
- Identifying staff that may have been displaced.
- Continuing services to children under state care who may be displaced.

- Identifying new child welfare cases and providing appropriate services.
- Preserving essential program records, both electronic and written documents.
- Screening, training and supervising DHS volunteers.
- Appointing a liaison with local emergency response and court offices.

Foster families, group and residential care programs and families with children under state care and supervision are responsible for:

- Locating and identifying all children placed in their care.
- Calling the toll-free number and providing information as to their status and well being.
- Communicating with state caseworkers, if possible.
- Continuing to meet the needs of the children placed in their care.
- Identifying alternate service centers, (group and residential care only)
- Preserving essential program records, both electronic and written documents, (group and residential care only).

3. Workload planning

Other functions identified in the OCWP Emergency Preparedness and Management Plan will be provided as staffing and resources are available.

In considering how DHS staff will be deployed during a disaster, the following considerations should be taken in account:

- Child welfare staff may be victims of the disaster themselves, with damaged or destroyed homes or missing or affected family members. This will limit their emotional and physical availability for child welfare tasks.
- Child welfare staff may be called to help with immediate response efforts, such as overseeing evacuations, and/or taking on tasks in the response and recovery process, such as operating or working at shelters or providing child care at assistance centers.
- Additional or expanded services will be needed during a disaster for children and families receiving child welfare services or new families identified as needing child protective services or foster care.
- Staff may need to be deployed to answer toll-free phone numbers.
- After a disaster, as court processes are re-established, workers and attorneys should be available for court cases so that legal requirements (e.g., permanency timeframes) can be met. This will minimize the

impact on children in care and the potential loss of IV-E funding, which would have a further negative impact on services.

It is also essential to evaluate the availability of resources, including:

- Identifying child welfare staff and other DHS staff with multiple skills that could assist with different jobs within DHS.
- Determining roles that units within the local child welfare office could assume.
- Exploring existing or potential processes for temporarily employing retired state employees.
- Considering deployment of staff from other counties.
- Considering the use of volunteers, foster and adoptive parents to help with disaster recovery work.
- Local Court Appointed Special Advocates (CASA's) and Citizen Review Board (CRB) members may be willing to provide assistance during a disaster.

4. Locations of operations

District and local offices, with the support of the central office, are responsible for determining their operational status during an emergency. Office sites may be compromised by structural damage, power outages or lack of available staff. Identifying alternate sites and staff deployment is a function of the OCWP Emergency Management Team in coordination with district and local offices.

In looking for alternate site locations it is important to consider the size of the facility, its location (will it be accessible in an emergency), and its capacity for service delivery (phone lines, room availability, kitchen and bathroom capacities). Also consider where staff might be deployed if communication systems and transportation systems are shut down (such as hospitals, shelters, schools) and how communication with deployed staff will be maintained.

5. Disaster supply kits

Managers and key personnel will have access to essential items necessary to continue operations in a "deployed mode." These items should include:

- Laptop computer with extra batteries
- 1 gigabyte USB thumb drive (with important documents loaded before a disaster)

- Staff contact information including district and central office management staff
- Cell phones, satellite phones, radios/walkie-talkies, wireless handheld devices
- Battery operated radios with extra batteries
- Disaster plans
- Maps, driving directions to alternate facilities
- Flashlight, lanterns, with extra batteries
- First aid kit
- Pocket knife or multi-tool
- Car chargers for laptop and cell phone
- Access to agency vehicles with full gas tanks

The location of these disaster supply kits should be well known to staff likely to fill leadership roles in the event of an emergency. Staff should also be encouraged to have their own “personal disaster kits” around the office that could include:

- Flashlight/lantern and/or glow sticks
- Maps/directions for evacuation routes
- Extra car keys
- First aid kit
- Extra water and blanket in their vehicle

6. Flow of funds

DHS offices use direct deposits, vouchers, checks and electronic fund transfer technology to facilitate the majority of financial operations. All financial applications require strict adherence to established accounting policies and practices. During an emergency operation, strict adherence to accounting rules and guidelines will be maintained to account for all distributions of funds, track donations, and account for all transactions.

7. Training and updating plans

The information gathered from state and local exercises and actual critical incidents will be used to develop and update the OCWP Emergency Preparedness and Management Plan. Additionally plans will be updated based on the recommendations and requirements of new state and federal mandates.

Contracted providers and essential partners will develop their own training models and activities to meet the needs of their independent organizations. Foster parents, group and residential care providers will be given information regarding emergency preparedness and agency contact requirements as part of their initial certification and two year recertification process.

DHS district and local offices will develop and maintain communication with their local emergency managers. These activities will facilitate effective communication and service delivery between parties and provide valuable information for the improvement and updating of plans.

8. Coordinate with essential partners

The effective coordination with essential community partners is dependant on developing strong ties with team members during normal operations and then being able to effectively maintain those ties during an emergency or disaster. OCWP's essential community partners include foster parents, school staff, law enforcement agencies, counselors, child abuse assessment centers, courts, CASA, the CRB, emergency managers, and representatives of various state and federal agencies with whom clients may be involved.

a. Work with emergency management agencies

District and local office managers will be required to have current contact information for their County Emergency Managers as part of their district and local office plans. The District Manager or designee will establish an ongoing relationship with local emergency managers in their district for the purpose of:

- Ensuring that local emergency managers have current contact information for the District Manager or their designee.
- Keeping up to date on how child welfare staff may support local operations during an emergency event (i.e., assisting in shelters, etc.).
- Providing information on the local office and district plans.
- Determining where emergency services are located during a disaster and whether child welfare can provide services in these locations.
- Advocating for the needs of child welfare clients, staff and volunteers in the disaster response plan (e.g., medically fragile children who need equipment or evacuation).
- Advocating for child welfare participation in emergency response drills.

b. Coordinate services with tribes

The OCWP Emergency Management Team will coordinate services with the Tribal Affairs Director at the state level. District Managers will coordinate directly with local Indian tribes in their jurisdiction to ensure effective resource application and service delivery.

c. Coordinate with the court

Each district or local office will exchange information regarding disaster planning with county courts to coordinate services and exchange essential information to the court for locating and confirming the safety of all children under state care and supervision.

d. Establish a liaison with federal partners

The DHS Director will appoint a manager to contact Region X and other appropriate federal agencies for information and support during and after the emergency operation. This will allow communication about federal requirements and possible waivers, and information sharing on what is happening on the state and federal level related to the disaster.

e. Identify potential volunteers and their tasks

DHS administration and the DHS Volunteer Program will help district and local offices identify community resources that may be able to assist them during and after a disaster. Once an organization has been identified the district or local office will be responsible for:

- Identifying what tasks the group can assist with and how they will be deployed during an emergency.
- Ensuring that criminal/background checks are completed, per policy and administrative rule requirements.
- Ensuring that the volunteers are adequately trained.
- Developing an appropriate supervision and communication plan for the volunteers.

9. Develop communication systems

During emergency operations some communication systems may be compromised or even unavailable. Effective and ongoing communication is essential and must be given high priority in planning.

DHS administration provide the following tools and guidelines for district and local offices:

- *Toll-free number.* The emergency 24 hour toll-free number is 1-866-610-2581. This number will be activated by the OCWP Director. All foster parents will be given this number at the time of their initial certification or during their recertification. Foster parents, group, residential care providers and families with children under state supervision and custody will be directed to call this number in the event of a large scale disaster to report their location and the status of the children in their care. Individuals with disabilities will contact the toll-free number utilizing the Oregon Telecommunication Relay Service (OTRS).
- *Internal communication.* Each district and local office will be instructed to utilize an emergency communication network in the event of an emergency or disaster. This communication system will incorporate the use of staff contact lists and the use of cell phones, satellite phones, local radio stations, and public address systems.
- *Website.* The DHS website will be updated with critical information and links to community resources. Web information can also be expanded to include additional languages as needed. Web information will include local offices that are closed, the alternative site for a local office, road closures, contact information and community information regarding resources and services.
- *Prepare for media communication.* The Communications Director will contact pre-identified media outlets to distribute critical information. Distributed information will include toll-free numbers for clients, foster parents, group, residential care providers and staff and identifying a website where additional information and alternate service locations can be found.
- *Communication technology.* Critical DHS management staff will have access to phone and communication equipment that will enhance their ability to communicate with key personnel and emergency operation managers. They will receive training and information on the use of these tools as they receive them. These tools may include satellite phones, cell phones, laptops, wireless handheld devices, radio/walkie-talkies and GPS devices.

Each DHS administrative, district and local office must have its own communication plan to include:

- Identifying what lines are available for outgoing calls (while power outages may effect certain phone systems, land lines will often still work with a standard hard wired phone).
- Identifying the equipment or methods they will use to maintain effective communications. This may include the use of satellite phones, cell phones, laptops, instant messaging, e-mails, pagers, cordless hand held devices, media, public address systems, intercom systems, runners and posting messages.
- Identifying communication resources with local emergency managers. (radio frequency use, HAM radio operators).
- Drafting call scripts to facilitate the collection and distribution of specific information. Tailor such scripts for specific functions (such as contacting foster parents, staff, community partners and clients designated emergency contacts).
- Considering how to make information culturally appropriate.
- Considering how to make information accessible for clients with disabilities.

10. Strengthen information systems

DHS maintains **multiple statewide automated information systems** that contain essential information on children, providers, families and staff. These information systems are accessible from multiple outlets throughout the state, are updated and backed up daily, and copies of the back-up are maintained at different locations, including a location outside the state. DHS is in the process of developing a SACWIS compliant information system that will make critical information more accessible during an emergency response while protecting confidential information. In order to strengthen these vital information systems, DHS/CAF administrative services will:

- *Build on existing plans.* Business continuity plans mandate a regular schedule for maintaining, testing and backing-up state automated systems. These plans are based on best practice recommendations of information systems maintenance standards. Systems are updated with critical information on a daily basis.
- *Store critical information in statewide automated systems.* Critical information includes names, addresses, and phone numbers of providers and families caring for the children in state care and

- custody. The databases contain medical, educational and legal information specific to each child as well as employee, payroll and human resource information for all staff. Disaster recovery information, including command structure, essential service guidelines, and communication plans will be maintained in a database.
- ***Provide access to automated systems***. Multiple database systems are accessible statewide. Crucial forms and guidelines for their use are available through a database. Plans are in place for reverting to paper systems for specific services as needed.
 - *Protect vital records (e.g., off-site back-up, protect computers)*. Vital records are backed up daily and stored at separate locations. Computer systems are protected by regular maintenance of both hardware security components and software design and technology. Computer security and antivirus software are updated regularly and staff are given daily updates (as needed) from the Office of Information Services for computer system security and protection.
 - *Protect equipment*. Database services and other computer equipment are maintained to industry standards.
 - *Access paper records*. Critical paper records, files and documents that cannot be converted to electronic files, must be accessible and protected from environmental hazards, and inappropriate disclosure of confidential information.
 - *Coordinate with other essential partners*. DHS administration will require residential and group care facilities to provide central office with essential emergency plan information and updates.

11. Prepare staff and contractors

DHS must be able to continue the essential services of child protective services and foster care immediately following a disaster. In order to effectively do this it is critical to prepare staff and essential partners and group and residential care providers for emergency operations. This preparation will be done in multiple formats.

Training. DHS child welfare staff will be trained on their responsibilities during an emergency operation.

- *Personal disaster preparation.* All staff will be given personal and family preparedness information and encouraged to develop an emergency plan for themselves and their families.

- *Office preparedness.* Office safety committees will conduct regular drills, post exit routes, and determine what support might be needed to support the safety and security of staff and clients who may be in the office during an emergency event.
- *Establish support services for staff.* DHS contracts with an Employee Assistance Program to provide a variety of counseling and assistance programs to staff and their families. Additionally staff have access to counseling and health service providers through their private insurance if they wish to access it.
- *Expectations and support for contracted group and residential care providers.* Contracts will specify that contractors develop, implement and update disaster plans and provide these plans to DHS central office staff.

12. Prepare families, providers and youth

DHS will provide foster families, group and residential care providers, and youth receiving ILP transition services with information on how to prepare for an emergency and will maintain essential emergency contact information on foster families, group and residential care providers. This information will be gathered during the initial certification and two year re-certification of foster parents and during contract reviews with group and residential care providers. Items include:

- Where the family, provider or youth would go in an evacuation (identifying 2 possible locations—one nearby and one out of the area).
- Essential phone numbers and other contact information for them.
- The contact information for two people who will know where they are (e.g., out of area relative, friend).
- The essential equipment, supplies and documents they need to have with them if they evacuate, including medication and medical equipment.
- The OCWP toll-free emergency contact number that they are to call within 24 hours of the emergency.

Foster parents, group and residential care providers and youth will be instructed to contact DHS within 48 hours of an emergency event (if possible).

B. Response Activities

DHS administration will implement emergency protocols to ensure the continuity of services and provide for the physical support and relief of clients, staff, foster families and providers affected by an emergency event.

1. Manage

The DHS Director initiates the OCWP Emergency Preparedness and Response Plan by activating the OCWP Emergency Management Team. The DHS Director will make specific assignments to various team members to ensure essential operations are maintained and that critical activities are completed, including:

- Assigning a liaison with the State Emergency Coordination Center, who can deploy to the center (if possible) and maintain links with broader emergency management efforts.
- Ensuring media notifications for staff, clients, providers and family members are being provided.
- Coordinating support operations with existing resources
- Establishing communication channels with managers from district and affected local offices.

The OCWP Emergency Management Team, DHS administration and district management will meet regularly during the emergency to review service needs to determine the status and needs of districts and local offices.

a. Workload management

If necessary, operations will be established in near proximity to the emergency area (allowing for safety of staff and providers) to facilitate the needs of effected populations. Some support operations (such as making phone contacts) may be assigned to non-effected areas to facilitate effective use of available staff in critical areas. Workload management considerations will include:

- Assessing the availability of child welfare staff, including those affected by the disaster and their locations. A database will be maintained to account for all staff and their status.
- Identifying locations for essential operations.
- Identifying non-essential activities that can be suspended to deploy available staff to critical functions.
- Identifying special waivers that might go into effect during a crisis and communicate those to all parties needing the information.

- Ensuring staff have appropriate training and supervision to carry out critical functions (including those answering calls coming in to the toll-free phone number).
- Rotating local and non-local staff and volunteers as appropriate, to maintain an effective work force.

b. Assess and respond to clients needs

Client needs will be prioritized in conjunction with available staffing and resources. Priority will be given to maintaining the critical functions of child protective services and foster care including:

- Coordinating with other systems that have child and family location information, if needed.
- Locating and verifying the well being of children in the custody of DHS who are placed in out of home care and those children placed with their parents or guardians.
- Maintaining a record to track foster parents, youth and clients who have called in and those who are in unknown circumstances.
- Implementing procedures to authorize, initiate and accomplish evacuation procedures if appropriate.
- Providing additional programs/services to children, youth and families affected by the disaster including trauma services for children, youth and families, assistance for medically fragile children and their caregivers, and more time for service visits.
- Identifying children in the community separated from their families, and providing services to them.
- Relocating services to alternate locations as required by the scale of the disaster.
- Locating Disaster Assistance Centers close to where families and children are and other service providers
- Assuring that services are culturally competent and available in the primary language of the client.

c. Support Staff

Staff support will emphasize safety and effective management of resources. All employees must obey all legal authorities regarding traveling and traffic movement during an emergency incident. District Managers should confirm with local emergency operation centers that conditions are safe for staff to return to work or for staff volunteers and foster parents to engage in any

critical operations. After assuring their family's safety, staff will notify management of their work availability. Other staff support will include:

- Allowing staff scheduling flexibility
- Facilitating emergency assistance to staff stranded in the work place during an emergency event.
- Establishing a break area for staff at disaster service centers.

d. Managing volunteers

Available volunteers will be managed and assigned locally and the registration and management of the volunteers will comply with existing Volunteer Program requirements.

2. Communicate

DHS administration recognize the importance of establishing and maintaining effective communication lines during all phases of an emergency operation. DHS administrative offices will assist District and local offices by:

- Ensuring that the state-wide toll-free number is activated as soon as possible.
- Posting critical information on the DHS website and keeping it updated.
- Implementing the media plan.
- Reviewing communication technology. Establish alternate communication networks to cover for those communication systems that are inoperative or unavailable.

3. Assess information systems

DHS administration will ensure the availability of statewide database information to district and local offices, emergency operations centers and key service partners to facilitate locating, identifying and serving the children and families affected by an emergency event. A record will be kept verifying the status of children, families and foster families as they are located.

During an emergency operation access to databases will be carefully monitored to ensure availability for critical services as well as the protection of confidential information. Off-site locations with backups of critical

information systems will be contacted to ensure timely accessibility to back up systems if needed.

C. Recovery Activities

DHS administration will continue emergency support services while the event continues to impact the effected area and until normal support services are back in place and while coordination with local, state and federal jurisdictions are still necessary.

1. Manage

The OCWP Emergency Management Team will monitor office's service delivery during and after the disaster event. The information gathered will assist in identifying gaps, barriers, as well as best practices. Items to consider include:

- Assessing the need for new or modified services as a result of the disaster.
- Developing and providing additional programs and services to respond to the needs of staff, providers, children and families affected by the event.
- Providing services to children, youth and families arriving from other states. Making placement homes available to children coming from another site affected by a disaster.
- Continuing to provide services to unaccompanied children and work to reunite them with families.
- Ensuring service delivery is culturally specific and competent (e.g., audio messages, telephone hotlines and fliers should use local languages; use bilingual staff when necessary).
- Developing a list of frequently asked questions to help staff answering toll-free numbers to respond to common questions.
- Working with federal partners to explore which federal requirements are still in place and if there are any waivers that might reduce the demands on state staff focused on disaster recovery.
- Establishing a system for communicating with staff the extent and impact of the disaster and the status of agency offices and services. Establishing a consistent source for internal communication will cut down on conflicting messages.
- Continuing support services to help staff deal with the trauma and stress of child welfare work and disaster work.

2. After action review and analysis

DHS and CAF administration team will:

- Hold debriefing sessions with managers, staff, stakeholders and partner agencies.
- Explore/identify strengths and challenges.
- Update plans based on debriefing sessions.
- Communicate revisions to the plan to staff, community partners, providers and foster families.
- Updating training.
- Recognizing staff efforts through awards, citations, and/or press coverage.

During the debriefing sessions the following critical areas will be reviewed.

- Collaboration with partners
- Effectiveness of contracted services providers
- Service delivery
- Communication networks/plans
- Communication systems/equipment
- Information systems
- Management of staff

III. ATTACHMENTS

A. CAF Central Office and District Manager Contact Information

B. Directory of Local Emergency Managers

C. District Emergency Planning Guide

D. Emergency Preparedness Information for Certified Families

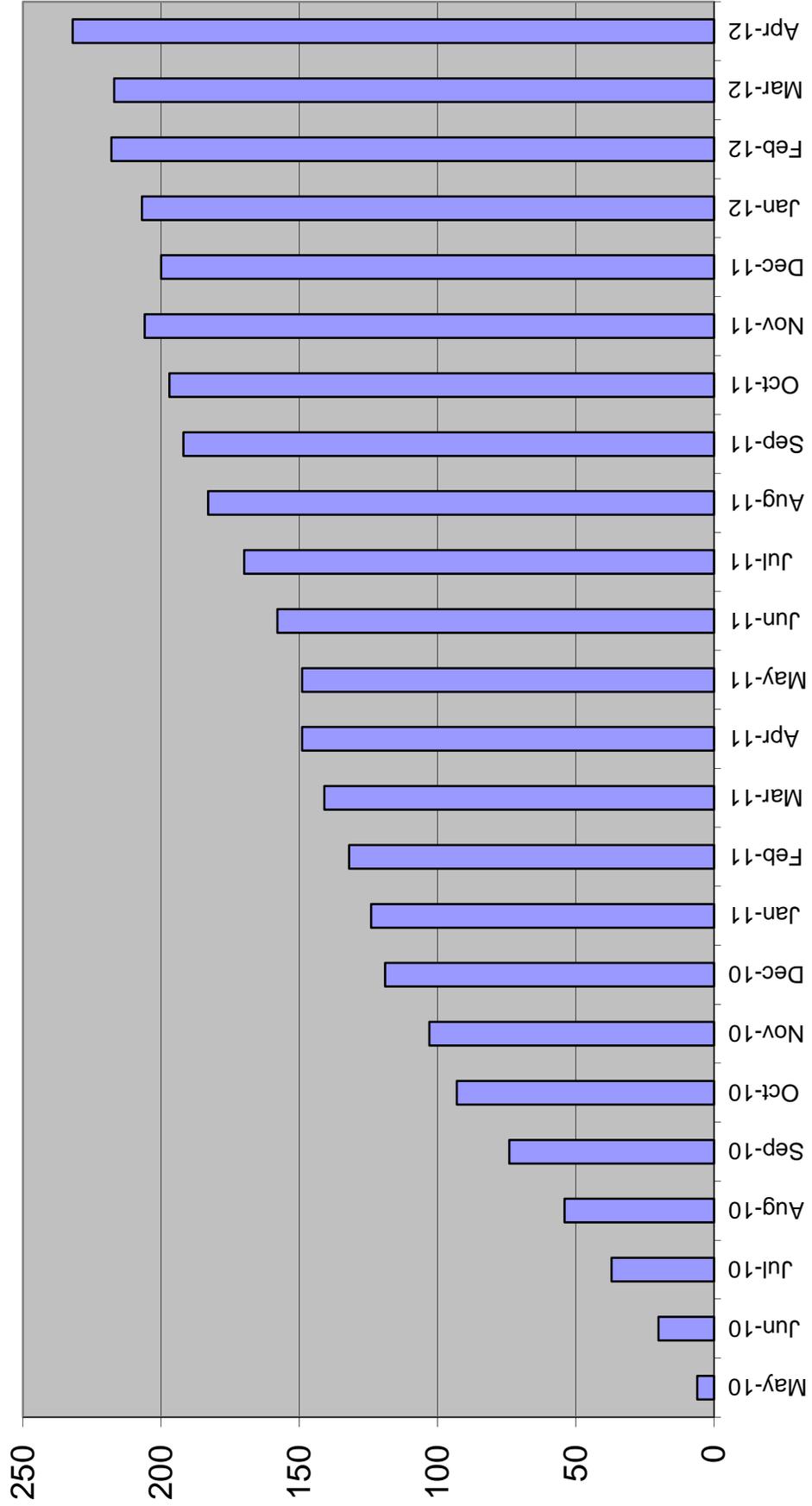
CFCIP Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
PROGRAM SPECIFIC						
Youth Transition Planning (note, this training is also listed in the mandatory training section of the Training Matrix)	This training will assist in having a clearer understanding of what ILP is and how it can benefit your youth. After completing this course you will be able to refer your youth to the program; be able to complete the necessary ILP forms and other components of ILP; and know your role in the ILP process. You will also learn more about the DHS requirements for assisting foster youth (age 16 or older) with creating a transition plan. Learn the role ILP can play and the role DHS must have in the planning process.	3 hours (NetLink, quarterly)	DHS-CAF, ILP Staff	All CW Caseworkers, community partners may attend	\$2,060.40 (Salary cost estimate)	RMS
Independent Living Program (ILP) Services	This training will assist in having a clearer understanding of what ILP is and how it can benefit your youth. After completing this course you will be able to refer your youth to the program; be able to complete the necessary ILP forms and other components of ILP; and know your role in the ILP process. You will also learn more about the DHS requirements for assisting foster youth (age 16 or older) with creating a transition plan. Learn the role ILP can play and the role DHS must have in the planning process..	3 hours (NetLink, quarterly)	DHS-CAF, ILP staff	All CW Caseworkers, community partners may attend	\$2,060.40 (Salary cost estimate)	RMS
Permanency and Supportive Adults (estimated to begin in 2013)	TBD – train caseworkers and youth to engage supportive adults in Youth Decision Meetings and as potential permanent connections for youth. Training to be youth friendly. Training to distinguish the roles of each supportive adult once a youth is referred for contracted ILP services. Including a collaborative approach to help youth engage and achieve their transition goals.	TBD	TBD	TBD	TBD	TBD
ILP training upon request	General ILP or topic specific (e.g.: housing, YDM, post-secondary) training is available upon request to DHS, Tribes, and community partners.	Varies	DHS-CAF, ILP staff	Varies	TBD	TBD

CFCIP Training Matrix

Training Activity	Courses	Duration	Provider	Audience	Estimated Total Cost	Cost Allocation
Casey Life Skills Assessment (CLSA) training of trainers (TOT)	Oregon has 10 ACLSA Certified Trainers who need to be updated on the new Casey Life Skills Assessment tools. This training will update and refresh the trainers on how to use, administer and interpret all of the Casey Life Skills Training and other on-line resources. The training will include details on how supportive adults can use the assessment results to assist a youth with transition planning.	1 day (in-person in Salem or Portland area)	NCWRCYD, University of Oklahoma	ACLSA Certified Trainers	TBD (potential per diem expenses for the 5 DHS staff)	TBD
Casey Life Skills Assessment (CLSA) training	This course will train staff, volunteers or youth to use, administer and interpret all of the Casey Life Skills Training and other on-line resources. Training will also teach participants how to use the assessment results to help youth craft a transition plan.	1 day (in-person)	CLSA Trainers (see above)	Adolescent Caseworkers, and community partners	TBD	TBD
Post-secondary Planning and Financial Aid	Trainings to provide information on financial aid, planning for college (location, size, costs, etc.), support services on campus, money management, and other topics related to post-secondary education and training. Training will be age appropriate for both youth and supportive adults. The two trainings are: ASPIRE Fall Conference (DHS has 75 slots for caseworkers, foster parents, ILP Providers, CASA and CRB); ASPIRE For Your Future,	1 day each	OSAC-ASPIRE	Varies – supportive adults and youth	\$30,000 (includes facilities, trainer, meals, and per diem reimbursement for participants)	Chafee ILP or ETV grant

Chafee Medical Program Enrollment by Month



2013 APSR Annual Reporting of State Education and Training Vouchers Awarded

Name of State: **Oregon**

	Total ETVs Awarded	Number of New ETVs
<u>Final Number: 2010-2011 School Year</u> (July 1, 2010 to June 30, 2011)	318	160
2011-2012 School Year* (July 1, 2011 to June 30, 2012)	300	150

Comments:

Oregon refers to the Chafee ETV in two ways: 1) Chafee Education and Training Grant (ETG) and 2) Chafee Education and Training Voucher (ETV). The Chafee ETG is administered in partnership with the Oregon Student Access Commission (OSAC). Youth apply for the ETG via an on-line application process. Applicants do not need to have a current open case with DHS. OSAC is able to share the applicant's data with DHS via a secure "portal." The portal allows for real-time review and updating of an applicant's eligibility or award status.

The second method for youth to access the Chafee post-secondary funds is through a voucher process or the Chafee ETV program. Youth must have a current, open case with DHS to access funds via the voucher process. As the data below indicates, less than 10 percent of awards are accessed via the voucher process per year. This is intentional. Youth are required to complete an ETG application in order to receive funds. The voucher process is reserved for those schools that may not partner with OSAC, or for those students who have emergency needs (schools may be delayed in processing awards, dorm deposits are required months before awards are issued by schools, etc.).

10-11 Academic Year (finalized)

(Maximum Grant award is \$3,000)

ETG OSAC Grants: 310 for a total of \$699,408.00

ETV DHS Vouchers: 19 for a total of \$13,592.64

(of the 19 vouchers issued, 11 youth also received Grant funds)

Total ETV Awards: 318 recipients for a total of \$713,000.64

*in some cases this might be an estimated number since the APSR is due June 30, 2012.

Following is a breakdown of the \$13,592.64 in DHS Chafee voucher funds issued in 2010-11:

Tuition: \$9,113.25	Room & Board: \$589.00	Lab Supplies: \$0.00
Fees: \$1,730.20	Housing Start-Up: \$0.00	Spec Equip: \$250.00
Books: \$1,910.19	Transportation: \$0.00	Tutor: \$0.00

Applications Processed:

Total Applicants: 695
Eligible Applicants: 529
Total Awardees: 318 (60% of the eligible applicants received an award)
First time recipients (did not receive Chafee funds 09-10): 160

11-12 Academic Year (still in progress—as of 2/16/12):

(Maximum Grant award is \$3,000)

ETG OSAC Grants: 284 for a total of \$720,435.00
ETV DHS Vouchers: 27 for a total of \$13,214.43
(of the 27 vouchers issued, 23 youth also received Grant funds)
Total ETV Awards: 288 recipients for a total of \$733,649.43

Following is a breakdown of the \$13,214.43 in DHS Voucher funds issued:

Tuition: \$7,644.15	Room & Board: \$1,260.00	Lab Supplies: \$0.00
Fees: \$50.00	Housing Start-Up: \$1,500.00	Spec Equip: \$0.00
Books: \$2,760.28	Transportation: \$0.00	Tutor: \$0.00

Applications Processed:

Total Applicants: 592
Eligible Applicants: 430
Total Awardees: 288 (67% of the eligible applicants received an award)
First time recipients (did not receive Chafee funds 10-11): 147

12-13 Academic Year (as of 2/21/12):

(Maximum Grant award is \$3,000).

No grants have been issued for the 12-13 academic year. However, we have received 205 Chafee ETG Applications. The final date to apply for Chafee ETG for Fall term is August 1, 2012. With the passage of HB 3471, Oregon Foster Youth Tuition and Fee Waiver, we anticipate the number of Chafee applicants to grow. The ILP Fiscal Assistant will be comparing the youth eligible for the Waiver with the list of Chafee Applicants. Outreach will be conducted to those youth under age 21 who may qualify for Chafee, but did not submit an application. Results of the outreach efforts will be reported next year.

*in some cases this might be an estimated number since the APSR is due June 30, 2012.

Chafee Graduation Rates

The Oregon Student Access Commission (OSAC) does data matches to determine graduation rates of Oregon Opportunity Grant recipients as part of the legislatively required Key Performance Measures. At the request of the Oregon Department of Human Services Independent Living Program, as of fall, 2011, similar data will be collected regarding Chafee Education and Training Grant recipients.

Methodology:

In keeping with the same methodology as OSAC uses for KPM data collection, graduation rates will be determined using:

- Four Year Institutions-a standard of six years
- Two Year (Community College) Institutions-a standard of three years
- The US Department of Education requires Title IV schools to report graduation rates for all full-time students who complete their undergraduate program of study within 150 percent of the programs published length (i.e. six years for four year institutions, 3 years for two year institutions). Proprietary (for-profit) institutions often offer accelerated programs ranging from approximately 9 to 22 or more months, or, may offer a four year degree. Because each institution is different and varying programs within each institution may have different completion times, data was pulled for proprietary institutions for the same years as two-year institutions.
- For this first report, prepared in November, 2011, graduation rates are checked for those receiving a degree during the 2010-11 academic year.
- For this first year of data match, the base year for four-year institutions, both public and private is the 2005-06 academic year. For purposes of OSAC's KPM reports, a base year of 2008-09 was used for two-year institutions. However, for the sake of complete information, data matches were pulled for the 2005-06, 2006-07, and 2007-08 academic years as well and are included in this report. The same years were also used for proprietary institutions.
- Going forward, data will be matched in one year increments for both four-year and two-year institutions from the base year of 2005-06 for four-year institutions and 2008-09 for two-year and proprietary institutions.

Criteria:

- Institution type-four year public, four-year private, community college or proprietary
- First time Chafee recipient during the base year

OSAC

1500 Valley River Drive, STE 100

Eugene, OR 97401

1-800-452-8807

541-687-7400

FAX 541-687-7414

www.OregonStudentAid.gov

Prepared by Peggy D. Cooksey

Results:

Graduation Rates of First Time Chafee Recipients by Academic Year

Community College		Proprietary		Four-Year Public		Four-Year Private		Total All Sectors
Year	Rate (%)	Year	Rate (%)	Year	Rate (%)	Year	Rate (%)	Rate (%)
2005-06	4.73	2005-06	0.00	2005-06	21.43	2005-06	37.50	8.65
2006-07	12.31	2006-07	0.00	2006-07	na	2006-07	na	na
2007-08	9.09	2007-08	0.00	2007-08	na	2007-08	na	na
2008-09	7.25	2008-09	4.17	2008-09	na	2008-09	na	na

Conclusions:

- The graduation rate for community colleges has ranged from a low of 4.73% to a high of 12.31%.
- Of the four years of cohorts submitted to the Clearing House of first time Chafee recipients attending a proprietary school, only one record returned a degree earned.
- The graduation rate for the one cohort group we can measure at this point in time for four year institutions is significantly higher at four-year private schools than at four-year public schools (37.5% versus 21.43%). Whether this remains true as future year data is gathered is yet to be seen.
- There isn't enough data at this point in time to draw conclusions regarding positive or negative trends in the graduation rates.

5/9/2012

Cascade Fostering Success Advocate Position

DeLinda Martin-Huggins

delinda.martinhuggins@pcc.edu

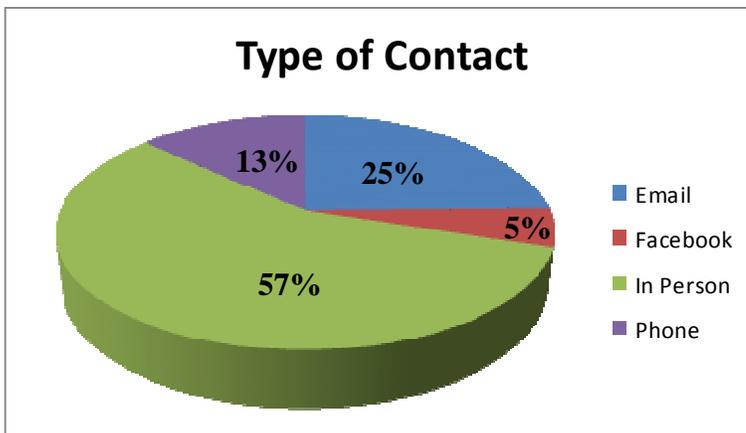
This report provides data on the effectiveness of the Fostering Success Advocate position at the Cascade campus to support the continuation of the position on a district level for the inclusion of other PCC campuses. The pilot position occurred during the 2011/2012 academic year from September through June. Report results include 2011/2012 Fall and Winter Term information.

Student Identification

PCC student foster youth identified through the FAFSA application included 390 students who attended PCC, listed PCC as a college for the 2011/2012 academic year, and identified as a foster youth, ward of the court, or orphan. Of the 390 total, 133 of these students stopped out prior to the 2011/2012 academic year, and 257 students are foster youth who are currently attending classes. Filtering for campus attendance, 111 students are taking at least one class at the Cascade campus, and these students are included in this report as either Fostering Success (FS) Students or non-participants. Although the information was not utilized in this report, student foster youth were identified from other PCC Campuses including 68 attending Sylvania, 51 at Rock Creek, 23 at South East, and four at other sites.

Student Contact and Participation

Cascade students were invited to access academic support services and participate in social events. Ongoing student contact was maintained with 39 students through a variety of contact methods.



I love [the Fostering Success] program and the people in it. They gave me the hope, courage, and strength to believe in myself and take advantage of resources.
Fostering Success Student

Chart 1

In Person contact was the student participants' preferred method of contact.

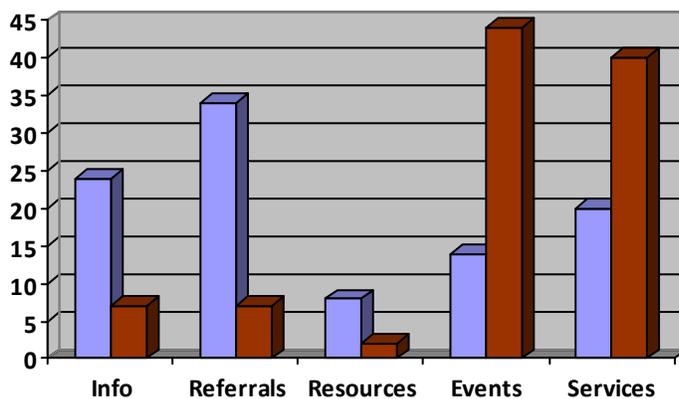


Chart 2: Contact Themes

Theme	Fall 2011	Winter 2012
Info	24%	7%
Referrals	34%	7%
Resources	8%	2%
Events	14%	44%
Services	20%	40%

Students utilized information gathering and referral services during Fall Term at a greater rate than Winter. As students developed self-efficiency, they became comfortable utilizing campus services without Fostering Success Advocate consultation.

During Winter Term, Students utilized services such as the book loan program and tutoring as the program grew and changed based on the needs of the students.

Comparison Data

Student data was tracked as either a non-participant (NP) or a Fostering Success (FS) student. The Milestone and Momentum Points provided a guideline for student success. The following information was collected:

[The Fostering Success Advocate] has helped me with anything I asked. She is always there when I need help finding something. On my first day of school here at PCC she took me around the school, showed me where everything is, and even introduced me to people who could help me in other ways as well.

Fostering Success Student

Percentage of students who have taken a Developmental Education course.				
	NP Math	FS Math	NP Reading/Writing	FS Reading/Writing
Completed a Developmental Education course	70%	73%	39%	38%
Passed all remedial courses on first attempt	37%	38%	64%	60%
Passed 51% - 99% of remedial courses	9%	14%	7%	20%
Passed 50% or less of remedial courses	54%	48%	29%	20%

Percentage of students who have completed a specified number of credits.		
	Non-Participants	FS Students
Completed between 1 – 15 credits	81%	100%
Completed between 16 – 30 credits	46%	72%
Completed between 31 -90 credits	28%	35%
Completed over 90 credits	3%	7%

Retention Indicators.		
	Non-Participants	FS Students
Student has an overall satisfactory academic standing	58%	69%
Student has an accumulative GPA of 2.0 or greater	59%	75%
Student retained from Fall to Winter Terms	59%	91%
Student retained from Winter to Spring Terms	79%	100%

Developmental Education classes are attended at approximately the same rate by both the Cascade Fostering Success Students and the Cascade non-participatory group.

A considerable improvement in term to term retention and credit completion was experienced by the Fostering Success students over the non-participatory group.

Community Partnerships

Community partnerships have been a valuable asset to serving the PCC student foster youth. Ongoing relationships have been developed with the following community organizations:

- The Inn ILP for Multnomah County
- Impact Northwest
- DHS
- Oregon Foster Youth Connection (OFYC)
- Children First for Oregon
- Foster Closet
- Outside In
- Powerhouse Mentoring

Related Committees Attended by Fostering Success Advocate

- ILP State Advisory Committee
- ILP Post-Secondary Workgroup

The Fostering Success program at PCC-Cascade models a highly successful program that colleges in California have been embracing for years. Having a supportive adult on campus who understands where you have come from, the unique circumstances of your early independence, and has the knowledge of local resources specific to your needs, can be the difference between dropping out and finishing college. Children First, and the Oregon Foster Youth Connection strongly supports the Fostering Success program.

*Pamela Butler, Child Welfare Policy Manager
Children First for Oregon*

IAVENDITTI Rosemary

From: IAVENDITTI Rosemary
Sent: Wednesday, April 18, 2012 5:23 PM
To: 'slopez@naranorthwest.org'; 'Abbott, Beckie'; 'Arias, Bob'; 'Carley, Connie'; 'Chandler, Mona'; 'Dennis'; 'Geenen, Sarah'; 'Humphrey, Ken'; 'Larry Payne'; 'Margie Wilson'; 'McFarlane, Julie'; 'McGowan, Jennifer'; 'McMurray, Larry'; 'Obie-Barrett, Christy'; 'Painter, Penny'; 'Parkhurst, Amy'; 'Pommert, Julia'; 'Support Network, Oregon Family'; 'Wendle, Donna Jean'; 'aaronallen@centurytel.net'; 'Agreen@Community-Works.org'; 'amerrill@boysandgirlsaid.org'; 'apfunder@boysandgirlsaid.org'; 'BBR650@HarborSide.com'; 'Benson.Meyers@Morrisonkids.org'; 'Bjanes@PTCN.biz'; 'blieberman@soastc.org'; 'BobJ@NextDoorInc.org'; 'Cathers-Seymour Deborah'; 'CathyFalgout@Yahoo.com'; 'chrisk@AlbertinaKerr.org'; 'cmiller@oregontrail.net'; 'Craig.opperman@lookingglass.us'; 'dconverse@co.Josephine.or.us'; 'Dmorrow@JYP.org'; 'doebler@oregontrail.net'; 'DPDR@aol.com'; 'Dsteinke@WVI.com'; 'Dstriar@JYP.org'; 'Dwells@waverlych.org'; 'ecsipeople@aol.com'; 'Edennis@StMarysHomeForBoys.org'; 'janet@oregonalliance.org'; 'joe.obrien@lookingglass.us'; 'Joe@JBarJ.org'; 'John_R_DeMay@class.orednet.org'; 'kblum@cfh.org'; 'KerryOpie@CenturyTel.net'; 'Khall@CFH.org'; 'L.saxton@ChristieSchool.org'; 'larryj@nextdoorinc.org'; 'leslie.gard@morrisonkids.org'; 'Lowens@SOASTC.org'; 'marciah@AlbertinaKerr.org'; 'martham@albertinakerr.org'; 'MartyL@YGApdx.org'; 'mbalter@boysandgirlsaid.org'; 'Mcole@StMarysHomeForBoys.org'; 'Meadowlark@empnet.com'; 'mfitz@oslc.org'; 'MJHart@co.Lincoln.or.us'; 'MKAnders@Micron.net'; 'MmcIntire@CFH.org'; 'MSBrendaPearson@msn.com'; 'nanderson@ypamail.org'; 'pam.patton@morrisonkids.org'; 'peter@oslc.org'; 'RayFalgout@Yahoo.com'; 'Rbrohmer@trilliumfamily.org'; 'RBuck@maplestar.net'; 'reding.patricia@co.polk.or.us'; 'Robin_Carlson@usw.salvationarmy.org'; 'roger.langlie@verison.net'; 'rroy@waverlych.org'; 'satkinson@lithia-springs.org'; 'Seymour James'; 'solsen@jyp.org'; 'tgunderson@socstc.org'; 'Tom@theInnHome.com'; 'vstouil@boysandgirlsaid.org'; 'Watson Jesse'; 'wegenersec@charter.net'; 'wnickelby@jyp.org'; 'Archer Cecily R; BRIDENHAGEN Lynne; Bruun Deborah D; BUNKER Amy; Clark Shari J; CUELLAR Mercy; EGANKIRK Mary; 'ELL, Megan'; HALL Darren; HARRIGAN Mary; HIGGINS Melody A; HODGE Madeline; 'HUNKER, Laura'; HURLEY Janet; MILLS Bliss; MOENING Lorraine B; NAMAHOE Estella; PATTERSON Christine; PLATZ Shayne; POLZEL Wendy; REMPE Katherine; 'SAGE, Todd'; SAMPLE Lindsay; Setniker Karlie J; SIPE Gary; Spivey Jennifer M; SUMNER Wendi; Thompson Tammy S; WALLING Jason; YANN Temre; 'Beskow, Vanessa'; 'Boylen, Meg'; 'Brody, Matthew'; 'Brooks, Bryce'; 'Buehler, Teal'; 'Burt, Jenny'; 'Burton, John'; 'Candy Maidens'; 'Colbert, Livia'; 'Costelow, Jennifer'; 'Dalisky, Aaron'; DALTON Marilyn; 'Dana Spears-Talbert (dspears-talbert2@impactnw.org)'; 'Doerfler, Marni'; 'Fisher, Joan'; 'Gaines, Beth'; 'Gill, Grant'; 'Glenn, Anya'; 'Hansen-Miller, Andrea'; 'Haynes, Joy'; 'Hayward, Deborah'; 'Jackson, Melody'; 'Jo-El Evans (Jo-El.evans@lookingglass.us)'; 'Johnson, Kendra'; 'Katie Jones (kjones@rfsww.org)'; 'King, Lindsay'; KNUDSEN Michelle; 'Kyla Markel (kylamarkel.ilp@gmail.com)'; 'Lane, Stephanie'; 'Lippert, Tina'; 'Looney, Linda'; 'Marick, Bill'; 'May, Tracey'; 'McCroskey, Connor'; 'Nicomi Levine (nicomil@nayapdx.org)'; RASCHKO Sandra; 'Simich, Shannon'; 'Simpson, Lori'; SIMS Alex T; 'Slagle, Travis'; Smith Hayley B; 'Solarzano, Angela'; 'Soneoulay, Toc'; 'Southern, Kelly'; 'Sparks, Amanda'; 'Spigal, Rachel'; 'Stine-Hodges, Katie'; 'Strudler, Naudia'; 'Stuvland, Susie'; Thomas-Young Kelli; 'Tina Needham (tneedham@theinnhome.org)'; 'Trobetta, Melissa'; 'Trujillo, Rocio'; 'Upshaw, Zenith'; 'Valencia, David'; Vandijk Carrie; 'Vilardo, Lauren'; 'Alvstad, Stephanie'; 'Morrow, Dennis'; 'Murphy, Dan'; 'Oliver, Kathy'; AINAM Dana; BARNEY Misty; 'Bradach, Michelle'; CLIFT Shelley; ELISOFF Theresa; 'Fegan, Kathy';

To: 'Garcia, Dottie'; 'Garcia, Marvin'; GENERA John M; 'Haase, Dustina'; 'Hager, Ron';
'Henarie, Shawna'; 'John, Delina'; 'Malone, Rhonda'; MILLER Aline L; PETITE Kristi; 'Phelps,
Bonnie'; SCHRYER Stacy; WHEELER Bridgett; 'Worden, Aaron'
Cc: 'Butler, Pamela'; ALVAREZ Susana V; BILLINGSLEY Greg; CUMMINGS David O; DAY Lois;
DELISO Gabriella; EMERT Becky; FLOWERS Sandra; GEORGE Kevin; GOINS A J; Hall
Nicole K; HEIDT Tom; HOPKINS Meg; Ivey Holly R; KEDDY Donna; MATTHEWS Lynn;
RODRIGUEZ Rafaela; Smith Roxanne; WALKER Sarah; Whitnell Chris; WILLIAMS Janet
Subject: ILP Update: April 10, 2012
Attachments: Teen Conf SAVE THE DATE.doc; Save the Date notice.doc; Save the date_NATIVE TEEN
GATHERING (2).docx; NIH'S PEERX FOR TEENS TO BE SHOWCASED AT RX DRUG ABUSE
SUMMIT; OFYC Policy Conf_save the date.pdf; OFYC Grand Opening.pdf

Please review the information below and pass it along to others who may be interested. As usual, I will not include more than six items at a time in one e-mail. If you wish to be removed from this list, please let me know. The following post-secondary related items are attached for your review:

- 1) Annual ILP Teen Conference (Statewide)
- 2) ASPIRE for Your Future Conference, focus on higher education (Statewide)
- 3) Native Teen Gathering (Statewide)
- 4) PEERX for teens - drug abuse prevention (National)
- 5) OFYC Policy Conference - foster youth discussing & deciding what topics OFYC will review (Statewide)
- 6) OFYC Resource Center, Grand Opening (Regional - Metro/tri-county area)

Note: The summer ILP conferences will have registration forms and additional details out in the next month or two. Until then, please share the attached "save the date" notices with youth who may be interested and appropriate.

Enjoy your week!

Respectfully,

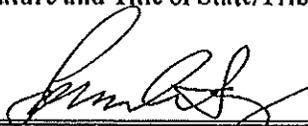
Rosemary Iavenditti
DHS, ILP Coordinator
500 Summer Street NE, E76
Salem, OR 97301
503-945-5688
Fax: 503-945-6969
BB/Cell: 503-884-8821
rosemary.iavenditti@state.or.us

CFS-101, PART III: Annual Expenditures for Title IV-B, Subparts 1 and 2, Chafee Foster Care Independence (CFCIP) and Education And Training Voucher (ETV) : Fiscal Year 2010: October 1, 2009 through September 30, 2010

1. State or Indian Tribal Organization (ITO): Oregon		2. EIN: 1-93-		3. Address: 500 Summer Street NE, Salem, OR 97301			
4. Submission: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revision							
Description of Funds	Estimated Expenditures	Actual Expenditures	Number served		Population served	Geographic area served	
			Individuals	Families			
5. Total title IV-B, subpart 1 funds	\$ 3,335,012	\$ 3,330,948					
a) Total Administrative Costs (not to exceed 10% of Federal allotment)	\$ 333,501	\$ 22,967					
6. Total title IV-B, subpart 2 funds (This amount should equal the sum of lines a - f.)	\$ 4,733,087	\$ 4,667,671					
a) Family Preservation Services	\$ 1,349,000	\$ 846,125					
b) Family Support Services	\$ 1,349,000	\$ 1,385,545					
c) Time-Limited Family Reunification Services	\$ 1,349,000	\$ 1,251,302					
d) Adoption Promotion and Support Services	\$ 1,349,000	\$ 897,387					
e) Other Service Related Activities (e.g. planning)	\$ -	\$ -					
f) Administrative Costs (FOR STATES: not to exceed 10% of total allotment after October 1, 2007)	\$ 473,309	\$ 287,312					
7. Total Monthly Caseworker Visit Funds (STATE ONLY)	\$ 281,054	\$ 277,171					
a) Administrative Costs (not to exceed 10% of Federal allotment)	\$ 28,106	\$ -					
8. Total Chafee Foster Care Independence Program (CFCIP) funds	\$ 2,583,757	\$ 2,382,834					
a) Indicate the amount of State's allotment spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)	\$ 150,000	\$ 200,923					
9. Total Education and Training Voucher (ETV) funds	\$ 880,500	\$ 866,209					
10. Certification by State Agency or Indian Tribal Organization (ITO). The State agency or ITO agrees that expenditures were made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau, for the Fiscal Year ending September 30, 2010.							
Signature and Title of State/Tribal Agency Official		Date		Signature and Title of Central Office Official		Date	
		6/12/12					

CFS-101, Part I: Annual Budget Request for Title IV-B, Subpart 1 & 2 Funds, CAPTA, CFCIP, and ETV

Fiscal Year 2012, October 1, 2011 through September 30, 2012

1. State or Indian Tribal Organization (ITO): Oregon		2. EIN: 1-93-6001958-A3	
3. Address: Department of Human Services, 500 Summer Street NE, Salem, OR 97301-1066		4. Submission: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revision	
5. Total estimated title IV-B Subpart 1, Child Welfare Services (CWS) Funds		\$3,434,521	
a) Total administration (not to exceed 10% of estimated allotment)		0	
6. Total estimated title IV-B Subpart 2, Provides Safe and Stable Families (PSSF) Funds. This amount should equal the sum of lines a - f.		\$4,528,000	
a) Total Family Preservation Services		\$1,207,467	
b) Total Family Support Services		\$1,207,467	
c) Total Time-Limited Family Reunification Services		\$1,207,466	
d) Total Adoption Promotion and Support Services		\$905,600	
e) Total for Other Service Related Activities (e.g. planning)		\$0	
f) Total administration (FOR STATES ONLY; not to exceed 10% of estimated allotment)		\$0	
7. Total estimated title IV-B Subpart 2, Monthly Caseworker Visit (MCV) Funds (FOR STATES ONLY)		\$281,098	
a) Total administration (FOR STATES ONLY; not to exceed 10% of estimated allotment)		\$0	
8. Re-allotment of title IV-B subparts 1 & 2 funds for States and Indian Tribal Organizations:			
a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the following programs: CWS \$ _____, PSSF \$ _____, and/or MCV _____.			
b) If additional funds become available to States and ITOs, specify the amount of additional funds the States or Tribes requesting: CWS \$ _____, PSSF \$ _____, and/or MCV _____.			
9. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required): Estimated Amount plus additional allocation, as available. (FOR STATES ONLY)		\$322,225	
10. Estimated Chafee Foster Care Independence Program (CFCIP) funds		\$2,879,433	
a) Indicate the amount of State's or Tribe's allotment to be spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)		\$ _____	
11. Estimated Education and Training Voucher (ETV) funds		\$1,064,000	
12. Re-allotment of CFCIP and ETV Program Funds:			
a) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out CFCIP Program		\$ n/a	
b) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out ETV Program		\$ n/a	
c) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for CFCIP Program		\$282,500	
d) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for ETV Program		\$106,400	
13. Certification by State Agency and/or Indian Tribal Organization. The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau, for the Fiscal Year ending September 30, 20____.			
Signature and Title of State/Tribal Agency Official		Signature and Title of Central Office Official	
			

CFS-101 Part II: Annual Estimated Expenditure Summary of Child and Family Services

State or Indian Tribal Organization (ITO) Oregon For FFY OCTOBER 1, 2011 TO SEPTEMBER 30, 2012

SERVICES/ACTIVITIES	TITLE IV-B		(d) CAPTA*	(e) CFCIP	(f) ETV	(g) TITLE IV-E	(h) STATE, LOCAL, & DONATED FUNDS	(i) NUMBER TO BE SERVED		(j) POPULATION TO BE SERVED	(k) GEOG. AREA TO BE SERVED
	(a) Subpart I- CWS	(b) Subpart II- PSSF						(c) Subpart II- MCV *	Individuals		
1.) PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)		1,207	322				489	6,647	4,814	Families in Crisis All children in need	Statewide
2.) PROTECTIVE SERVICES	259						163	10,948	6,604		Statewide
3.) CRISIS INTERVENTION (FAMILY PRESERVATION)	2,174	1,207					1,439	3,249	1,639	Families in Crisis	Statewide
4.) TIME-LIMITED FAMILY REUNIFICATION SERVICES		1,207					988	7,456	2,324	Families in Crisis	Statewide
5.) ADOPTION PROMOTION AND SUPPORT SERVICES		906					111	18,059	11,222	All eligible children/families	Statewide
6.) FOR OTHER SERVICE RELATED ACTIVITIES (e.g. planning)											
7.) FOSTER CARE MAINTENANCE:											
(a) FOSTER FAMILY & RELATIVE FOSTER CARE						14,749		14,417	8,804	All eligible children	Statewide
(b) GROUP/INST CARE						1,535		2,041	1,874	children	Statewide
8.) ADOPTION SUBSIDY PMTS.						31,600					
9.) GUARDIANSHIP ASSIST. PMTS.											
10.) INDEPENDENT LIVING SERVICES				2,879				1,965	1,780	All eligible youth	
11.) EDUCATION AND TRAINING VOUCHERS					1,064			456	449	All eligible youth	
12.) ADMINISTRATIVE COSTS	0	0				62,254					
13.) STAFF & EXTERNAL PARTNERS TRAINING						902					
14.) FOSTER PARENT RECRUITMENT & TRAINING	1,002					350					
15.) ADOPTIVE PARENT RECRUITMENT & TRAINING						350					
16.) CHILD CARE RELATED TO EMPLOYMENT/TRAINING											
17.) CASEWORKER RETENTION, RECRUITMENT & TRAINING			281								
18.) TOTAL	3,435	4,528	281	2,879	1,064	111,740	3,190				

* States Only, Indian Tribes are not required to include information on these programs