



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

**FY 2010 Annual Progress and Service
Report 10/1/09 – 9/30/10**

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Submitted 6/30/10



Oregon

Jonathan K. Kitzhaber, Governor

**Department of Human Services
Children, Adults and Families**

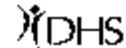
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June 30, 2010

Mr. Stephen Henigson, Regional Administrator
2201 6th Avenue, Room 610-M/S RX-70
Seattle, Washington 98121

Dear Mr. Henigson,

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

Also included is the annual budget request for FFY 2011 for Title IV-B, Subparts 1 and 2, the CFCIP and CAPTA program funds, as well as a revised budget request for FFY 2010.

Please contact Sheril Kuhns of Children, Adults and Families at (503) 945-6679 if there are any questions.

Sincerely,

Erin Kelley-Siel
Children, Adults and Families Assistant Director
Department of Human Services

CC: Paula Bentz, Region X
Nadia Nijim, Region X

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06/30/10 2

Title IV-E, Section 477 New Certification for the Chafee Foster Care Independence Program

As Chief Executive Officer/Tribal Leader of the State/Tribe of Erin Kelley-Siek, I certify that the State has in effect and is operating a Statewide program, or, I certify for the Tribe that it has in effect and is operating a program based on its service area or population to be served pursuant to section 477(b) or (j)(2) of the Social Security Act relating to Foster Care Independent Living and that the following provision to effectively implement the Chafee Foster Care Independence and/or Education and Training Voucher Program is in place:

Adolescents participating in the program under this section are provided with education about the importance of designating another individual to make health care treatment decisions on behalf of the adolescent if the adolescent becomes unable to participate in such decisions and the adolescent does not have, or does not want, a relative who would otherwise be authorized under State law to make such decisions, whether a health care power of attorney, health care proxy, or other similar document is recognized under State law, and how to execute such a document if the adolescent wants to do so [Section 477(b)(3)(K)].

Signature of Chief Executive Officer or Tribal Leader:

Erin Kelley-Siek

Date:

6.30.10

ACKNOWLEDGEMENTS

The following persons contributed to the development of data and program content for the Title IV-B Annual Progress and Service Report for FFY 2010.

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Members of the Child Welfare Advisory Committee

Questions regarding this report should be directed to Sherril Kuhns, (503) 945-6679.

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SECTION I. PROGRAM SERVICE DESCRIPTIONS

Since our last APSR, the Department of Human Services (DHS) Child Welfare has made progress in several areas to improve child welfare services through administrative rules, policies and procedures. A significant number of new rule sets have been updated, developed, implemented and or are in process of being adopted during this reporting period. They include:

Rules that have been adopted in 2009

I-B.2.3.5, Youth Transitions

I-A.4.1, Rights of a Child

I-E.3.6.1, Permanent Foster/Kinship Care

I-E.3.6.3, Another Planned Permanent Living Arrangement

Rules that have been adopted in 2010

I-A.5.2 Contested Case Hearings

I-B.1 Monitoring Child Safety

I-B.1.6 Enhanced Supervision

I-B.3.1 Developing and Monitoring the Case Plan

I-E.3.1 Placement Matching

I-E.4.1 Shelter Care

I-E.5.1 Payment for Family Foster Care, Base Rate, Shelter Care, Enhanced Shelter Care, Level of Care, Chafee Housing, and Independent Living Housing Subsidy

I-E.5.1.2 Personal Care Services

I-G.3.1 Adoption Assistance

I-1.2 Narrative Recording Policy

Rules that have been released for public comment during the spring 2010;

[I-A.4.5](#), Rights of Relatives

[I-AB.7](#), Assessment of an Individual as a Safety Service Provider

[I-E.1.1](#), Search for and Engagement of Relatives

[I-E.3.3.1](#), Psychotropic Medication Management

[I-E.3.6.2](#), Guardianship Assistance

[I-E.6.1](#), Title IV-E Foster Care and General Assistance

[II-B.2](#), Family Group Home Standards

The Foster care and Adoption program has continued to implement the Structured Analysis Family Evaluation, S.A.F.E. home study process to assess and evaluate foster parents, adoptive parents and relative caregivers.

The phase three training group was implemented and completed in January 2010, and starting in July 2010, the SAFE training will be incorporated into the standard training program of department certification and adoption staff. DHS retains a contract with Consortium for Children for training and technical assistance as this model is integrated within Oregon.

Oregon made significant strides between 2009-2010 with the implementation of the redesign of foster care reimbursement system to include foster care maintenance, and enhanced supervision and personal care services. This coordinated effort utilized consultation and support from Region X – ACF as well as Centers for Medicaid Services, and was implemented in September 2009. This program model has included the adoption of a screening tool, Child, Adolescent Needs and Strength (CANS) inventory, through the collaborative efforts with Mental Health Services in Oregon. Through this redesign and additional investment of funding from the Oregon legislature, there was approximately 80-85% of all foster families who experienced an increase in financial support from this redesign. There were a significant amount of progress improvements in Health Care Services during this reporting period which included collaboration with the medical community, state Medicaid programs, increased health care coverage for youth exiting the foster care system, and incorporating electronic medical records in the Child Welfare program. (Please see the Health Care Services section for more details).

There has been an increase in development of Youth Transition Services through the development of enhanced rule, procedures, and training opportunities for staff, foster parents, judicial, and community partners. These developments have been possible as a direct result of increased youth and young adult involvement in the department's workgroups, advisory committees, and through the development of the Oregon Foster Youth Connection. The Oregon Foster Youth Connection has been very successful in working with the Oregon Legislature during 2009 and 2010. (Please see the Chafee section for data and examples).

SECTION II. COLLABORATION

The Department program staff consults with community partners and stakeholders to plan for the delivery of and 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
- District managers, branch managers, and program managers 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 CAF program staff compile and submit information on activities and progress towards the plan, which is then assimilated into the APSR.

Collaborations between CAF and courts

CAF Administrator of Safety and Permanency continue 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 (JCIP). CAF staff also participates on JCIP subcommittees with joint participation during Legislative Roadshows and the Annual Judges Conference.

CAF, in partnership with Casey Foundation, the Oregon Commission on Children and Families (OCCF), and the Courts, is working to equitably reduce the number of children in out of home care and to reduce the disproportionate number of children of color in the foster care system. While this collaboration is specific to 6 selected counties in Oregon, CAF has adopted the goals of this partnership as CAF goals and is working to address these issues statewide.

Funding is provided through a CJA Grant for the Annual Judges Conference on permanency. The Child Welfare Assistant Director provides training and information each year.

CAF Assistant Director, Deputy Director and Administrator of the Office of Safety and Permanency for Children 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.

Local District Managers meet regularly with local judges to identify issues of concern and discuss systems issues.

JCIP staff and CAF 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.

CAF is working with the Court system to implement 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. The juvenile court in Multnomah County, the state's largest county, is a pilot site for this effort.

The Foster Care Safety Team is a multidisciplinary team that was brought together last year to review abuse in foster care and make recommendations for improvements. Representatives from law enforcement, CASA, foster parent associations, Oregon Attorney General, CAF 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 CAF is in the process of implementing.

Child Welfare Training Collaboration

- Child Welfare Training Advisory Committee

The Child Welfare Training Advisory Committee was reconvened this year. The purpose of the committee is to focus on supporting training actions and planning to enhance the child welfare program objectives over the next 3-5 years. The committee meets on a quarterly basis. There is a very broad based representation on the committee including the foster care, child protective services, family based services, adoption programs; field, tribal and foster parent representation, as well as representation from the Portland State University Child Welfare Partnership. The committee is chaired by the Children, Adults & Families Child Welfare Training Manager and the Child Welfare Partnership Training Director.

- Learning Center Universe for Business Objects

Newly released this year is the Learning Center Universe for Business Objects. This system allows identified individuals to access the numerous objects, or information tables, that contain employee and course completion information. This will allow the training unit to generate reports relating to the completion of courses that have been designated as mandatory. As the use of this new system matures, it is anticipated there will be many ways in which metrics and measures can be reported for training planning purposes.

- Child Welfare Training Opportunities

This year, in lieu of a bi-monthly Child Welfare newsletter, an electronic Child Welfare Training Opportunities announcement was implemented. An electronic notice containing training opportunities for the upcoming 2-3 months is sent out each month to a Child Welfare All Staff distribution. The notice is headed with a 'branded' Child Welfare Training Opportunities banner for easy identification of the notice contents. This new way of communicating training opportunities has been well received.

- Training Outline for Child Welfare Staff

A training outline for Child Welfare staff has been revised and is now available on two DHS web pages. The outline contains intended audience for specific trainings, required timeline for completion, course name and number, delivery method, and who will provide the training. In addition, the

document provides key web links to additional trainings provided through the Child Welfare Partnership. The web links are at:

<http://www.dhs.state.or.us/training/> and
http://www.dhs.state.or.us/caf/cw_stafftools.htm

The CAF Director's endorsement is included in the document which states "To learn and grow is part of our work! Be active about taking the opportunity to learn. Step out of your comfort zone and make a commitment to act and apply what you have learned. The children and families we work on behalf of deserve a commitment to learning that is lifelong."

- Statewide Foster Parent Lending Library

The Statewide Foster Parent Lending Library continues to grow and show an increase in access from our patrons; foster, relative, and pre-adoptive parents. During this reporting time period, the monthly usage has increased from as low as 4 "check outs" per month to well over 30 "check outs" per month. The library holdings have grown, both in scope and size, to include books and a variety of different multimedia resources. The library hosts a number of Spanish-language and bilingual materials. This year we have added training credits for our patrons for reading books, viewing videos, and listening to books or training materials on tape. This web based library can be accessed at <http://oregondhs.booksys.net/opac/oregondhs/index.html>

- Mandatory Training Policy

The Mandatory Training Policy is in the process of being updated to better reflect the trainings that have been identified as mandatory. The purpose of this policy is to assure the Department of Human Services is operating a child welfare staff development and training program: 1) that supports the goals and objectives of the federal regulations and funding that addresses services provided under Title IV-B and IV-E; and 2) that provides initial mandatory training for Social Services Specialist 1 child welfare staff so they are prepared prior to assuming responsibility for a caseload.

- Wraparound Cross-Systems Training Academy

As a division of DHS, we have participated in the development of a Wraparound Initiative to develop more coordinated efforts for families and children in three pilot areas in the state of Oregon. A Training Advisory

Committees was pulled together to assist in this effort. We are partnered with other divisions of DHS and Portland State University to help in this effort and with the three site leads (local and state) to discuss current efforts in their respective communities to implement wraparound. All three sites are at a different point in the implementation process, but the needs of identified children are critical. All three sites have done well in addressing culturally diverse children and their needs. This is the core system of care in Wraparound. Each site is working to identify where strengths and gaps are in their communities. Wraparound has strong SOC values and principles and we have utilized that as the foundation of the training provided to our pilot site partners and communities.

Our work plan for the months of June, July, and August of 2010 is intended to map out efforts to move the process forward and to develop a more detailed and formalized work plan for each respective site as the project develops. Another area of focus will be how to support and integrate communities outside of the pilot cohort into the workforce development and training efforts. Please see the attached CAF Training Matrix for more details on classes to be offered.

- Oregon Tribes

CAF has been working very closely with the nine Oregon Tribes on two important projects. The first is focused on the criteria, expectations and selection of an ICWA Expert Witness. A collaborative workgroup was formed which consists of both tribal and CAF representation. The work has included the development of Expert Witness Questions for the potential expert witness and review of training implications.

The second is to enhance representation of all nine Oregon tribes in the Child Welfare Core training. The classroom training includes an overview of Native American and ICWA history, as well as suggestions and resources for caseworkers working with tribal children. A project currently is in place to augment the classroom training experience. The nine tribes are preparing a tri-fold that will be displayed and included in the training program. Each of the tri-fold displays will be educational and provide the opportunity for the tribes to share their own culture. The displays will include items such as specific tribal pictures, typical life style, resources available to children and their families, time lines specific to their tribe, and much more.

- LGBTQ Anti-bias Training Project

The CAF Training Services Unit worked in collaboration with the Equity Foundation – Juvenile Justice Project to assist in the development of a training specific to the Lesbian-Gay-Bisexual-Transsexual-Queer (LGBTQ) group. The training focuses on the disproportionality and disparity of this population. A pilot of this training was held in Multnomah County. In addition to the development of this training, some wording changes in both policy and other training material were presented for modification.

SECTION III. PROGRAM SUPPORT

This past year, the CAF Child Welfare Training Services Unit has been proactive in training our Child Welfare staff on the high volume of both rule and policy changes. In order to train our Child Welfare staff in a timely manner, some training has been developed to be delivered via Video Conference (V-Con) and computer based trainings. Included are: Another Planned Permanent Living Arrangement (APPLA), Guardianship Planning, and Psychotropic Medication Management. Please see attached CAF Training Matrix for more details on the course offerings.

Another primary training focus this year has been, and continues to be, the roll out of OR-Kids, the state wide automated child welfare information system that will replace the current system, FACIS. This has been a major undertaking both in terms of time and resources. The current goal is to have the new system go live in the fall of 2010.

- a) Planned updates to the training plan

Oregon Safety Practice Model

The Oregon Safety Model (OSM) was fully implemented in the fall of 2009. The foundational OSM training is now incorporated into all new worker training so that all of our newly hired staff receive the same level of intensive training on OSM. We have focused on other topics to enhance our child welfare staff's application of the OSM through our partners at PSU that has focused on advanced engagement of families. Supplemental and refresher training on the primary terms and areas of OSM that we focus include: Present Danger, Impending Danger, Protective Action, Safety Service Provider, Safety Threats, Safety Threshold Criteria, Vulnerable Child, and Safety Analysis.

Procedure Manual

Oregon's Child Welfare Procedure Manual continues to be a good tool for staff and is available on line. The Procedure Manual is linked to on line trainings as well as referenced through out our work. CAF Training Unit and the Office of Safety and Permanency work together to ensure updates are implemented by maintaining the procedure manual, facilitating all the revisions, and keeping the manual current on line.

OR-Kids

CAF Training has been very involved in our continued work on the development of Oregon's Statewide Automated Child Welfare Information System (OR-Kids) which is on target to go live in late 2010 or early 2011. CAF Training responsibility is in the development of the training plan for meeting the training needs in the field. This is the foundation for the design and development of OR-Kids user training and for the delivery of the OR-Kids Train the Trainer course. The training plan describes the processes, tasks, activities, and tools required to successfully design, develop, and deliver OR-Kids instruction.

The training audiences have been defined to include workers, support staff, administrative support staff, supervisors, and managers in the following program and functional areas:

- OR-Kids Basics I and II
- Screening in OR-Kids
- OR-Kids for Child Protective Services Staff
- Permanency and Planning in OR-Kids
- OR-Kids for Certifiers
- OR-Kids for Supervisors
- Financial Management in OR-Kids
- Eligibility in OR-Kids
- OR-Kids for Adoption Staff

Training Conferences

- Supervisor Quarterlies

Based partly on the work done last year with the National Resource Center, the Supervisor Quarterlies are now structured where the supervisors have round table time, are actively engaged in planning, and progress has been made to have central office driven agenda items be presented via a Webinar. The goal is for central office issues to be primarily introduced to supervisors via Webinar sessions, and as supervisors engage in issues, they will commit

to further discussions or presentations at their Supervisor Quarterlies. This system is designed to enhance supervisor participation in Quarterly meetings and will be evaluated as the concept rolls out.

- Shoulder to Shoulder

The CAF Training Unit continues to help in the program development and delivery of the Shoulder to Shoulder Conference. The focus of this event is for foster parents and all who volunteer on behalf of children and youth in Oregon's child welfare system. This annual, one day training event continues to be a favorite among our foster parents.

- Diversity Conference

DHS-CAF continues to co-partner in the planning of the annual DHS Diversity Conference. The conference is held during the fall and includes expert presenters, engaging workshops, networking opportunities, cultural awareness learning, and opportunities for skill building and personal development. The Diversity Conference is open to all DHS staff.

- ICWA Conference

CAF continues to collaborate with the Oregon Tribes in the development and coordination of the annual ICWA Conference. The goal is an ongoing effort to maintain and improve the relationship between the state and the Tribes in addition to the promotion of ICWA compliance.

- Support Staff Conference

In order to maximize the funds available for a Support Staff Conference, the decision was made to combine the conference to include both Child Welfare and Self Sufficiency support staff. The plans are well under way with the event scheduled for October 2010. This one day event will be held at three different locations to minimize travel and to provide the best opportunity for attendance. The workshops are planned for both combined staff as well as individual workshops targeted to the uniqueness of the two different programs.

Other Conferences

The Training Services Unit provides development and coordination support for many other conferences. This past year support was provided for:

- The Addictions and Mental Health Integrated Conference is a three day conference for all who provide, have or are receiving services for mental health or substance abuse treatment or prevention
- Scott Model 3 day training targeting at reducing barriers to interviewing children with disabilities as related to child abuse and/or neglect
- Statewide Supervisors Conference is a 2 day conference with opportunity for training, building diverse teams, update on changes in CPS/foster care, use of data, Child and Family Services Review updates and trends, as well as provides supervisors with motivation and wellness in the work environment.

Portland State University Child Welfare Partnership

CAF Administration and CAF Training Services Unit have continued to maintain a strong partnership with Portland State University Child Welfare Partnership to develop and deliver a high volume of classroom and distance training events for DHS Child Welfare Professionals. The role of the liaison between CAF/DHS and the Portland State University Child Welfare Program continues to expand. This past year the Child Welfare Partnership moved into a new training facility. The facility is designed with high-tech training and meeting rooms to better accommodate the CAF Child Welfare training experience.

The Child Welfare Partnership continues to develop training based on the needs of our Child Welfare staff. The Child Welfare Partnership training program includes:

- ✓ Core Training (Classroom)

Child Welfare Core Training is the four week classroom component of the year long training plan and is mandatory for new Social Service Specialists. It is designed to provide a comprehensive foundation in child welfare practice, encompassing safety, permanency and well-being throughout the life of case and key legal concepts.

The four weeks is designed so students attend classroom training for two weeks, and then have one week off for work at their branch office. During that week, students work on field activities for hands-on experience, complete distance delivery training and support activities with their supervisors and experienced staff. This allows them the opportunity to experience in the field what they have learned in class. The students then return for two more weeks of classroom training to complete their Core training before they are assigned a case load.

✓ Core Training (Distance Delivery)

Several mandatory Core Training sessions are offered through Distance Delivery. It is recommended that students begin working on the Distance Delivery trainings during the week they are back at their local branch office of their Core classroom training. These include:

- Confidentiality in Child Welfare (mandatory)
- Multi-Ethnic Placement Act (mandatory)
- Adoption and Safe Families Act (ASFA) (mandatory)
- Youth Transitions and the Independent Living Program (mandatory)
- Interstate Compact on the Placement of Children (mandatory)
- Behavioral Rehabilitation Services (BRS)

The Child Welfare Partnership Core training team continues to develop a model for a Year-Long Training Plan that includes field activities that new workers can complete before and after classroom training in their branch, including hands-on activities, distance delivery training and support activities for supervisors.

✓ Advanced Engagement Training

Caseworker visit funding was used in part to fund Engagement Skills training for child welfare staff. These trainings were conducted by Portland State University as a foundational skill-builder aimed at improving a number of outcome measures for children and families for our Program Improvement Plan. The Engagement Skills training assists workers in engaging children in planning during the face-to-face contacts and re-enforces the need for frequent and meaningful contact.

As of December 2009, fifty-four stand-alone Engagement Skills trainings and nine sessions of Engagement Skills training, as part of Child Welfare Core Training, were held. Engagement Skills training was incorporated into Child Welfare Core in August 2008. 1156 Oregon child welfare workers completed the Engagement Skills training through December 2009.

It was identified that additional engagement type of training is also needed. Three Advanced Engagement Trainings have been identified:

- Engaging and Support Relatives through the life of a case. This training is being launched July 2010.
- Advanced Engagement Skills. This class utilizes the model of Verbal Judo, the Gentle Art of Persuasion. The class will roll out in mid August 2010.
- Involving the Nonresident Father in Case Planning. No date has been set.

✓ Social Services Assistant

Social Services Assistant (SSA) training is required training for all Social Services Assistants. This is a six day interactive training spread out over two weeks.

In this training, SSA's 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 topic areas related to the primary functions of the Social Services Assistant position. Topics include, but are not limited to:

- Using the Oregon Safety Model to ensure safe and meaningful visits;
- Family Culture and Parenting Styles;
- Parent Coaching;
- Child Development;
- Engagement and Communication, including information on the stages of change and examples of how to de-escalate various forms of resistance;
- Documentation and Court presentations.

✓ Certifier & Adoption Worker Training

The curriculum for this class was reviewed and updated this year to better reflect new policies and rules relating to adoptions. In addition, the class does include segments on the new SAFE home study. The class is open to all adoption workers, foster home certifiers, and staff who complete relative, foster care, and adoption home studies. The training includes the most up to date information on policy and best practice. Topics include recruitment, emergency placements, relative placements, safety standards, birth family relationships, assessment, choosing not to use families, committee presentations, supporting resource families, child abuse 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.

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

Foundations in Fostering, Adopting or Caring for Relative Children is a three-day long review of Oregon's Foundational Curriculum for training foster, relative, and adoptive families. The training covers all 8 modules included in the curriculum which is 8 weeks of material staff use to train families who wish to care for Oregon's children in foster/relative and adoptive care. Trainers have the opportunity to ask questions about the curriculum, practice group exercises, and consider how to implement or refine the training for families.

✓ Foundations Modules via Net Link

As a pilot training, three of Oregon's Foundational Curriculum modules will be offered via Net Link. This effort is to help support the trainers across the state to deliver this training to potential foster, relative and adoptive families. The three modules are:

- Child Development and Impact of Abuse. The participants become familiar with normal childhood development and the impact of abuse and neglect on child development.
- Valuing the Child's Heritage. The participants recognize the cultural and racial composition of their lives and the impact of culture and race in their daily lives. The participants learn about other discrimination and other "ism's" they may

encounter or feel. The participants understand the difference between race, ethnicity and culture. The participants learn techniques for dealing with possible negative experiences in caring for children who are trans-racial.

- Working with the Child's Family. The participants recognize the benefits and challenges of working with the child's family. The participants learn the roles and responsibilities of foster parents. The participants recognize the ways in which they can work with the child's family. The participants learn ways to minimize the challenges of working with the child's family. The participants be able to identify the unique issues of foster parents. The participants recognize the application of 'Working with the Child's Family' to various resource family situations.

✓ Freeing and Placing

All aspects of legal and social work responsibilities required in freeing and placing children for adoption are addressed in this two-week training. Supervisors nominate Caseworkers who have legal assistance or adoption placement responsibilities. The year the curriculum was reviewed and modified to reflect new policies and rules that affect children being placed for adoption.

✓ Supervisory Training Cohort

The 10 initial Clinical Supervision Training Cohorts were completed in December 2009. Over 200 supervisors completed that training. Beginning in January 2010, the Supervisory Training schedule began, offering two cohorts per year. This schedule is targeted to include intensive training for all newly hired Child Welfare supervisors.

The Supervisory Training consists of 6 training modules:

- Effective Leadership: Making the Transition from Social Worker to Supervisor
- Achieving Excellence in Staff Performance
Achieving Excellence in Performance
- Building Cohesive Work Group
- Promoting the Growth and Development of Staff
- Case Consultation and Supervision

- Managing Effectively Within the Organization
- ✓ Supervisor Mentoring Program

Orientation to the Supervisor Mentoring program is provided for all new supervisors who have completed the Supervisory Training. “The Art of Mentoring Training” will be offered annually with supervisors identified and selected by Child Welfare managers to be mentors. A list of available mentors will be sent to the protégé and their program manager where they will jointly select the mentor and make contact. The first “Art of Mentoring Training” is scheduled for July 2010.

- ✓ Reducing Trauma to Children

The Children’s Justice Act (CJA) Task Force of Oregon worked on a project focusing on three main points; 1) to better understand the effects of trauma on the developing brain of a child, 2) be able to support staff in reducing the traumatic impact of the investigation, removal and placement process, and 3) identify policy and procedure that support trauma informed practice. The results of this project were presented to and well received by the Child Welfare management. CJA created an additional phase to this project and funded 8 trainings to be conducted across the state. Work was completed in partnership with the Child Welfare Partnership for the delivery of the trainings.

- ✓ Distance Delivery Training (Net Links)

In addition to the distance delivery trainings (Net Links) that are offered as part of the Core classroom training, the Child Welfare Partnership offers a wide variety of other Net Link type of trainings to both the Child Welfare staff and to our Caregivers.

Child Welfare Staff

- CW Ethical Boundaries
- Quality Visitation
- Coaching Foster Parents
- Enhancing N.A. Outcome

Caregivers

- Trauma Informed Parenting
- ADHD
- Caregivers & Juvenile Court
- Grief & Loss

- Trauma Stress Parents
 - Internet Safety
 - Contact for Caregivers
 - 30-Day Contact
 - Transitions
 - FASD 201
 - Generic OSM
 - Incarcerated Parents Children
 - Culturally Competent Interview
- Confidentiality for Foster
 - Mental Health Diagnoses
 - Child Development
 - Promoting Permanency
 - Internet Safety
 - Incarcerated Parents
 - Caregivers and the OSM
 - Behavior Mgmt for Young
 - Enhancing Teen Attachment

Portland State University MSW and BSW Stipend Program

The CAF Administration and the CAF Training Services Unit have continued to maintain a strong partnership with Portland State University Child Welfare Education Program. Quarterly CAF/PSU meetings are held to review student stipend accounts, discuss any student issues and follow up on training topics as they arise.

The Masters of Social Work (MSW) program through Portland State University continues to be well received. 12 students were accepted for the MSW stipend for the fall 2010 term. 5 of those are DHS employees and 7 are recruits. In addition, 4 students were accepted for the BSW stipend for the fall 2010 term. One of those is a DHS employee and 4 are recruits. The CAF Child Welfare Training Liaison continues to participate in the interviews for both the MSW and BSW stipend program.

There are a total of 46 students currently enrolled in the MSW campus and distance programs (27 DHS employees and 19 recruits). Twenty-five students will graduate with their MSW in June 2010, including 13 DHS employees and 12 recruits. There are 50 students in the BSW program. Portland State University continues to provide ongoing advising and field placement direction for all Child Welfare Education Program students.

Eastern Washington University MSW Stipend Program

Beginning this year, the Oregon Department of Human Services in partnership with Eastern Washington University (EWU) offered the same

MSW stipend support as offered through Portland State University. Due to the geographic convenience of the EWU MSW program, many northern Oregon Child Welfare workers attend the MSW program in Washington as opposed to the MSW program offered in Oregon. Just as with the Portland State University program, graduates from the EWU program who receive stipend support will be required to work a period equivalent to one full year of full-time employment with the Oregon Department of Human Services (DHS), Children, Adults and Families (CAF) Child Welfare for each academic year of financial assistance. This year we had 6 EWU applicants, 1 of which was a recruit. We were able to accept 4 students for the EWU-MSW stipend program which included the 1 recruit.

Quality Assurance

Since 2001, Oregon has used a combination of CFSR-type case review and performance reports based on administrative (SACWIS) data to monitor quality assurance in Child Welfare. Oregon's Quality Assurance program in Child Welfare was rated as a strength in the 2007 CFSR.

Although management and staff reported that they found tremendous added value in using the CFSR review as both a Quality Assurance process and a training tool, the branch-by-branch case review process being used was deemed unsustainable by the state for several reasons:

- In most instances, branches were only reviewed once in the seven year period from 2001-2007. This did not provide sufficient or frequent enough feedback to management and staff for the kind of continuous system improvement Oregon seeks to achieve.
- There were insufficient staff resources sustain, much less increase, the number or frequency of branch reviews
- Branch-by-branch reviews made it difficult to obtain the comprehensive, statewide perspective Oregon seeks for CFSR/PIP reporting.
- While the CFSR instrument provides a clear guide to desired Child Welfare case outcomes and SACWIS-based performance reporting provides a comprehensive statewide view on selected outcomes, Oregon continued to face challenges in sustaining improvements achieved in its 2001 PIP. As a result, Oregon has identified a need to monitor the processes that lead to those outcomes in order to make

the practice changes that will not only achieve but maintain state and Federal outcome and performance goals

To this end, Oregon is moving ahead with the abbreviated CFSR case review and administrative data reporting needed to track our new CFSR Program Improvement Plan and achieve Federal outcome goals.

As outlined in the Oregon Program Improvement Plan approved January 30, 2009, an abbreviated CFSR case review process has been designed to collect information not routinely captured in Oregon's electronic case records. [*Oregon Program Improvement Plan*, pp 19-23]. As of this writing, over 300 cases have been reviewed. The 241 cases reviewed in the first year of Oregon's PIP represented nearly every unit carrying qualifying cases from every branch throughout the state. Oregon's baseline for CFSR items 3, 4, 7, 10, 17, 18, 19, and 20, based on the first 120 cases reviewed, was submitted July 31, 2009. Oregon will continue to review approximately 60 cases per quarter as long as any of the above-named CFSR items fall short of Oregon's federally identified PIP goals. As of this writing, Oregon has met its PIP objectives on CFSR items 4, 7, 17, 18, 19, and 20. As per Oregon's PIP plan, cases from each of Oregon's child welfare branches will be reviewed each year, with the number of cases reviewed being proportionate to the size of any given branch's case load. A branch review schedule is specified on page 22 of the *Oregon Program Improvement Plan*.

Oregon PIP performance on CFSR items 1, 2, 6, 8, 9, Absence of Maltreatment in Foster Care and Achieving Permanency for Children in Foster Care for Long Periods of Time is based on NCANDS and/or AFCARS data, and reports displaying state and local performance on these measures is being made available to Child Welfare staff via a new, consolidated reporting website. This website also contains an assortment of other child welfare performance reports such as the weekly Face to Face Contact Report, Adoptions Tracking/Timeline Report and the new Foster Care Point-in-Time report aimed at supporting workers' case administration. The new website has been developed to support field staff until the ORKids reporting system is deployed in 2010. Intensive development of the ORKids reporting system and data warehouse is currently underway.

A complementary piece of Oregon's Quality Assurance plan was to use the Quality Service Review to get at the underlying practice and system issues that were driving the outcomes measured in the CFSR. A pilot and two

subsequent sites (36 cases overall) were reviewed for issues relating to Foster Care Placement stability and use of APPLA [Another Planned Permanent Living Arrangement] plans. Oregon is currently working to come up with a sustainable plan to train local staff to conduct QSR reviews on an on-going basis.

All of these efforts represent a concerted effort on Oregon's behalf to enhance capacity in the area of Quality Assurance to enable the Oregon Child Welfare system to better respond to the needs of Oregon's children and families.

Oregon Program Improvement Plan Measurement Methodology

Oregon quarterly PIP measures and reporting will be based on either administrative data or data collected via case review using an abbreviated version of the CFSR case review tool.

PIP measures based on Administrative Data

Oregon administrative data, which includes Oregon's AFCARS and NCANDS data, will be used to report on Oregon's progress for CFSR Items 1, 2, 6, 8, 9, and 10. AFCARS 08A/08B and the FFY 2008 NCANDS report will be used for Oregon's baseline, and baseline measures calculated or collected from other sources will also reference the FFY 2008 reporting period. The following measures will be reported based on data for the 12 months preceding the report:

- Item 1: [Timeliness of CPS response] will be tracked using an annualized version of Oregon's Timeliness of CPS Response report from ORBIT. This annualized version will be available by 1/31/08 and will provide data for the FFY 2008 baseline. On this date Oregon will also provide for ACF approval the specifics of what the report measures, definitions for fields entered by users, and the actual calculations of the data.
- Item 2: [Safety 1; Absence of repeat maltreatment] will be tracked using a national standard derived from Oregon's NCANDS DCDC file;

No # Absence of Maltreatment of Children in Foster Care, source will be NCANDS and AFCARS.

The following items will be tracked using Federal CFSR composites:

Item 6: [Placement Stability] Permanency Composite 4; AFCARS,
Item 8: [Re-unification] Permanency Composite 1; AFCARS;
Item 9: [Adoption] Permanency Composite 2; AFCARS;
No # Achieving Permanency for Children in Foster Care for Long
Periods of Time, Composite 3, AFCARS.

In addition, Oregon will be following two measures; Absence of Maltreatment of Children in Foster Care, and Achieving Permanency for children in Foster Care for Long Periods of Time. These measures will be tracked by a combination of NCANDS and AFCARS data and solely by AFCARS data respectively.

PIP Measures based on abbreviated CFSR Case Review

For the both the PIP baseline and for quarterly PIP reporting, Oregon will use abbreviated CFSR case review data for items where administrative data are not sufficient or not available to address the item of concern.

Item 3: [Services to maintain children in their homes]
Item 4: [Risk Assessment and Safety Management]
Item 7: [Timely establishment of permanency goals]
Item 10: [Achieving Permanency for Children in Foster Care for Long
Periods of Time]
Item 17: [Comprehensive assessment of child/parent/foster parent needs]
Item 18: [Child and Family Involvement in Case Planning]
Item 19: [Face to face contact/child] and
Item 20: [Face to face contact/parent].

Baseline Measurement

To establish a baseline, reviewers will cover 120 cases in the 6 month period that encompasses January 2009 through June 2009. The period under review will be the 12 months prior to the date the case is read. The baseline case reading will be completed by June 30, 2009 and submitted by July 31, 2009. Subsequent case review data will be submitted on a quarterly basis.

Approximately 33% of the cases reviewed will be In Home cases and approximately 67% will be foster care cases. 30 of the 120 cases proposed for review in the first six months will be from Multnomah. The remaining 80 cases will be drawn from Washington, Benton, Clackamas, Crook, Deschutes, Jefferson, Lane, Lincoln and Linn counties. The number of cases reviewed per county will be proportional to the number of Child Welfare supervisors in that county. A minimum of one case per county, and up to 30% of the foster care cases reviewed in each county, will be children/youth in OPPLA plans. The number of OPPLA cases reviewed will not exceed 30% of the cases reviewed in each county unless the sole case reviewed in a county takes us over the 30% maximum (in instances of very small counties), in which case we reserve the right to prioritize a topic more salient to that county.

On-going PIP measurement using Case Review

Oregon will be shifting to an on-going/rolling review process. Reviewers will work in teams of two. Oregon currently has 2 FTE in assigned case-review positions. The following table outlines the elements of Oregon’s Case Review plan:

| When to review | District(s) | Number of Supervisory Units | Sample size | Review results ready for reporting |
|-----------------------|---|------------------------------------|------------------------------------|---|
| September-March | 2 (half of Multnomah), 16 | 42 | 60 (30 from District 2, Multnomah) | March |
| December–June | 4, 5, 10, 15 | 42 | 60 | June |
| March-September | 1, 2 (the other half of Multnomah), 6, 7, 9, 13, 14 | 39 | 60 (30 from District 2, Multnomah) | September |
| June-December | 3, 8, 11, 12 | 40 | 60 | December |

- District 1 Clatsop, Columbia, Tillamook
- District 2 Multnomah
- District 3 Marion, Polk, Yamhill
- District 4 Benton, Lincoln, Linn
- District 5 Lane
- District 6 Douglas
- District 7 Coos, Curry
- District 8 Jackson, Josephine

District 9 Gilliam, Hood River, Sherman, Wasco, Wheeler
District 10 Crook, Deschutes, Jefferson
District 11 Klamath, Lake
District 12 Morrow, Umatilla
District 13 Baker, Union, Wallowa
District 14 Grant, Harney, Malheur
District 15 Clackamas
District 16 Washington

This rotation was established to ensure a diversity of branches by size and geographic location in every reporting period. The overall sample in any two consecutive quarters will consist of 25% District 2 (Multnomah) and 75% balance from the rest of the state.

Case review data will be gathered both via case reading and interviews; interviews will be more limited than in a full CFSR review, but will include parents whenever appropriate (for example, parents whose rights have been terminated would not be interviewed). Focus groups with community partners will not be part of these reviews as they are being done for outcome measurement rather than for understanding community process.

The PIP improvement goal will be considered achieved with the combined data from two consecutive quarters meets the improvement goal and the number of applicable cases meets or exceeds the number of applicable cases for the item in the final CFSR report.

CAF 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 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> | 2 weeks | PSU | Social Service Specialist (SSS1) Case carrying workers | \$2,146,689 (per biennium) | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|--|--|--------------------------------------|----------|--|--|-----------------|
| Core – Life of a Case | This two week cluster introduces the participant to all aspects of the Oregon Safety 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. | 2 weeks | PSU | Social Service Specialist (SSS1) Case carrying workers | See cost above (this total cost includes this class) | RMS |
| 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. | Computer Based Training (self-paced) | PSU | Caseworkers, complete within 6 months of hire | 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. | 3 hours (NetLink) | PSU | Caseworkers, complete within 6 months of hire | Included in CORE costs from PSU | RMS |
| Multi-Ethnic Placement Act (MEPA) | 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. | 3 hours (NetLink) | PSU | Caseworkers, complete within 6 months of hire | Included in CORE costs from PSU | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|--|---|-------------------------------|------------|--|----------------------|-------------------------------|
| <p>Foundations in Fostering, Adopting or Caring for Relative Children (Train the Trainer) 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> | <p>3 days</p> | <p>PSU</p> | <p>Staff who train Foundations for foster and adoptive parents</p> | <p>\$145, 836</p> | <p>Title IV-E eligibility</p> |
| <p>Foundations Modules via Netlink As a pilot this year, three modules of the Foundations training will be delivered via NetLink</p> | <ol style="list-style-type: none"> 1. Child Development and Impact of Abuse Participants will become familiar with normal childhood development and the impact of abuse and neglect on child development 2. Valuing the Child's Heritage Participants will recognize the cultural and racial composition of their lives and the impact of culture and race in their daily lives. Participants will understand the difference between race, ethnicity and culture as well as learn techniques for dealing with possible negative experiences in caring for children who are trans-racial 3. Working with Child's Family Participants will recognize the benefits and challenges of working with the child's family. Participants will learn the roles and responsibilities of foster parents. | <p>3 hours each (NetLink)</p> | <p>PSU</p> | <p>Staff who train Foundations for foster and adoptive parents</p> | <p>Salary</p> | <p>Title IV-E eligibility</p> |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|---|--|----------|----------|--|----------------------|------------------------|
| Certifier & Adoption Worker Training Provides baseline instruction in key policy and best practice standards for new certifiers and adoption workers. | 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. | 8 days | PSU | Adoption Workers, foster home certifiers, and staff who complete relative, foster care, and adoption home studies. | \$316, 698 | Title IV-E Eligibility |
| Freeing & Placing | This course addresses key aspects of legal and social work responsibilities required in freeing and placing children for adoption. It is designed for participants who have legal assistance or adoption placement responsibilities. | 8 days | PSU | Legal assistance or adoption placement responsibilities | \$204, 698 | Title IV-E eligibility |
| Social Service Assistance (SSA) | 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. 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 areas related to the primary functions of the Social Services Assistant position. Topics include, but are not limited to: Using the Oregon Safety Model to ensure safe and | 6 days | PSU | Social Service Assistants (SSA) complete within 6 months of hire | \$193, 313 | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|-------------------------------------|---|--|----------|---------------------|--------------------------|-----------------|
| | <p>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>Training will include lectures, individual and group activities and application of the information to case scenarios.</p> | | | | | |
| Supervisory Training | <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> | <p>12 days (96 hours) Offered 2 x a year</p> | PSU | CW Line Supervisors | \$646, 209 | RMS |
| Supervisor Mentoring Program | <p>The child welfare supervisory mentoring program will match new supervisors with experienced child welfare managers/supervisors to provide additional guidance, support, coaching and insights to enhance the supervisory experience. The length of the mentoring relationship will be determined individually, but is recommended for one year. Matching of mentors will be based on the preferences identified by supervisors and available resources within the mentor pool.</p> | | PSU | CW Line Supervisors | (included in cost above) | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|---|--|------------|----------|---|----------------------|-----------------|
| <p>Engagement Skills Training</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ✓ Identify stages of change, types of resistance and strategies for each stage ✓ Identify strategies that influence motivation and generate voluntary compliance ✓ Practice strategies that cut resistance, influence motivation and generate voluntary compliance. <p><u>Course Delivery Includes:</u></p> <ul style="list-style-type: none"> ✓ Self presentation ✓ Agency representation ✓ Client perception | <p>Engagement Skills is an interactive one-day training designed for child welfare caseworkers. Engagement is a foundational skill that answers one of our deepest professional concerns to know not only what to do but how to do it when it comes to building helping relationships supportive of parents in the struggle for change. In this training participants will:</p> <ul style="list-style-type: none"> * Learn and practice listening and interviewing strategies that elicit client self-motivational statements. * Examine the concepts of readiness to change through Stages of Change Theory. * Learn principles and approaches to successfully respond to resistance | 1 day | PSU | <p>All CW Caseworkers</p> <p>Completed December 2009</p> <p>Incorporated into Child Welfare CORE August 2008</p> | \$145, 836 | RMS |
| <p>Advanced Engagement Training</p> <p>Three trainings are offered or currently under development. More advanced engagement training will assist workers in engaging children in planning during the face-to-face contacts and re-enforces the need for frequent and meaningful contact.</p> | <ol style="list-style-type: none"> 1. Engaging and Support Relatives through the Life of a case – launched July 2010 2. Advanced Engagement Skills Class utilizes model of Verbal Judo, the Gentle Art of Persuasion. Roll out mid August 2010. 3. Involving the Nonresident Father in Case Planning – no date set | 1 day each | PSU | All CW Caseworkers | \$145, 836 | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|--|--|------------------------|----------|--|------------------------------------|-----------------|
| Advanced NetLinks | <ul style="list-style-type: none"> * Child Welfare Ethical Boundaries * Quality Visitation Plans * Coaching Foster Parents * Secondary Traumatic Stress * Working with Incarcerated Parents * Culturally Competent Interviewing | Average 2-3 hours each | PSU | All CW Caseworkers | Included in Engagement costs above | RMS |
| Reducing Trauma to Children 8 funded trainings by the Children's Justice Act (CJA) and delivered by PSU | The objectives of this class are to help CW workers better understand the effects of trauma on the developing brain of a child; support staff in reducing the traumatic impact of the investigation, removal and placement process; and identify policy and procedure that support trauma informed practice. | 3 hours classroom | PSU | All CW Staff | \$0 | CJA |
| Wraparound Cross-Systems Training Academy CAF has participated in the development of a Wraparound Initiative to develop more coordinated efforts for families and children in three pilot areas. The training sessions offered to specific communities will reflect the unique strength, gaps, and needs of the communities. | Class Offerings: <ul style="list-style-type: none"> • Wraparound 101 • Facilitating Child & Family Teams • Cultural & Linguistic Competency • Facilitation / System of Care Approach • Family / Youth Voice • Crisis & Safety Planning • Conflict Management • LIVE Wrap • Supervision & Coaching • Roles, Responsibilities, Applications for CW Worker / Supervisor • Strengthening Family Engagement: Using Ethnographic & Motivational Interviewing Strategies • When Collaboration Hurts, Working through Challenging Team Situations • Working Through Phases of Child & Family Team Planning • Intro to Family Drive Care • Perspectives on Family Driven Care | Multiple | PSU | 3 pilot sites selected. Trainings for CW Caseworkers, foster care providers, community partners in each site, etc. | \$315,353.00 | Title IV-B |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|-------------------|--|----------|----------|----------|----------------------|-----------------|
| | <ul style="list-style-type: none"> • Effective Strategies for Engaging Youth & Developing Youth Involvement Opportunities • What is Family Culture? Working with Families from Where They Are • Crisis and Safety Planning Prevention / Intervention Strategies • Oregon Safety Model • Working Collaboratively on Child & Family Teams when Domestic Violence is Present • Understanding Diversity: Cultural & Linguistic Competence Foundations • Oppression, Poverty & Resilience of Cultural & Linguistic Communities • From Tolerance to Inclusion • Recruiting, Orienting and Using Natural Supports on Child & Family Teams • Documenting Strengths & Needs in Plans of Care tying to Goals / Outcomes • Platform Skills for Community Content Experts | | | | | |

| 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 | Portland Option , classes provided on PSU campus, is a 78 credit program. Students in our stipend program 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 in the students' local communities. | 2 to 3 years | PSU | DHS CW employees and recruits | \$2,617,070 | Title IV-E eligibility |
| Bachelors Social Work (BSW) | The BSW Program prepares graduates to become professional generalist entry-level social workers/caseworkers to work for DHS. | 1 year | PSU | DHS CW Employees and recruits | Combined with MSW | Title IV-E eligibility |
| Interstate Compact on Placement of Children (ICPC) | This training will introduce you to the ICPC regulations and procedures. It will teach you which form(s) to use and how to complete them. It will give you insight about when and why the ICPC process is needed. Lastly, it will provide you with resources that will enable you to be successful with your ICPC cases. | 2 hours (NetLink) | DHS-CAF | All CW Caseworkers | \$2,060.40 (Salary cost estimate) | RMS |
| Youth Transitions and the Independent Living Plan (ILP) | This training will assist you to 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. You will also have 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. | 3.5 hours (NetLink) | DHS-CAF | All CW Caseworkers | \$2,060.40 (Salary cost estimate) | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|--|--|--------------------------------------|-------------------|--|------------------------------------|-----------------|
| Behavioral Rehabilitation Services (BRS) | This class will provide you with an overview of the BRS system. It will give you insight to when and why a youth on your caseload may need to be placed in a BRS residential treatment program. The course will introduce you to the procedures and forms necessary to access services. You will learn about the State's geographical regions and levels of care which will allow you to know what BRS program will best meet the needs of your child. | 1.5 hours (NetLink) | DHS-CAF | All CW Caseworkers | \$2,060.40 (Salary cost estimate) | RMS |
| CW Paternity | This training will provide tools to locate and identify the different types of fathers and which have rights; resources to research paternity issues and information on notifying fathers with rights. | Computer Based training (self-paced) | DHS- CAF Training | All CW Caseworkers | No Ongoing Costs | |
| FACIS 101 | This course teaches the fundamentals of navigation within the FACIS data system and what are the requirements of CW staff in FACIS to complete accurately and timely. CW staff will learn the A,B,C's of FACIS and how to utilize it more efficiently in their daily work. | 4 hours | DHS- CAF Training | All CW staff who have to use our statewide data system in their daily work | \$116,166 (2 FTE est. plus travel) | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|------------------------------------|---|--------------------------------------|-------------------------------------|---|----------------------|-----------------|
| Oregon Safety Model OSM Phase 2 | Safety for a Child from Intervention to Permanency/ Safety of a Child throughout the Life of a Case. This training will consist of an overview of six OSM tools that will assist and guide you through the safety of a child from intervention to permanency. This all state training ends and will be complete in November of 2009. | 4 hours | DHS – CAF OSM Job Rotation Trainers | All CW Caseworkers Completed November 2009 | \$214,000 | RMS |
| 310 Health / Education | This specific course is designed to teach all CW staff about the new federal and state requirements of reporting accurate information on the health and education services that exist for the youth they are responsible for. This course will go through all the 310 Health and Education forms and what is required as far as documentation in this important data. CW staff will walk away with a thorough understanding about the specific reporting requirements needed. | Computer Based training (self-paced) | DHS | All CW caseworkers and staff | No Ongoing Costs | |
| OSM Case Plan Narration | This specific required course is designed to address the critical narration requirements for all child welfare staff with a specific emphasis on best practice in case narration. Caseworkers are shown/taught good narration examples as well as poor case narration examples. Caseworkers will also learn the art of using the 6 domains as a great first approach in development of a high quality narration and assessment. Caseworkers will practice in class the keys to development of good narration and what is expected of them in this role. | 3 hours | DHS | All CW Caseworkers and staff | \$60,896.00 | RMS |
| Psychotropic Medication Management | This course is designed to provide specific information and training regarding HB3114 and Psychotropic Medication Policy I-E.3.3.1. This course will train Child Welfare Program | 3 hours (V-Con) | DHS-CAF Foster Care Program | CW Caseworkers, Foster Parent certifiers, and | TBD | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|---|---|--------------------------------------|--|--------------------|----------------------|-----------------|
| | Managers and Supervisors in the consent process and provide information regarding the most common psychotropic medications used in treating pediatric mental health issues. | | | foster parents | | |
| Another Planned Permanent Living Arrangement (APPLA) | The goal of this course is to provide child welfare professionals an update of rules (Child Welfare Policy I-E3.6.3. OAR 413-070-0520 thru 0565, and effective 11/3/2009). 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 ongoing department responsibilities when the court has approved APPLA as a child's permanency plan. | Computer Based Training (self-paced) | DHS- CAF Training | All CW Caseworkers | No Ongoing Costs | |
| International Adoption | This course is designed to assist the child welfare caseworker on the significance of early location of non-custodial parent and/or relatives to avoid further legal issues into a case. In addition the caseworker will understand on a basic level what the Vienna Convention on Consular Relations (1963) and the Hague Convention and its significance to a case. In order for a case worker to be successful in working with a foreign consular, the caseworker will learn how to identify and contact the appropriate Consular; and to work collaboratively with that Consular. This information will lead to a broadening of the caseworker's ability to process International placements. | TBD | DHS CAF Training and Adoptions Program | CW Caseworkers | TBD | RMS |

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|---|---|--------------------------------------|---|---|----------------------|------------------------|
| Subsidized Guardianship | <p>A training module is being developed for caseworkers that examine the case-related issues that must be considered when pursuing a subsidized guardianship. The training assists workers to develop critical thinking skills related to this permanency option via a case example. Caseworkers should gain a basic understanding of how to determine whether or not subsidized guardianship is an appropriate permanency plan for a child, as well skill in exploring the option with families.</p> <p>This training emphasizes clinical decision-making. An additional training module will be developed that focuses specifically on the administrative/technical how-to's of guardianship.</p> | Computer Based training (self-paced) | DHS/PSU | CW Caseworkers | TBD | RMS |
| OR Kids | This federal project is underway with a specific plan in place to begin statewide rollout and training on our newly designed statewide automated child welfare information system beginning in October 2010 and a go live date of late December 2010 to January 2011. | 16 to 24 hours | DHS CAF Training and OR Kids project team | All CW staff, Tribes, Affected providers | TBD | Title IV-E eligibility |
| Structured Analysis Family Evaluation (SAFE) | Structured Analysis Family Evaluation (SAFE) is a home study methodology that was designed to evaluate families for adoption, foster care licensure, concurrent planning, and relative placement. SAFE is built upon solid social work practice values that stress the importance of respectfully engaging families in a strength based, mutual evaluation process that strives to select families in, not out. | 8 hours | DHS through a contract with SAFE | All Child Welfare Foster Home certifiers, Adoption Workers, and supervisors | TBD | Title IV-E eligibility |

SECTION IV. COORDINATION WITH TRIBES

Tribal Consultation

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

The Oregon Tribal representatives recommend goals and objectives for Oregon's five-year plan which have been actively worked on throughout the past year. Outcome measures and progress are discussed at the ICWA Tribal/State advisory meetings. Small work groups are organized depending upon the project.

Each year one of the Oregon tribes co-hosts, with DHS, the Tribal/State ICWA Conference. The Confederated Tribes of Coos, Lower Umpqua & Siuslaw Indians co-hosted last years ICWA Conference held October 27-29, 2009. 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.

CAF 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. These meetings focus on improving communication and collaboration around issues of concern to communities of color.

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 the Department of Human Services (DHS) and the Tribes.

The Children, Adults and Families (CAF) ICWA Advisory Committee continues to work on outstanding issues and develop stronger consultation and collaboration between the state of Oregon and the Oregon Tribes. Tribal representation on CAF program work groups is critical to policy development that may affect Indian children, families and the Oregon Tribes.

Some of the issues addressed in the last year were: lack of representation to the Governor's Task Force on the Disproportionality of Children of Color in the Child Welfare System; the need for tribal input in the foster care rate redesign process; the lack of native foster/adoptive homes; lack of qualified expert witnesses as required by the ICWA; and issues related to the new CANS assessment process.

As a result of these discussions some of the things that have happened include the Task Force looking to all the tribes for recommendations regarding the disproportionate number of native children in foster care; the Foster Care Manager included the tribes in ongoing process of putting together the contacts for recruitment of native foster/adoptive homes; a workgroup was put together to address the lack of qualified expert witnesses; and the Foster Care Manager approached the tribes for assistance in making the CANS process culturally appropriate for native children.

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 State and Title IV-E have on-going 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 chose). The trainings are primarily focused on providing technical assistance to Tribes with Title IV-E agreements, but 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 2010, seven 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 IV-E fundamentals training.

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 which 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. It is more about working through the process with each other that strengthens the relationship. 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, which is a statutory committee. Administrators and program managers attend the Quarterly ICWA Tribal/State advisory meetings. Administrators have also recruited Tribal participation on DHS committees which effect policy. There are a total of 55 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 liaisons also communicate with the Oregon Tribes in their region. 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 and provide ICWA services to the children and families. DHS administration, as a result of discussions with the ICWA Advisory Committee, asked the tribes to put together a Native American specific list of recommendations for the Task Force. This was accomplished and presented to the Task Force at their May 21, 2010 meeting.

Oregon has identified the following goals in our 2009-2014 Child and Family Services Plan. They are as follows:

Workforce Development

Goal: To have ICWA competent Liaison's in each branch office.

Measurement: Annual survey of each branch office.

- Further develop the role of the ICWA Liaison

Although there was not a formal survey, in 2009 the ICWA Manager revived the work being done on the ICWA Liaisons' Roles & Responsibilities; this will better define the expectations of the Filed Office ICWA Liaison position and improve their ability to assist branch staff in providing appropriate services to Native children and their families. This work will be ongoing during the 2010 reporting period.

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 Area's
- Involve Tribal members in developing and implementing ICWA training.
- Improve cultural testimony in DHS ICWA cases.

There were 450 Child Welfare staff who attended CORE training over the past reporting year. Included in DHS Child Welfare CORE training is our ICWA core training. There is work toward enhancing representation of all nine Oregon tribes in the Child Welfare Core training. The classroom training includes an overview of Native American and ICWA history, as

well as suggestions and resources for caseworkers working with tribal children. A project currently is in place to augment the classroom training experience. The nine tribes are preparing a tri-fold that will be displayed and included in the training program. Each of the tri-fold displays will be educational and provide the opportunity for the tribes to share their own culture. The displays will include items such as specific tribal pictures, typical life style, resources available to children and their families, and time lines specific to their tribe.

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 out in the ICWA. The next step is 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.

Goal: Increase ICWA compliance

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

There were no negative Active Efforts findings by the court during the past year. This measurement is tracked by the Child Welfare Program Managers and the field structure in Central Office.

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. A plan is to survey the branch offices to develop a baseline for the coming year.

Goal: Complete a decision point analysis of case decisions.

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

Oregon has engaged in a Disproportionality initiative with Casey Family Services. The initiative has encompassed 8 Oregon Counties and focuses on reducing the number of African American and Native American children in foster care. The eight counties include Coos, Deschutes, Multnomah, Jackson, Malheur, Tillamook, and Washington Counties. Part of this initiative including the completion of a Decision Point Analysis that was initially completed in December 2009 with an additional report completed in March 2010. Oregon is in the process of analyzing the information and developing further activities as a result of the plan. 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 be a focus area over this next year as the Decision Point Analysis was completed in March 2010.

Permanency Planning and Safety

Goal: Complete Five ICWA CFSR's

Measurement: Completed reports

There have not been any ICWA focused Child and Family Services Reviews over the past year. CFSR Review focus has been on targeted cases for Oregon's Program Improvement Plan. Planning will commence over the next year to resume conducting a CFSR review of ICWA cases one time per year.

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 children, 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 have been made 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. This position started in November 2009 and has 22 Native American foster homes in their certification work load. 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.

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.

SECTION V. HEALTH CARE SERVICES

The Health Care Services efforts within Oregon during this past year and been an extremely busy on multiple fronts:

- Physical and Mental health care policies, procedures, training and outreach.
- Psychotropic Medication Oversight and Administration
- Collaboration between Child Welfare, the States Medicaid program and community partners and medical experts.

Overview of updated policies related to Health Care Services includes Psychotropic Medication, Personal Care, and Youth Transitions.

Psychotropic Medication I-E.3.3.1

<http://www.dhs.state.or.us/policy/childwelfare/drafts/i-e331.pdf>

Personal Care I-E.5.1.2

http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-e512.pdf

Youth Transitions I-B.2.3.5

http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-b235.pdf

Children, Adults and Families has worked closely this past year with other Department of Human Services divisions to administer Medicaid programs and coordinated services and expertise in various areas; Medicaid services, personal care programs, medication management, health records, information systems.

Oregon Legislature adopted House Bill 3114, (ORS 418.517) which strengthens the current Oregon statute regarding Psychotropic Medication Management for children in the state's legal care and custody by increasing the administration and oversight of psychotropic medication.

As a result of HB 3114, Oregon developed and utilized the assistance of a Medication Management Workgroup and Rules Advisory Committee; co-chaired by Dr, Nancy Winters, MD and Teri Shultz, RN to analyze, review and develop department administrative rules, policies and procedures. The workgroup included representation from the medical community, (physician-pediatrician, psychiatrist, pharmacist, nurse) mental health community, judiciary, foster parent, and child welfare staff. As a result:

- Policy I.E.3.1.1 – public comment period during the spring 2010.
- Training of Child Welfare Program Managers and Line Supervisors – May/June 2010.
- Final Policy & Procedure – Implementation date July 1, 2010

This collaborative approach has increased Child Welfare resources for oversight and medical expertise by including the states Drug Use Review Program in the annual medication review, and routine oversight of medication administration.

Oregon combined efforts between Child Welfare and Division for Medical Assistance Program, the state's Medicaid division this past year on several areas and specifically on;

- Compliance with the two recent (April/May 2010) Federal Government Accountability Survey's regarding children Medicaid recipients and foster children recipients for the intended federal analysis of psychotropic medication.
- Coordinated efforts to develop the Health Records Bank of Oregon through a Medicaid Grant for electronic records. This grant has been redesigned (March 2010) to focus on children within the foster care system and the inclusion of Immunization records into ORKIDS the states SACWIS project. These coordinated efforts between DHS divisions brings together several federal initiatives which include a Medicaid grant, MMIS, SACWIS, CFCIP and NYTD into an integrated medical record for child welfare.
- Oregon Legislature passed in 2010 HB 3664 allowing Oregon to select the Chafee Medicaid option to provide health care for former foster youth who exited foster care after the age of 18 to have continued health care coverage until age 21.
<http://www.dhs.state.or.us/policy/selfsufficiency/publications/ss-im-10-014-champ-attach.pdf>

SECTION VI. DISASTER PLAN

After reviewing the Disaster plan submitted in 2008 it was determined that no changes were necessary other than updating the directories of Central Office, District Managers, and local Emergency Managers (available upon request) due to changes in personnel.

Like much of the nation, Oregon experienced the affect of the H1N1 flu virus in 2008 and 2009; however, it didn't escalate to a medical event. More standard practices of internal memos for staff and letters to clients, connecting them with the Public Health Division were sufficient to manage the outbreak in Oregon.

Looking ahead to the next year Oregon will need to evaluate, and if necessary, implement changes to the disaster plan resulting from the transformation in the organizational structure of the Department of Human Services (DHS). DHS currently includes all three of the divisions responsible for child welfare, mental health, and public health. As of July 1, 2011 mental health and public health will be located in a new Department, the Oregon Health Authority. Work is ongoing between the current divisions to ensure continued, positive collaboration in areas of shared interest. It is anticipated there may be amendments to the plan that reflect these changes and partnerships and ensure a comprehensive, collaborative response in the event of a disaster that identifies and responds with services to children under state care or supervision who are adversely affected by a disaster.



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

Emergency
Preparedness & Management
Plan

DEPARTMENT OF HUMAN SERVICES
CHILDREN, ADULTS AND FAMILIES DIVISION

Emergency Preparedness and Management Plan

May 21, 2008

Oregon Department of Human Services
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I. INTRODUCTION

The State of Oregon's Department of Human Services (DHS), Children, Adult and Families Division (CAF) 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, CAF 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. However, it was Hurricanes Katrina and Rita in 2005 that caused prolonged disruption to child welfare services, dispersed thousands of children in Louisiana's foster care system to 19 states, and galvanized the United States Congress to pass the Child and Family Services Improvement Act of 2006 (Public Law 109-288). 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 division 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.

CAF'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

CAF is coordinating efforts in support of, and in combination with DHS 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 CAF.

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 CAF 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.

CAF'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 CAF's priority services.
- DHS and CAF 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 CAF will continue to provide food stamps, TANF grants, Medicaid and other services.
- 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 CAF's unique responsibilities for Child Protective Services and for foster children in foster family homes 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 and recognized Indian tribes will develop and coordinate with DHS and CAF 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 and CAF 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 CAF operations and services. However planning, control and event analysis will occur at all levels of DHS and CAF 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 CAF Emergency Preparedness and Management Plan supports district and local office operations by coordinating state and local resources. During an emergency operation, local services are frequently minimized 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 CAF Emergency Management Team consists of the CAF Assistant Director, the Deputy Assistant Director of Field Operations, the Deputy Assistant Director of Program and Policy, the Administrator of the Office of Safety and Permanency for Children and other staff as directed by the CAF Assistant 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 CAF 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 DHS Director (or designee) is responsible for ensuring that all members of the CAF 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 CAF 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 has the authority to activate the CAF Emergency Preparedness and Management Plan. The CAF Emergency Management Team will:

- Provide direction and information to management staff at all levels of CAF 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 CAF 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 CAF 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 CAF central office is responsible for:

- Maintaining the CAF 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 CAF 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 who 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 CAF Emergency Preparedness and Management Plan will be provided as staffing and resources are available.

In considering how CAF 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 existing child welfare families and newly identified CPS families.
- 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 CAF staff with multiple skills that could assist with different jobs within CAF.
- 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 (CASAs) and Citizen Review Board 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 CAF 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 must 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 and CAF 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 CAF 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.

CAF 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. CAF's essential community partners include foster parents, school staff, law enforcement agencies, counselors, child abuse assessment centers, courts, CASA, the Citizen Review Board, 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 CAF Emergency Management Team will coordinate services with the ICWA Manager 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, CAF 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 and CAF 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 CAF Assistant 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.* Designated central office staff 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 and CAF 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 CAF 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 calling scripts to facilitate the collection and distribution of specific information. Make such scripts appropriate 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.* CAF administration will require residential and group care facilities to provide central office with essential emergency plan information and updates.

11. Prepare staff and contractors

CAF must be able to continue the essential services of CPS and foster home placement 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. CAF 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 CAF central office staff.

12. Prepare families, providers and youth

CAF 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 CAF 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 CAF within 48 hours of an emergency event (if possible).

B. Response Activities

DHS and CAF 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 effected by an emergency event.

1. Manage

The DHS Director initiates the CAF Emergency Preparedness and Response Plan by activating the CAF 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 CAF 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 CPS and foster care placement 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 and CAF administration recognize the importance of establishing and maintaining effective communication lines during all phases of an emergency operation. CAF 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 and CAF 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 and CAF 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 CAF 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 sensitive 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.
- Recognizing staff efforts through awards, citations, and/or press coverage.

2. After action review and analysis

DHS and CAF administration team will:

- Hold debriefing sessions with managers, staff, stakeholders and partner agencies.
- Explore/identify what went well and what could be better.
- Update plans based on debriefing sessions.
- Communicate revisions to the plan to staff, community partners, providers and foster families.
- Updating training.

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

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Disaster Plan: Attachment B

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Disaster Plan: Attachment B

3

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Disaster Plan: Attachment B

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Disaster Plan: Attachment B
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(See back page for Salem staff listed by section and position)

Disaster Plan: Attachment B
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8

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Disaster Plan: Attachment C



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

Child Welfare
District Emergency Planning Guide

May 2, 2008

Oregon Department of Human Services
Children, Adults and Families Division
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I. Purpose of District Emergency Planning Guide

This guide was developed to assist districts in preparing for, providing and maintaining critical child welfare services in the event of a disaster. The below referenced critical operations and activities are mandated by federal law and are outlined in the CAF Emergency Preparedness and Management Plan. 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.

II. The District Emergency Management Team

The District Manager, or designee, is responsible to direct all emergency operations and to report the status of operations to DHS and CAF administration. The District Emergency Management Team consists of the District Manager, Program Managers, and key management staff designated by the District Manager.

It is essential that members of the District Emergency Management Team are able to establish and maintain contact in the event of a disaster. Other contacts will need to be established and maintained with key administrators in central office, district staff, and local emergency management personnel. Districts will need to know, and complete necessary contact information for attachments: A.1, District Emergency Management Team; A.2, Key DHS/CAF Central Office Contacts; A.3 Local Emergency Management Personnel; and A.4, District Staff.

III. Critical Operations and Activities

A. Locate and Contact All Children Under State Care and Supervision

1. Locate and contact all children who are placed in foster, group or residential care.
2. After contact with all children in out-of-home care has been made, locate and make contact with all children in state custody who are placed in the physical custody of their parent(s) or guardian(s) and those children placed through ICPC from other states.
3. Assist foster parents and service providers in maintaining placements.
4. Document efforts to establish contact with each family and provider as well as the status of children after contact has been made.
5. DHS/CAF administration, in consult with field offices, will activate the statewide emergency number if appropriate. The 24 hour emergency toll-free number is 1-866-610-2581. The number will be activated and staffed at an area that is not affected by the disaster.

B. Respond to New CPS Referrals

- Redirect staff resources to insure the continuation of CPS services.
- If unable to continue screening function, request LEA to take all child abuse reports.
- Provide emergency certification for relative and special certifications as needed.
- Continue foster care placement services.

C. Establish Contact with All Staff

- Contact all staff and determine well being and work status.
- Staff may be notified through media of office closures and reporting expectations.

D. Preserve Essential Program Records

- Ensure hard copies of essential documents are accessible, secure and available in appropriate languages.
- Ensure all casework activities and client contacts are documented.

IV. Communication Tips

- Use local media to inform staff of office closures, special contact instructions and reporting locations.
- Use analog phones when the power is out (identify which outlets allow their use such as the fax machine and other direct hook up lines).
- Frequently text messaging will work when other features do not on your cell phones, Black Berry and other hand held devices.
- Utilize established and designated rendezvous sites for information exchange when no other communication lines are available.
- Use two-way radios, or walkie-talkies with designated channels.
- The DHS website may be used to post critical information.
- E-mail systems, both state and private, may be used to exchange information.
- Post information at buildings and public access points.
- Use car radios to hear news broadcasts if power is out at home.
- Identify facilities (both private and government) with back up power systems that will allow staff to recharge cell, Black Berry or laptop batteries.

V. Training

- Child Welfare staff should be updated regularly on District Emergency Plans and location of disaster supply kits.
- Foster parents will receive emergency preparedness information at the time of their initial certification/two year recertification process.
- Utilize Office Safety Committee's in local emergency planning and training.

VI. Attachment

A. Templates for contact information for:

1. The District Emergency Management Team;
2. Key DHS/CAF Central Office Contacts;
3. Local Emergency Management Personnel; and
4. District Staff

Emergency Preparedness Information for Certified Families

In the aftermath of Hurricane Katrina, the federal government is requiring state child welfare agencies to plan for disasters and major emergencies for the purpose of continuing vital services and ensuring that children placed in the custody of the state are adequately cared for and protected. Therefore, in the event of a major emergency or disaster, the Child Welfare Program is asking certified families to do the following:

- **Within 24 hours of the event, call the toll-free Child Welfare Emergency Contact Number at 1-866-610-2581 and report your family's status and well being.** This number is specifically dedicated to emergency communication and will only be activated in the event of a major emergency or disaster.

- If you are forced to evacuate your home, ensure you have the following in your possession:
 1. The Child Welfare Emergency Contact Number
 2. Each foster child's medical card and placement letter
 3. Each foster child's prescribed medication and supplies

As a certified family, you must also ensure that the Emergency Contact Information you provide at the time of your initial certification and/or 2-year recertification is kept current. Contact your Certifier if you need to update this information.

There is a great deal of web-based information and resources to assist families in preparing for a major emergency or disaster. Because of where you live, you may be especially vulnerable to specific disasters (flooding, tsunamis, wild fires or chemical events). For information on emergency preparedness you may reference the following websites: www.redcross.org (Red Cross) www.fema.gov (Federal Emergency Management Agency) and www.ready.gov (Department of Homeland Security).

SECTION VII. FOSTER CARE AND ADOPTIVE PARENT RECRUITMENT

Section 422(b)(7) requires that the State's CFSP provide for the diligent recruitment of potential foster and adoptive families that reflect the ethnic and racial diversity of children in the State for whom foster and adoptive homes are needed. In the APSR, describe the State's progress and accomplishments made in the past year, citing any relevant data, and describe planned activities for recruiting foster and adoptive families in FY 2011.

Title IV-B: Diligent Recruitment, Foster & Adoptive homes

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 numbers of foster homes; increase in the ration of ethnic providers to child need.

Overview

Oregon Department of Human Services utilizes statewide and local data as the primary tool to guide recruitment effort to ensure there are adequate and diverse resources of foster and adoptive homes to meet the placement needs of all children in need of safe and stable homes.

Oregon's Diligent Recruitment, Foster & Adoptive homes has become increasing more efficient and focused during this past year, with a re-evaluation of the state's efforts resulting in a Comprehensive Re-tooling of external Recruitment Contracts into a seamless statewide contract process which will begin July 1, 2010. These efforts have been in conjunction with the states CFSR-Program Improvement Plan activities and efforts.

Oregon has been using two statewide community resources through separate contracts; one to focus on General and Targeted Recruitment and the second on to focus more on Child Specific and some adoptive families support through training and home study presentations. (Recruitment strategies developed through Annie E. Casey Family-to-Family program initiative).

During the last two years recruitment efforts diversified to include supporting local District Recruitment Action Teams; these teams developed and implemented recruitment plans designed to meet unique District needs. General recruitment plans were developed to engage populations statewide and were intended to increase public awareness of the need for foster and adoptive homes. A foster/adopt website was developed to educate the general public about foster care and adoption, answering questions, application and certification process. The website includes a contact form which can be electronically sent directly to the inquiry line. Once received, staff contact these individual within one working days of receiving the inquiry. <http://www.oregon.gov/DHS/children/fosteradopt/index.shtml>

The work of local District Recruitment Action Teams; development of the website; radio and media coverage and other recruitment efforts resulted in an 11.8% increase in telephone calls to the states Foster and Adopt Inquiry line. There has been some recruitment success. In some of our Districts the Recruitment Action Teams have been more of a presence at many community events resulting in broader community support as well as increasing foster and adopt applicants. However the reality is the need for temporary or permanent families has grown faster than our pool of new applicants.

Federal fiscal year 2009 Department data illustrates a growing need for new foster homes. While a significant number; 1,837 new certified families were certified in ffy 2009 the majority of these new certified homes were for a child specific or relative caregiver and not as a general applicant. On an average daily basis 5,833 children were served in family foster care; of these children 30 % were placed in care with a relative. Point in time data taken September 30, 2009 identified there were 4,432 family foster homes in Oregon, representing a drop of 4.7% from 2008. Of these certified homes 38.6% were certified specifically to care for a relative child. Oregon's efforts toward increasing relative care remains a focus interwoven through other department strategic planning, external collaborations and in support of the CFSR-Program Improvement Plan.

During FFY 2009, the composition of the children and youth needing foster care remained fairly constant to previous years; children ages 0 – 5 comprised 39% of children in foster care; children ages 6-12

comprised 31.3% of children in foster care and youth 13 years and older comprised the remaining 29.6% in foster care. Oregon’s most pressing foster home needs continue to be:

- Foster families who are able to care for sibling groups;
- Foster families representing the same or similar race or culture of foster children; specifically Native American and African American families;
- Relative families and families with connections to a foster child;
- Skilled families with skills working and living with teens.

FFY 2009 – Percent of children in foster care by race

| | African American | Asian Pacific Islander | Caucasian | Hispanic | Native Alaskan/ Am. Indian | Unknown | Total |
|------------|------------------|------------------------|-----------|----------|----------------------------|---------|-------|
| StateTotal | 8.3% | 1.4% | 62.5% | 12.8% | 8.8% | 6.4% | 100% |

November 30, 2009 – Number/Ethnicity of children in foster care / Number of certified foster homes by race/ ratio of foster homes per children of same race

| Child/Ethnic | Number of Children | W/Foster Home of Same Ethnicity | w/ Foster Home of Different Ethnicity | # of Foster Homes of the same ethnicity | Ratio of same ethnicity FH/children in care |
|------------------|--------------------|---------------------------------|---------------------------------------|---|---|
| Asian | 67 | 3 | 41 | 49 | 1.26 |
| African American | 541 | 128 | 195 | 352 | 1.43 |
| Hispanic | 769 | 121 | 299 | 405 | 1.81 |
| Native Am. | 638 | 37 | 368 | 168 | 3.64 |

| | | | | | |
|-----------|-------|-------|-------|-------|------|
| Caucasian | 4,069 | 2,144 | 276 | 3,787 | 1.02 |
| Total | 6,084 | 2,433 | 1,179 | 4,425 | |

Data: Unknown or not reported. Ethnicity is not included in this chart.

Diligent Recruitment

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 Children, and increase child specific recruitment.

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

In addition to the restructuring of the statewide contract over the past year into one seamless service recruitment process, the Department of Human Services is pursuing for the coming year, two independent efforts. We hope to use local community contracts for the specific purpose of recruiting native American Foster Homes and a second one for African American families.

January 1, 2010 data shows there were 613 Native American children in the custody of the Department of Human Services for placement; 32 of these children were placed in a Native foster home; 343 were placed in non-Native homes. There were 159 certified Native homes – some of whom are relatives to a Native child and subsequently certified for a specific child (ren). The ratio of Native children to Native certified homes was 3 children to .71 certified Native homes. Within the state of Oregon this number is by far the greatest discrepancy between the ethnicity of a child and the number of same ethnicity homes available. Successful efforts will require the support and assistance from Oregon tribes and native organizations.

During this next year Oregon will continue and advance several efforts and strategies. A Recruitment Advisory Committee which helped formulate statewide strategies and assisted the contractor’s direction will continue. The RAC is comprised of branch foster care and adoption program staff and program liaisons at the central office for foster care and adoption who meet regularly with the contractor. Responsibilities will include informed data based decision making as it relates to the types of foster or adoptive homes

needed statewide and locally; approving and monitoring all General and Targeted recruitment plans and providing general oversight of contractor's activities.

The contractor will operate the statewide, toll free DHS Foster and Adoptive Inquiry Telephone service, which is a recruitment service for potential foster and adoptive families which provides a single point of entry for families interested in foster care or adoption.

Recruitment services and activities are to be distributed to perform 60% targeted recruitment; 25% child specific; 15% general recruitment which is the recommended ratio by Annie E. Casey; Family-to-Family. All recruitment plans will include timelines and projected outcomes and will be written using proven and innovative strategies; reflect retention strategies; engage community partners, foster youth and current foster families.

General: An annual general recruitment plan will be developed and implemented with the intent to reach mass audiences and create more awareness through media and public outreach. Plans will be updated annually.

Targeted Recruitment: Two types of targeted recruitment will be instituted: Standardized and Specialized recruitment. Three comprehensive Standardized Plans will be developed to recruit families interested in fostering siblings; families interested in fostering teens and a third plan geared to families interested in fostering a special needs children. These plans will be structured in such to allow for local modification to fit rural as well urban communities; plans are to be implemented locally by department staff and community partners. At the direction of the Department each contract year the contractor will be responsible to develop and implement 6 specialized targeted recruitment plans which the contractor will be responsible to implement. The focus of these plans will be determined and monitored by the Recruitment Advisory Committee.

Child Specific Recruitment: Individual recruitment plans will be developed for children who have very specialized needs and may have a history of multiple placements. Caseworker will make the request for a child specific recruitment directly to the Adoptions or Foster Care Program who review and approve plans. When the request is approved the caseworker will familiarize the contractor with the child's placement needs. Contacted staff will be

responsible for the diligent search and development of a potential family; the family or individual identified will be reviewed by the caseworker and certification staff to determine if an appropriate match has been found. Individualized Recruitment Plans will be monitored closely by the requesting caseworker who will have final approval of the actual plan developed.

Contractor will also be responsible for various adoptions specific recruitment activities including the placement of waiting children's pictures on DHS approved websites and adoption exchange bulletins such as Wendy's Wonderful Kids and the Oregon Heart Gallery. Other related activities:

- Review, pre-approve and present families from out of state who are interested in adopting a child or sibling group from Oregon;
- Ensure out of state adoption agency's meet DHS criteria with regards to background checks and post placement supervision.

The Department of Human Services requires the contractor submit an annual report that includes a synopsis of expired projects and plans; successes and anticipated outcomes of current projects in General, Targeted and Child Specific recruitment tasks as well as calendar – year and year end related data.

SECTION VIII. MONTHLY CASEWORKER VISITS

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

- Training of all caseworkers on Engagement Skills was completed
- Technology pilot results were analyzed and discussed with District Managers. The major finding was that while laptops appeared to be beneficial for front-line workers, the additional cost of tablets was not justified at this time due to the lack of use of the handwriting technology.
- Additional laptops and docking stations were purchased for approximately 100 front-line child welfare workers
- A new Annual Caseworker Face-To-Face report was developed and distributed to field staff. This report, and issues identified by managers after reviewing the detail of the report, were discussed at both the District Managers and Program Managers meetings.
- Discussion of QSR results

Oregon will continue to work on the following actions:

- Continue to discuss the pros and cons of eliminating our current exception policies for the requirement that caseworkers visit children in foster care at least every 30 days.
- Update Oregon's Child Welfare Procedure Manual as needed to make expectations for face-to-face frequency and content clear.
- Create a planning and implementation team for the Child Welfare Supervision strategic plan which was completed in April 2010. The plan includes strategies around clinical supervision including use of the 90-day staffings.
- Create an Advanced Engagement skills training to continue to assist workers in engaging children in planning during face-to-face contacts.
- Continue responding to transformation initiatives to equalize the workload (i.e., streamline administrative processes and free up caseworkers time to spend with children and families).

Performance on Children in Foster Care Visited on a Monthly Basis

Oregon’s performance on the IV-B measure improved in FFY2009 over FFY2008. Although the percentage of visits occurring in the child’s residence slipped slightly, it is still well above the required “majority”.

| | | Baseline 2007 | 2008 | 2009 | 2010 | 2011 |
|----------------------------|--------|------------------|-------|-------|-------------------------------|-------|
| Monthly Caseworker Visits: | actual | 43.2% | 40.3% | 44.0% | | |
| | target | - | 44% | 46% | 60%(request to change to 56%) | 90% |
| Visits in the Home: | actual | 34.9% | 65.5% | 64.2% | | |
| | target | - | > 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 new annual detail report. The monthly Dashboard measure has shown the percentage of children who had face-to-face contact within our policy timeframes has remained relatively constant, around 80% each month.

SECTION IX. ADOPTION PROGRAM AND ADOPTION INCENTIVE PAYMENTS

Please note that this APSR update is divided into three major sections – A. Policy and Practice (includes reporting on international adoption disruption and dissolution), B. Adoption Promotion and Support Services (includes most of the data reporting), and C. Adoption Incentive Award. The report also addresses the PSU Post-Graduate Certificate program.

A. POLICY AND PRACTICE

GENERAL

1. OR-KIDS (Oregon SACWIS)

The adoption program has been closely involved with business and practice design and development over the past year. Central program staff is immersed in periodic design and development sessions and is now participating in User Acceptance Testing. SACWIS development is being used as an opportunity to reframe many of our forms and procedures for freeing and placing children in an effort to further streamline work.

The program office will pursue the capacity of technology available from AdoptUSKids that allows caseworkers to directly link child bulletins to the national exchange in the second phase of the new SACWIS.

2. Rapid Process Improvement (RPI) Initiative

During the APSR period, the Department's adoption program office completed nearly all of the activities identified through a RPI process in the fall of 2008. While some activities resulted in one-time gains in efficiency and effectiveness of the program office, several will have longer-term benefits, to include development of a document bundling procedure that will expedite the processes to legally free children and finalize adoptions. In other examples, a case tracking form was developed that will move to the SACWIS system and the program office archived more than 6,000 closed case records in preparation to move to the new SACWIS system.

By agreement with the Department's Transformation Team, all of the prior RPIs for adoptions were "closed-out" in the spring of 2010. This was a logical approach in light of the fact that implementation of the new Oregon SACWIS model, OR-KIDS, will fundamentally change how we work, how we interface with the field and partners, how case documentation is

managed, and how case decisions are tracked. Correspondingly, our existing legacy systems will become read-only and, with more than 13, 000 active cases managed through the program office (legally-freeing efforts, recruitment, placement, AA/GA, finalization), it is imperative that we move quickly to reshape our work processes and data management to accommodate the new system. Currently, the adoption and guardianship programs are working with the Oregon SACWIS team and assigned transformation experts to build new adoption program procedures and protocols around the business practices that will be in place when OR-KIDS goes “live” and we no longer utilize our primary case management systems, ARMS and IIS.

We have finished current state mapping for existing business practices in adoptions as of May, 2010. On June 29th, 2010, we’ll begin future state mapping and it’s expected that new desk manuals and case flow management protocols will be identified and implemented by October, 2010.

3. The department continued to collaborate with (SNAC) and the Council of Oregon Adoption Agencies (COAA) to extend the pool of general applicant adoptive homes available to children in the department’s custody. This has been a strong relationship and the department often turns to the governing bodies of both entities for input on policy, procedure, and rule, as well as sharing of evidence-based practice. SNAC and COAA work closely with our Independent Adoption Program Coordinator on licensing related matters and the department provides oversight for the work done by private agencies, to include quality of home studies and contractual reimbursement.

4. The Department is working in concert with our private partners to address statewide concerns regarding the practice of adoption facilitation in Oregon and we are collaborating on clarification for the field regarding new birth mother relinquishments when there are CPS concerns.

5. Development was completed for an improved tracking process through the ARMS database that is accessible by program office and branch staff (and can be used for targeted tracking with workers, supervisors, etc.). This will move to the SACWIS through the conversion process.

CONCURRENT PLANNING

1. The Department continues to provide training on various concurrent planning components within Freeing and Placing and CORE, both offered by Portland State University.
2. Continue efforts to revise and develop (with other program areas and stakeholders) updated procedures, OARs, ORS, and trainings regarding steps that assist in good concurrent planning (i.e. early relative identification and engagement including for permanent placement such as adoption, guardianship, early assessment of child's needs and placement planning, early ICWA search and compliance, early paternity resolution etc.).

HAGUE CONVENTION AND INTERCOUNTRY ADOPTION ACT

Hague Convention/Intercountry Adoption Act

The Oregon Legislature passed implementing statutes (SB10 and HB2860) for the Hague Convention and Intercountry Adoption Act of 2000 and these were effective as of July 1, 2010. The Department has worked closely with DOJ and private legal counsel and the U.S. Department of State on development of administrative rules, forms, court order templates, and procedure. The Department will file new administrative rules and update the Child Welfare Procedure Manual to reflect transnational adoption policy and practice requirements as of June 30, 2010.

The Department has developed a tracking system for incoming and outgoing Hague cases. It's expected that there will be few cases of children being placed domestically with Hague applicability as the Department has determined it is in the best interest of these children to pursue Special Immigrant Juvenile Status for them.

The Mexican Consulate has been a strong partner in our effort to implement new state statutes and federal and treaty requirements. They were recognized for their effort in November, 2009, at a statewide adoption month celebration held in Portland for our adoption partners.

The CAF Training Unit has a "straw" transnational adoption training curriculum for caseworkers and supervisors and will be modifying that to reflect the final policy and procedure changes. It's expected that this will be available as a web-based training in the fall of 2010. Training for foster care certifiers and adoption workers through Portland State University is being

modified to reflect additional requirements that may fall to adoption workers when presenting out-of-country families at committee.

The adoption program is working closely with the CAF Diversity and International Affairs program to assist branches to implement new policies and procedures. A package of forms and tools has been developed that are unique to placing and finalizing in transnational adoptions.

LEGALLY FREEING CHILDREN

1. Paternity

Early and correct resolution of paternity issues continues to be an emphasis of policy and practice development. The Department is offering training on paternity in Freeing and Placing and CORE, as well as the use of training guides developed by a state level paternity work group and a paternity website with updated forms, practice guides, and links to other relevant agencies/departments. In addition, there is continuing work with DOJ and Multnomah County Deputy District Attorneys (DDAs – the Department is represented in dependency action by this office in Portland) regarding early resolution of issues i.e. paternity

2. TPR staffings and work with Department Legal Counsel

The Department believes that the following activities promote improved legal decisions and basis for Termination of Parental Rights actions:

- Continuing to use staffing guidelines that assist caseworkers to be better prepared to staff cases (increases likelihood that all information needed to make a decision about pursuing TPR will be available at staffing); also serves as staffing format for program office Legal Assistance Specialists (consultants for freeing children), DOJ staff attorneys and DDAs in Multnomah County.
- Laptop computers are used for Legal Assistance staffings (speeds up note taking and allows for legible notes to be accessed by all)
- Department of Justice (DOJ) restructuring is providing improved AAG coverage (and legal review, advice, and work to resolve issues early in case planning such as paternity, ICWA, etc) and assignment of same AAG to entire case process from jurisdiction through achievement of plans such as TPR
- Continued meetings and trainings with Adoption Program and legal counsel to improve quality, understanding of current legal issues, and timeliness to TPR or R/S

- Instituted meetings between adoption management team and assigned AAG

3. Training

More information on training for staff and partners in support of adoption can be found under the section addressing Adoption Promotion and Support Services,

“Freeing and Placing Children for Adoption” training continues to be offered twice per year by Portland State University. The training is provided by the Portland State University Child Welfare Partnership and Department adoption program staff co-train. The department, in conjunction with The Partnership, continues to assess and improve the training with each offering in order to ensure that the curriculum addresses new procedures, policies, and Rule, revised statutes, evidence based practice, etc. The training format is also updated on a regular basis in order to best engage trainees. The training is advanced, professional training for caseworkers and supervisors specifically responsible for case planning and practice directed at legally-freeing and placing children. Training will be significantly modified to reflect a host of revised permanency and adoption policies that will be filed as temporary administrative rules on June 30, 2010.

4. Mediation and Openness

The following describes ongoing efforts to increase the use of mediation in adoptions:

- Continued providing funding and program coordination for mediation for post adoption communication
- Continued training (statewide 2 times/year at Freeing and Placing; locally at various branch offices, permanency quarterlies, and supervisor’s quarterlies as requested or needed)
- Continued discussions with contracted mediators to improve process/program
- Pending improvements in individual mediation contracts to improve efficiency of delivering mediation services, particularly for more rural local offices
- Continuing to provide training to the field, attorneys, and mediators regarding ORS109.305 that provides for legally binding mediated agreements for adoptive parents, birth parents, and birth relatives with emotional ties to the child

RECRUITMENT

More information on general, targeted and child-specific recruitment can be found under the section addressing Adoption Promotion and Support Services,

1. SAFE Home Study

The Department continues to implement the SAFE Home Study model to improve the home study process and is completing training, statewide, as the SAFE Home Study Module is rolled-out across the state. The SAFE model should improve the quality of studies and provide for a less cumbersome process for studies of current foster care providers who wish to be considered as adoptive parents. There is growing interest in adapting the SAFE Home Study among private Oregon adoption agencies. The Department will be conversing with SAFE about how that might happen and this may become a goal for private studies used for DHS children in the next state biennium. The program offices continue to hold regular training and discussion calls with the field regarding proper implementation of SAFE and applicability for foster and adoption home studies.

2. The Department continued a statewide recruitment advisory committee that supports the efforts of the Adoption Program.

SELECTION

1. Changes to Adoption Selection Committee Process

The department sought NCWRCA recommendations on how to improve the adoption selection process and pulled together a NCWRCA work group to consider and develop an implementation plan for changes to the documentation of adoption committee decisions and recommendations about the committee process, to include membership and attendees. A number of rules are being revised that will reflect the recommendations and these are discussed in a later section. However, a key change will reshape committee membership and process (effective July 1, 2010), as follows:

In addition to the three committee members who have historically comprised committee, the child's attorney, child's caseworker, CASA, tribal representative, and refugee representative will be invited to be members of the committee. They will sit through family presentations, will be able to present child information as part of the child's extended team, and will be part of deliberations. Committees will no longer make the final adoption placement selection decision and will make a recommendation to an official of the Department who will personally observe committee proceedings and have access to all

written information provided to members. Committees will have facilitators, rather than chairs. It's also expected that this will help to reduce the number of requests for review of committee selection decisions.

2. Relative Preference

The 2009 Oregon Legislature passed a statutory change that requires that a child be placed with a non-related foster parent for a period of at least 12 consecutive months, instead of six months, before they can meet the requirement of someone with a Caregiver Relationship for the purpose of Intervention in a Juvenile Court matter. The Department will implement a new rule that mimics this time line and will require that a child be placed with a non-related foster parent for the most recent 12 consecutive months, instead of 6 months, before they can be considered as a Current Caretaker for elevated adoption placement selection preference.

The emphasis in this shift is on early identification of relative placements in the life of the case and preservation of children's life-long connection to their families. This change in "Current Caretaker" adoptions will streamline the process and facilitate earlier decisions related to relative placement and permanency preference. It's expected that this will help to reduce the number of requests for review of committee selection decisions by current caretakers and relatives who are not selected.

PLACEMENT

More information on contracted adoptive parent training can be found under the section addressing Adoption Promotion and Support Services,

The Department provided adoptive and foster parent training (Foundations curriculum) through DHS local offices and contracted providers (primarily for prospective adoptive parents). BGAS provided the training until AFFEC took on this responsibility under their new contract. BGAS has continued to provide training to non-DHS recruited families using their curriculum.

FINALIZATION

The Department continues to use vendor attorney contracts for attorneys to finalize adoptions. The Department will continue advocacy for petitionless adoptions and worked with circuit courts and local offices to effect implementation of this practice across much of the state.

POST-LEGAL

More information on Department and contracted services for adoptive families can be found under the section addressing Adoption Promotion and Support Services,

NEW AND REVISED OREGON STATUTES AND OREGON ADMINISTRATIVE RULES

1. STATUTE:

The 2009 Legislature passed the following legislation, toward the end of the prior reporting period, that was signed into law and carried immediate ramifications for freeing and placing children:

- Passage of legislation raising foster care rates and providing for use of the CANS behavioral needs assessment tool to determine an additional rate for enhanced supervision – this required concomitant changes in adoption assistance and guardianship assistance negotiations.
- Passage of legislation through SB10 and HB2860 requiring the Department to develop and implement policy and procedure, as well as strategic federal and consular relations, in order to fully implement the Hague Convention and the Intercountry Adoption Act of 2000.

The Department will seek correction to existing Oregon Revised Statutes in the 2011 Legislature related to current ability of the Department to reduce adoption assistance without agreement from the adoptive parents, as currently allowed by Oregon law and contrary to federal requirements.

2. RULE:

During the APSR, Oregon Administrative Rules for Adoption Assistance were revised and changes include the following:

- Negotiation of all new subsidies and renegotiation of all existing subsidies (when requested by the adoptive parents) up to the amount a child would receive if currently in foster care, rather than use of the current base foster care rate in every case, in order to have a system that is truly reflective of children's unique needs
- Addition of Enhanced Supervision rates to the negotiated adoption assistance, when indicated by a CANS
- Clarification of policies relating to appeal rights of parents

- Clarification of requirements for adoptive parents to provide the Department with proof of school attendance each year for all children of compulsory attendance age, to include home-schooled youngsters
- Clarification regarding other reporting requirements for parents

In support of the rule changes, the Adoption Assistance unit also revised their guidelines for negotiation and achieved improved consistency across negotiations

The Department continued efforts to rewrite Oregon Administrative Rules related to freeing and placing children, based on recommendations from the NCWRCA, an NGA review, and a sensitive case review – all completed approximately three years ago. As of July 1, 2010, the following sets of OARs will be filed as new temporary rules in a reorganized, consolidated body of policy that will be grouped naturally by where they fall along the continuum of practice:

| | New Temporary Rule Grouping | Old Policy Sets |
|--------------------------|--|---|
| Finding | Adoption Recruitment | I-G.1.2 & some info from I-F.2. and I-F.3 |
| | Change title: Identifying and Selecting Potential Adoptive Resources | |
| Applying | Application | I-G.2.1 |
| | Minimum Standards | I-G.1.3 |
| | DHS employee adoption home studies | I-G.1.3.1 |
| Selecting | Adoption Placement Selection | I-G.1.5 |
| Supporting | Placing the child | Some language from I-G.5 |
| | Supervision | I-G.1.10 |
| | Post Legal Services | I-G.3.2 |
| | Disruption | I-G.1.13 |
| | language about legal risk placements and concerns during transition | |
| Releasing | | I.A.3.3 |
| | Release of Adoption Home Studies | |
| Siblings | Sibling Planning | I.F.-6 |
| Current Caretaker | | I-G.1.1 |
| | Current Caretaker Adoption Planning | |

In addition, the Department will continue work to complete revision of the following rule sets:

Legalizing

| | |
|----------------------|--------------------------|
| Relinquishment | Some language from I-F.1 |
| TPR | I-F.3.2.1 |
| legal risk placement | I-F.5 |
| Designation | I-G.1.9 |
| Petition | I-G.1.12 |
| Petitionless | I-G.1.12.1 |

Deciding

| | |
|---|-------|
| Consulting with birth parents | I-F.1 |
| Determining the appropriateness of adoption | I-F.2 |
| Initiating adoption planning | I-F.3 |

The Department also revised and consolidated the entire body of rules providing for policy and practice direction for private and independent adoptions. The work was done with a work group comprised of attorneys and private agency representatives over a five month period of time. Although the work is done, action to file these as final rules has been pended while waiting for revision of minimum standards rules for Department adoptions. These are now done and it's expected the policies will be filed as final rules following Policy Council in July.

PRIVATE/INDEPENDENT ADOPTIONS
(DOMESTIC AND INTERNATIONAL)

The department has oversight functions for private adoptions and adoptions of children who are wards of the state. These functions include: (1) timely processing of adoption petitions and reviewing them for compliance with federal and state laws and regulations; (2) issuing the statutorily required 90-day waiting period waiver, and the waiver of the home study if applicable; (3) issuing departmental consent to the private adoption of children who are state wards; (4) approving home studies for private adoptions; and (5) providing post-adoption services. Many private agencies are accredited to perform functions related to incoming adoptions pursuant to the Hague Convention and the Intercountry Adoption Act (IAA) and the department has corresponding responsibilities associated with these activities. The department also maintains the Search/Registry used by adult adoptees, birth families, and other individuals.

The Department initiated or completed the following activities in these practice and program areas in the referenced period:

- Maintained the Adoption Information Database to track incoming international adoptions of children by Oregon families. The database captures information such as country of origin, names of birth parents and adoptive parents, county of jurisdiction, finalization date, etc.
- Responded to disrupted or dissolved international adoptions in which children entered department custody, to include development of alternative permanency plans for these children, such as adoption through the state or through private adoption, guardianship, residential treatment, etc., to meet the child's needs. Provided on-going training to DHS workers on dealing with these cases.
- Managed a web-based, posted on the DHS private adoption website, for adoption agencies to report foreign adoption dissolution and disruption cases, in compliance with federal reporting requirements and the Inter-country Adoption Act (IAA).
- Maintained a web site dedicated to private adoptions in Oregon, including information on international adoptions, as well as the process for adopting in Oregon and providing tools such as a checklist and forms for re-adopting in the state. The forms, which are interactive, can be downloaded easily from the web site.
- Tracked annual foreign adoptions statistics, which are posted on the DHS web site.
- Collaborated with community adoption partners such as the Special Needs Adoption Coalition (SNAC) and the Coalition of Oregon Adoption Agencies (COAA) by meeting with these organizations regularly and assigning a liaison to their governing entities.
- Continue to work closely with interagency partners and other programs to assess effectiveness of protocols for adoption of changes to background checks required by the Adam Walsh Law and inclusion of requirements in the department's and private agencies' adoption training curricula.

VOLUNTARY SEARCH/REGISTRY PROGRAM

The Department's Voluntary Adoption and Search/Registry program continued to identify efficiencies such as translation of brochures into Spanish, language changes to make brochures more user-friendly, and ensuring the integrity of the Search Program, which involves supervising

and contracting out the services of a “searcher,” through a regular review of the contractor’s progress.

B. ADOPTION PROMOTION AND SUPPORT SERVICES

FFY 2003 IV-B Subpart 2 funding levels designated for Adoption Promotion and Support services remains 100 percent committed to adoptive family support services through the Oregon Post Adoption Resource Center; however, additional funding received in subsequent years continues to be equally divided among two activities:

1. Contracted general, targeted and child specific adoption recruitment focused on in and out-of-state families and achievement of federal requirements and outcomes related to adoption; and
2. Purchase of child specific adoption recruitment services from the Wednesday’s Child program with a goal of increasing the number of adoptions and meeting federal requirements and outcomes;

During the APSR period, continuation of IV-B Subpart 2 funding for the Portland State University Post Graduate Certificate Program in Therapy with Adoptive Families was discontinued in favor of funding the program through IV-E training resources.

The department continues to have two primary goals for Adoption Promotion and Support Services:

1. Locating adoptive homes for children in the State’s custody who need these services, linking waiting children with the most appropriate adoptive, prepared family that meets the child’s needs regardless of geographic location, placing children, and finalizing the adoption in a timely manner according to the child’s individual permanency plan, as required by the Adoption and Safe Families Act; and
2. Making available to families who adopt children from the public child welfare system a network of services to support and sustain adoptions, thus accomplishing sustainable permanency as it is described in the Adoption and Safe Families Act.

In addition, the Department continues to assess its own organizational capacity to meet these goals through conversion of the Adoption Recruitment Management System (ARMS), Search/Registry and Independent Adoptions data bases into the new Oregon SACWIS, OR-KIDS, as well as all other functionality necessary to support timely and

expeditious freeing and placing of children. This includes ongoing evaluation of field and program office workload and key stakeholder support for adoptions.

RECRUITMENT

Additional discussion about adoption recruitment and current contracting plans can be found under the APSR section dealing with diligent recruitment.

1. General

The previous Five Year Child and Family Services Plan spoke to folding five categories into the diligent recruitment plan, to include Foundation for effective recruitment, Assessing organizational capacity, Recruitment initiatives and capability, Recruitment related services to parents for initial inquiry to placement, and Tracking and evaluation. The department continues to pursue its identified plan through the following activities within each of these areas through the next five years of its Child and Family Services Plan:

- Rebuild connections with AdoptUSKids initiatives and incorporate national activities into the Oregon structure and state planning.
- Utilize evidence-based recruitment strategies that will be mutually compatible with current Casey and NGA initiatives in foster care. Focus efforts 15% of the time on general recruitment, 25% on child-specific recruitment, and 60% on targeted recruitment.
- Promote caseworker responsibility for recruitment of families.

The Department intends to continue to utilize tools developed by AdoptUSKids Campaign, consultation and technical assistance from the National Child Welfare Resource Centers for Adoption and for Permanent Planning, standing recommendations from the state's Recruitment Response Team, recommendations from the DHS Child Welfare Advisory Committee, and leadership provided by the department's Adoption and Foster Care Program managers in order to maintain agency and stakeholder focus on diligent recruitment.

2. Capacity to support ICPC placements for the purpose of adoption

At any given time, the department has in excess of 100 current contracts associated with child specific-recruitment, placement supervision, and legal services associated with finalization. The Adoption Program has the capacity to flexibly use funding to secure contracts for targeted and child-

specific recruitment. These contracts are used primarily to secure studies of families in other states, particularly those public jurisdictions that do not recognize legal risk status of children and will not complete other than a foster care licensing or certification study until a child is fully free.

3. General, Targeted and Child-Specific Recruitment Contract

The department commits approximately \$189,000 a year of its IV-B Subpart 2 funds to contract for general, targeted and child specific adoption recruitment activities focusing both on in-state and out-of-state families in an effort to increase the pool of prospective adoptive families available to Oregon's children who are freed for adoption. The contracted services also promote achievement of Adoption and Safe Families Act standards for length of time to adoption.

These funds were directed for most of 2004-2008 to an established contract with the Boys and Girls Aid Society of Oregon (BGAS) which had historically provided for many of the department's recruitment services. In late 2008, the department reconfigured contractual arrangements for recruitment and the subsequent RFP process resulted in two vendor contracts for this purpose. A Family for Every Child (AFFEC) was awarded the first of a five year contract focused on general, targeted and child-specific recruitment activities; presentation of out-of-state families at adoption committees; and provision of the Foundations training curriculum to prospective adoptive families. The contract also included writing, editing and printing Family Matters and placement of waiting child bulletins onto available web exchanges. BGAS continued to be awarded a contract focused primarily on foster care recruitment that includes a recruitment phone line. The agency also responds to general adoption applicants through their inquiry line. The department originally believed that separation of recruitment functions improved our continued efforts to meet two federal goals of overcoming geographic barriers to adoption through the activity of linking waiting Oregon children with prospective adoptive families from across the country and increasing the State's diligent recruitment of families who reflect the racial and ethnic composition of children needing placement services.

In the year since AFFEC was awarded its initial one-year contract, it has become clear that separation of foster and adoption general, targeted and child-specific recruitment to two vendors was not the most effective use of resources and that restructuring the array of contracted services provided by

BGAS and AFFEC back into a single contract vehicle would better support recruitment and the new SAFE Home Study model for foster and adopt home studies. The foster care and adoption programs are just finishing a contract solicitation and a new contractor has been selected. It's expected that the contract will be negotiated and signed by July 1, 2010. Activities expected for adoption recruitment are discussed in another section.

4. Boise Wednesday's Child

The Department continues to commit funding in the amount of approximately \$60,000 per year to the Boise, Idaho, program called Wednesday's Child. The Department secures child-specific recruitment services from Wednesday's Child, in collaboration with the Idaho public child welfare agency. Funds pay for identification and preparation of children best-suited for the program and costs associated with connecting children to the program. The program audio-video tapes harder to place, usually older, children and segments air on a weekly Boise, Idaho, television newscast. In the last year, the program agreed to fly to Portland, Oregon, to tape children to remove barriers presented by costs incurred to have caseworkers accompany children to Boise for taping. In addition, AFFEC agreed to collaborate and help prepare children and facilitate their time in Portland. The program can serve up to 30 Oregon children per year and is increasing back to capacity. Since July 1, 2009, 21 children have been taped.

5. NorthWest Adoption Exchange

The Department continues carry \$21,000 annual contract with Northwest Resource Associates of Seattle, Washington, to provide regional web-hosting of waiting child bulletins and to serve as the conduit for posting on the AdoptUSKids exchange. By the fall of 2010, contract funding will be increased to \$102,000 using IV-B Subpart 2 (and Adoption Incentive Award funds through 9/30/2011). NWAE will develop and implement an intra-state web-hosted exchange to Oregon, modeled after the Washington Adoption Resource Exchange. It's expected that this tool will be a significant step toward increasing the number of adoptive children placed with general applicants from Oregon communities. The contract will additionally secure training for field staff regarding waiting child bulletins and improved ability to read home studies and match families to children's unique, special needs.

POST-LEGAL ADOPTION SERVICES

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

Goal: To provide a specialized Post-Graduate Certificate Program in Therapy for service providers who work with Adoptive Families.

1. Oregon Post Adoption Resource Center (ORPARC)

Since 1999, the department has responded in a variety of ways to the ASFA requirement that states sustain permanency plans for children in the state's custody who are unable to reunite with their families. One of the most successful programmatic responses has been the development and continuous operation of a contract for a post adoption resource center that provides professional support services to Oregon adoptive families of children from the public child welfare system.

The ongoing contract award has been with Northwest Resource Associates of Seattle, which also operates the Northwest Adoption Exchange as one adoptive family recruitment tool used by Oregon.

The Department continues to contract with ORPAC for post-legal services for adopting families and they are a critical partner with the Department in efforts to prevent disruption and dissolution. Immediately prior to this APSR period, the ORPARC contract was legislatively reduced by some 30% due to state general fund budget cuts. A primary service initially lost through this cut was in library and resource services available to families. The Department entered into a memorandum of agreement with ORPARC and Washington State's adoption program to allow Washington adopting families to access the library. In exchange, Washington State provided resources donated through a private estate to purchase new books, DVDs and CDs for families to borrow and provided a part-time staff person to manage the program. ORPARC also hosted a statewide celebration of adoption month in their Portland offices in November, 2009.

A significant percentage of Oregon's IV-B Subpart 2 funds earmarked for adoption promotion and support activities have remained dedicated to ORPARC since it officially commenced serving families in October, 1999. The center contract has been re-awarded and extended and the current five

year contract expires at the end of June, 2010. The Department is in the process of re-contracting with ORPARC for continuation of services and there is intent to restore the cuts taken in the last biennium.

The objectives of the ORPARC program include:

- Enhancement of the stability and functioning of adoptive families and their adopted children;
- Enhancement of the stability and functioning of pre-adoptive families pending finalization;
- Enhancement of the stability and functioning of families establishing guardianships and established guardianships;
- Reduction of the incidents of crisis and unnecessary out-of-home placements of children adopted from the public child welfare system;
- Provision of a support network that is responsive to the varying needs of families in an individualized way that is consistent with Strengths/Needs Based System of Care values.

The ongoing, primary activities of ORPARC continue as follows:

- A. Information and referral services to adoptive families, adopted children, and adoption professionals on a statewide, toll-free telephone number, through a Internet website and email address, and on a walk-in basis at their Portland, OR, offices.
- B. In-depth follow-up consultation services with adoptive families needing assistance beyond information and referral services intended to avert or effectively respond to imminent and current adoptive family crises.
- C. Training offered statewide and free-of-charge to adoptive families and adoption professionals on a variety of adoption-related topics.
- D. A library with materials to lend (books, videos, audio tapes) and non-return packets on specific “hot” adoption topics.
- E. Assistance to adoptive families seeking to establish or connect with adoption support groups.

ORPARC’s services are coordinated with DHS’ in-house, post-adoption services that consist primarily of Adoption Assistance and assistance to families in crisis (i.e., child protection issues and assistance with temporary placement into residential treatment facilities, when indicated, for adopted children – these services are available to adoptive families just as they are available to all Oregonians and do not take into account a child’s status as an

adoptee from the state public agency, a private agency, or through an international adoption).

ORPARC's activities and services are also coordinated with those offered by Northwest Adoptive Family Association (NAFA), which is parent-operated. Together, these entities have provided a fairly comprehensive set of services for more than 5000 Oregon families who have adopted children from the public child welfare system in Oregon, adoptive families of children adopted from other state public child welfare systems who reside in Oregon, or another state (Service and service eligibility for adoptive families expanded pursuant to the last re-procurement of this contract in 2004 to includes adoptive families of children from Oregon DHS who reside in an adjoining state and are within 25 miles of the Oregon border.).

ORPARC expected to serve a total of approximately 5400 families and 7800 children between July 1, 2004, and June 30, 2010, the life of the original contract plus extension periods.

2. Post-Graduate Certificate Program in Therapy with Adoptive Families

Although funding for this program shifted to IV-E Training during the APSR period, the Portland State University Post-Graduate Certificate Program in Therapy with Adoptive Families is referenced in this section. The program was initiated by DHS in late 2002, in response to Oregon's 2001 onsite federal Child and Family Services Review. The Review noted the need for increased availability and competency of mental health services to the families and children served by DHS and the resulting program is modeled on similar programs in the states of Washington and New Jersey.

The Certificate Program is offered by the Child Welfare Partnership, a long-time collaboration between DHS and the Portland State University (PSU) Graduate School of Social Work, and the PSU Graduate School of Education. It is intended for masters or doctoral level mental health professionals whose practice includes working with foster and adoptive families and their children. However, training can be accessed by department casework and supervisory staff when seats are available. Because many, but not all, of these families rely on Medicaid as their primary health insurance for their adopted children, a criteria for admission to the Certificate Program is acceptance of medical cards or willingness to become a Medicaid provider.

This program is considered to be a critical part of the growing framework for promotion of stable adoptions. Funds support a .5 FTE staff position to manage the program and facilitate an executive advisory committee comprised of representation from the department and PSU that provides oversight with a focus on the following six areas identified by Casey Family Services in a 2004 white paper entitled “Promising Practices in Adoption-Competent Mental Health Services:”

1. Strengthened family integration;
2. Strengthened attachments between the child and the family;
3. Strengthened family functioning;
4. Strengthened parental entitlement and claiming of their adopted child;
5. Strengthened identity formation of family members; and
6. Strengthened community networks.

Training is provided through a rich curriculum presented by a combination of state and nationally-recognized faculty. The curriculum has continued to be strengthened as a result of advisory committee oversight and a primary emphasis has been placed on evidence-based practice in the past five years.

MEASUREMENT

1. ORPARC

In the case of services provided by the Oregon Post Adoption Resource Center, the measurable objectives previously identified for this program that are consistent with Sections 422(b)(1), 471, and 432(a) of ASFA are:

- a. The number of requests to terminate guardianships of children placed in subsidized guardianship by the department;
The department does not currently track the number of guardianships that disrupt each FFY. The information provided in the Five Year Plan was from a hand-count and the source of that data is no longer reliable. However, this information will be captured in the new SACWIS and should be available for the next APSR. Anecdotally, the Department believes that approximately six percent of the guardianships that were in place as of August 31, 2009, terminated due to the change in policy that disallowed Personal Care for children in guardianships through Title XIX pursuant to federal regulations.

- b. The number of complaints received by the department and the Oregon Children's Ombudsmen's Office from qualified adoptive and guardian families regarding the lack of availability of services to support their adoptions or guardianships;

The Oregon Children's Ombudsman's Office is a separate program housed in the Office of the Director and we are unable to access their information. We will remove this objective and identify a more appropriate measure for the next APSR.

- c. The number of adoptive and guardian families returning to DHS for crisis services.

ORPARC handled approximately 100 family contacts from each quarter. ORPARC began tracking crisis calls in August 2005 and they receive anywhere from 10 to 30 crisis contacts from families each quarter. Families in crisis are referred to appropriate resources and ORPARC will make referrals to the Department's protective services "hotline," when indicated.

2. A Family for Every Child (AFFEC)

For the period of November, 2008, through the end of May, 2010, AFFEC reports the following statistics:

- 3000 home studies submitted to the Department
- 4000 families contacted in Oregon and nationwide
- 90 families presented at 80 committees
- 120 Individual Child Recruitment Plans initiated
- 42 media stories/features

3. Post-Graduate Certificate Program in Therapy with Adoptive Families

In the case of the Post-Graduate Certificate Program in Therapy with Adoptive Families, the identified outcomes are:

1. Strengthened family integration;
2. Strengthened attachments between the child and the family;
3. Strengthened family functioning;
4. Strengthened parental entitlement and claiming of their adopted child;
5. Strengthened identity formation of family members; and
6. Strengthened community networks.

When the current training group is done in July, 2010, there will be approximately 86 clinicians, who have completed the adoption-competence

training certificate program since beginning in September, 2003. Over 66 of them are licensed mental health therapists (LCSW, LMFT, LPC) or are in supervision toward licensure. Over 34 are serving rural areas of the state. There are currently 71 therapists listed in the Directory of Therapists. Last year the number of therapists in the Directory dropped due to retirements and practice closures.

Last year the program opened to professionals enrolling in individual classes. Several of them have now signed on for the full certificate program and we expect more will follow. This year there were 60 registrations for individual classes, not counting those signed up for the full certificate. Generally individuals took more than one class so the actual number of participants is less. The total registrations for this year are 264, 100 of these registrations are for DHS child welfare professionals.

Based on the number of certificate participants this year, it is projected that 50 additional professionals will complete the program over the next five years, as well as many more taking portions of the program. The primary challenge, and potential limiting factor, is funding for the participants – most are paying for the training themselves as agencies have cut training dollars. Thus funding issues could reduce the numbers. If funding became available, we would expect that number to increase significantly. This program has struggled, and frequently failed, to break even in covering both direct and indirect costs. Our program redesigns have been efforts to not only improve the quality and accessibility of the program, but to also reduce some costs and draw in more participants.

Over 20 participants completing the certificate program as of this year are adoption/child welfare professionals.

PSU has invested development time on different strategies to make the program more accessible and somewhat less expensive. There have been three major program redesigns over the life of the program. These changes now allow the program to easily reach participants in remote regions of the state and to reduce travel costs.

From the inception of the program, the program has required therapists to complete a final integrative project. This project must demonstrate a solid understanding and clear application of the principles of working with adoptive/foster families. Therapists integrate material from the class sessions, identify themes, research, theories, assessment strategies, and

therapeutic interventions and apply this to a project of their choosing. The final project can be a case study, a training curriculum, or a structured group therapy program. These projects are evaluated by the Executive Committee, ensuring that they demonstrate potential for positive impact in supporting adoptive/foster families or the adoption community.

Beginning late this year, PSU connected with a PSU faculty member to advise and assist in developing a program evaluation strategy that will make use of the Post Adoption Services Logic Model from the Child Welfare Information Gateway. That project is underway. PSU has collected pre- and post-test data from our online modules for approximately four years, but has not yet had the resources to analyze that data. A formal qualitative competency tool is not yet currently in use.

Marion Sharp is participating in a national initiative led by the Center for Adoption Studies and Education to establish adoption competencies which may lead to a national certification for professionals. That project has made progress on the certification standards and on standardizing a tool for Post graduated Adoption Therapy programs but is also struggling for funding.

Anecdotal feedback from therapists who completed the program is valuable. As an example, the Child & Family Coordinator at Yamhill County Mental Health completed the program three years ago and has since had two additional therapists from their agency complete the program. Two weeks ago, at the DHS-AMH conference, a therapist just completing the program from Joseph, Oregon shared that after every single class she was immediately implementing strategies and interventions with families.

4. AFCARS

In the case of the two child-specific, targeted and general recruitment activities for which Oregon intends to continue to expend Title IV-B subpart 2 funds from 2009-2014, the goals are measurable and will continue to be reported within the semi-annual AFCARS reports:

1. Number of children exiting foster care to finalized adoptions;
2. Length of time from last removal to adoption finalization.

5. CFSR

Although the Department has achieved its measurable goals for adoptions identified in the current Child and Family Services Program Improvement

Plan, continued focus will be placed on identified benchmarks and action steps that contribute to continuous improvements in the department's promotion of adoption and stability of adoptions. This includes the following:

1. Improvements to relative search, assessment, and engagement;
2. Improvements to the adoption selection process;
3. Engagement of Oregon's Native American Tribes in planning foster and adoptive home recruitment and retention strategies; and
4. Increase the number of African American foster families who can provide culturally specific care and may be better prepared to adopt relative children in the event adoption becomes the permanency goal of choice.

In addition to the measurable goals identified, above, the department is assessing strategies for rebuilding the capacity to provide increased permanent planning consultation to the field that would be focused across the life of a case, rather than simply on the process of legally freeing children and placing them for adoption or in guardianships. The adoption program office has restructured to provide more consistent consultation to the field for the continuum of practice from freeing a child to finalizing an adoption. The Department also employs the Casey Permanency Round Table model to examine the appropriateness of existing permanency goals, particularly the use of APPLA as a permanency goal for children who are adoptable or appropriate for guardianship.

Current restructuring of Children's Attorney legal services in the Oregon Department of Justice and continued consideration of a streamlined legal assistance referral process may result in increased capacity to provide this level of support and consultation through to existing field staff. There is broad recognition that particular renewed focus on concurrent planning from the start of a case would have a significant impact on improving outcomes for children, but the department no longer provides separate concurrent planning training for the field. The need to revisit offering such training has emerged through the Casey Permanency Round Table initiative mentioned above.

One component of the department's support for timely identification of adoption as the appropriate plan goal and timely achievement of adoption is encouragement for open adoptions when they are in the best interest of the

child, using the mediation program. The department will continue provision of funding and coordination for mediation for post adoption communication.

6. Inter-Country Adoptions

The Department must report annually on the number of children who were adopted from other countries domestically and who entered into state custody, in this case during FY2009, as a result of disruption of a placement for adoption or the dissolution of adoption, the agencies who handled the placement or adoption, the plans for the child, and the reasons for the disruption or dissolution.

During the required reporting period, there were no children subject to disruption or dissolution of an inter-country adoption with placement in Oregon.

C. ADOPTION INCENTIVE PAYMENTS

Oregon received \$220,000 in Adoption Incentive Award payments in 2009. Although not yet expended, the funds are earmarked for the following:

- Expansion of the contract with NorthWest Regional Associates and the NorthWest Adoption Exchange to pay for building, initial implementation and first year maintenance of an intra-state web-based adoption exchange and for training caseworkers to write successful child bulletins
- Contracted services targeting successful recruitment strategies for building a pool of general applicant adoptive families in African-American and Native American communities in Oregon

Work is underway to realize these strategies and it's expected that Incentive funds will be fully spent in the allowable time frame – prior to September 30, 2011.

In FFY2009, the Department achieved the largest number of adoptions, 1,135, which is the largest ever finalized in a single year.

SECTION X: GUARDIANSHIP ASSISTANCE PROGRAM

FFY09-10 Guardianship Assistance Program (Proposed Plan) **Update to the 2010-2014 CFSP**

A. POLICY AND PRACTICE

1. Non-relative guardianship assistance through the IV-E Waiver

The Department's non-relative *guardianship assistance* initiative was established as a component of the Title IV-E Waiver Project. As such, it is funded by Title IV-E waiver funds until the waiver is renewed, expires or is terminated. The Department is currently operating under an extension of the Waiver pending federal approval of a continued plan. In the event that federal approval is not accorded for continuation of the non-relative guardianship assistance program under the Waiver, the Department will need to fund continuation of this post-legal resource for existing non-relative guardianships through the Oregon general fund and consider budgetary capacity to fund new non-relative guardianships in this manner.

2. Guardianship Assistance Program (Fostering Connections to Success and Increasing Adoptions Act of 2008 (Public Law 110-351))

The Department has revised Administrative Rules and practice procedures in order to implement the new federal guidelines and requirements for the Guardianship Assistance Program (GAP) that supports wardship with relatives as an appropriate permanency goal for children in foster care.

GAP was effective on January 1, 2009, for Title IV-E eligible children and is funded through authorization in the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Public Law 110-351).

The Department's revised Administrative Rules became final on June 15, 2010. GAP policies specifically address the following elements of the program and have been vetted with the federal Child Welfare Program Office, Region X, Children's Bureau:

- Child eligibility
- Tribal eligibility

- Prospective guardian eligibility, to include conferring relative status to kith through a newly revised Department definition of a relative for the purpose of child welfare case planning
- Determination of appropriateness of the guardianship plan
- Application for guardianship assistance
- Determination of payments and medical benefits, to include the requirement that guardianship assistance be negotiated using the same guidelines found in the Department's adoption assistance policies
- Option to assess the child for applicability of and Enhanced Supervision Rate through a CANS assessment (again, mirroring adoption assistance)
- Legal expenses not to exceed \$2000
- Requirements to be included in GAP Agreements
- Court-ordered guardianship requirements
- Annual reporting requirements, including the new federal requirement to provide the Department with proof of continuing school enrollment and attendance for all children of compulsory attendance age (to include home schooled children)
- Guidelines for renegotiation (again, mirroring adoption assistance)
- Guidelines for applying GAP to children who will enter wardship with relatives in other states
- Ability of guardians to access to Oregon post-legal supports, to include the array of services provided by the Oregon Post-Adoption Resource Center (see discussion of ORPARC in the APSR section titled **ADOPTION PROMOTION AND SUPPORT SERVICES**)
- Suspension and Termination grounds
- Appeal process

3. OR-KIDS (SACWIS)

A number of components that will support negotiation, renegotiation, case management, payments, annual reporting requirements, and conclusion of GAP (and non-relative guardianship assistance) agreements will be included in the new Oregon SACWIS application, expected to come on-line in the fall of 2010. This will include capacity to meet known and anticipated federal reporting requirements.

4. Rapid Process Improvement (RPI) Initiative

By agreement with the Department's Transformation Team, all the prior RPI for guardianship was "closed-out" in the spring of 2010. This was a logical

approach in light of the fact that implementation of the new Oregon SACWIS model, OR-KIDS, will fundamentally change how we work, how we interface with the field and partners, how case documentation is managed, and how case decisions are tracked. Correspondingly, our existing legacy systems will become read-only and, with more than 1,100 active guardianship cases managed through the program office, it is imperative that we move quickly to reshape our work processes and data management to accommodate the new system. Currently, the adoption and guardianship programs are working with the Oregon SACWIS team and assigned transformation experts to build new guardianship program procedures and protocols around the business practices that will be in place when OR-KIDS goes “live” and we no longer utilize our primary case management systems.

We have finished current state mapping for existing business practices in guardianships as of May, 2010. On June 29th, 2010, we’ll begin future state mapping and it’s expected that new desk manuals and case flow management protocols will be identified and implemented by October, 2010.

More information about adoptions and guardianships with respect to RPIs can be found in the adoption program sections of this APSR.

B. NEW AND REVISED OREGON STATUTES AND OREGON ADMINISTRATIVE RULES

STATUTE

The 2009 Legislature passed the following legislation toward the end of the prior reporting period that was signed into law and carried immediate ramifications for freeing and placing children:

- Passage of legislation raising foster care rates and providing for use of the CANS behavioral needs assessment tool to determine an additional rate for enhanced supervision – this required concomitant changes in adoption assistance and guardianship assistance negotiations.

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RULE

During the APSR, Oregon Administrative Rules for Guardianship Assistance were revised and changes were effective for the following policy and rules as of June 15, 2010:

I-E.3.6.2

413-070-0900 thru 0979

Primary modifications include:

- Alignment of Oregon rules regarding establishment of guardianship assistance rates with federal expectation for negotiation and renegotiation of subsidies for children in legally finalized adoptions and guardianships up to the amount a child would receive if currently in foster care, rather than use of the current base foster care rate in every case, in order to have a system that is truly reflective of children's unique needs
- Capacity to add Enhanced Supervision Rates to the negotiated guardianship assistance, when indicated by a CANS assessment
- Clarification of policies relating to appeal rights of parents
- Clarification of requirements for adoptive parents to provide the Department with proof of school attendance each year for all children of compulsory attendance age, to include home-schooled youngsters
- Clarification for tribal guardianships
- Clarification regarding other reporting requirements for parents

In support of the rule changes, the program office unit responsible for adoption and guardianship assistance also revised their guidelines for negotiation and achieved improved consistency across negotiations

C. MEASUREMENT

The Department will develop tracking and measurements through the new SACWIS system, OR-KIDS.

In the case of services provided by the Oregon Post Adoption Resource Center (ORPARC), the measurable objectives previously identified for this program that are consistent with Sections 422(b)(1), 471, and 432(a) of ASFA are:

- a. The number of requests to terminate guardianships of children placed in subsidized guardianship by the department;
The department does not currently track the number of guardianships that disrupt each FFY. The information provided in the Five Year Plan was from a hand-count and the source of that data is no longer reliable. However, this information will be captured in the new SACWIS and should be available for the next APSR. Anecdotally, the Department believes that approximately six percent of the

guardianships that were in place as of August 31, 2009, terminated due to the change in policy that disallowed Personal Care for children in guardianships through Title XIX pursuant to federal regulations.

- b. The number of complaints received by the department and the Oregon Children's Ombudsmen's Office from qualified adoptive and guardian families regarding the lack of availability of services to support their adoptions or guardianships;

The Oregon Children's Ombudsman's Office is a separate program housed in the Office of the Director and we are unable to access their information. We will remove this objective and identify a more appropriate measure for the next APSR.

- c. The number of adoptive and guardian families returning to DHS for crisis services.

ORPARC handled handles approximately 100 family contacts from each quarter. ORPARC began tracking crisis calls in August 2005 and they receive anywhere from 10 to 30 crisis contacts from families each quarter. Families in crisis are referred to appropriate resources and ORPARC will make referrals to the Department's protective services "hotline," when indicated. ORPARC's numbers were not specific to adoption or guardianship. The Department is entering into a new contract with ORPARC and they will be expected to identify the family's status in future reporting.

SECTION XI: CHILD WELFARE WAIVER DEMONSTRATION ACTIVITIES

Oregon's IV-E Waiver has supported innovative, flexibly funded pilots as well as a subsidized guardianship program. The Title IV-E Waiver is part of the state's comprehensive plan to safely and equitably reduce the number of children in foster care. The state coordinates demonstration pilots funded through the Waiver with other family support programs to ensure that services are not duplicated and are complementary to one another.

Oregon's Waiver program was originally scheduled to expire in March 2009; however Oregon received several short-term extensions to January 31, 2010, March 31, 2010, and most recently to June 30, 2010. Oregon also submitted a 5-year renewal proposal in November 2009 and is currently in discussion with ACF related to this proposal.

SECTION XII: QUALITY ASSURANCE SYSTEM

Although Oregon's Child Welfare Research, Reporting and Quality Assurance unit is not currently staffed to independently conduct on-going evaluations of interventions or treatment programs, the agency actively supports a wide range of research teams and projects aimed at establishing evidence-based practice in child welfare. The unit currently reviews and responds to research and data requests in support of NSCAW II, TIV-E Waiver evaluation, the Byrne Grant (Drug Court) evaluation, Wendy's Wonderful Kids, Healthy Start, and a constellation of projects conducted by the Oregon Social Learning Center, to name a few. In 2008, the unit established a standard protocol for research and data requests from outside entities, and has convened a team of program, field, research and administrative specialists to review the steady stream of requests received. Since that time, over 30 studies have come before the review committee.

SECTION XIII: CHILD ABUSE PREVENTION AND TREATMENT ACT (CAPTA) STATE PLAN REQUIREMENTS

Based on input received during the planning process, Oregon developed and implemented projects to support and improve the state's child protective services system. DHS focused on six (6) of fourteen (14) areas during the last year of the plan (CAPTA State Plan FFY2005-2009). These areas were (1, 3, 4, 6A, 7, 10) and are noted in bold.

- 1. the intake, assessment, screening, and investigation of reports of abuse and neglect;**
2. (A) creating and improving the use of multidisciplinary teams and interagency protocols to enhance investigations; and
(B) Improving legal preparation & representation, including-
 - (i) procedures for appealing and responding to appeals of substantiated reports of abuse and neglect; and
 - (ii) provisions to appoint an individual to represent a child in judicial proceedings;
- 3. case management, including ongoing case monitoring, and delivery of services and treatment provided to children and their families;**
- 4. enhancing the general child protective system by developing, improving, and implementing risk and safety assessment tools and protocols;**
5. developing and updating systems of technology that support the program and track reports of child abuse and neglect from intake through final disposition and allow interstate and intrastate information exchange;
- 6. developing, strengthening, and facilitating training including –**
 - (A) training regarding research-based strategies to promote collaboration with the families;**
 - (B) training regarding the legal duties of such individuals; and
 - (C) personal safety training for caseworkers;
- 7. 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;**

8. developing and facilitating training protocols for individuals mandated to report child abuse or neglect;
9. developing and facilitating research-based strategies for training individuals mandated to report child abuse or neglect;
- 10. developing, implementing, or operating programs to assist in obtaining or coordinating necessary services for families of disabled infants with life-threatening conditions, including-**
 - (A) existing social and health services;**
 - (B) financial assistance; and**
 - (C) services necessary to facilitate adoptive placement of any such infants who have been relinquished for adoption.**
11. developing and delivering information to improve public education relating to the role and responsibilities of the child protection system and the nature and basis for reporting suspected incidents of child abuse and neglect;
12. developing and enhancing the capacity of community-based programs to integrate shared leadership strategies between parents and professionals to prevent and treat child abuse and neglect at the neighborhood level;
13. supporting and enhancing interagency collaboration between the child protection system and the juvenile justice system for improved delivery of services and treatment, including methods for continuity of treatment plan and services as children transition between systems; or
14. supporting and enhancing collaboration among public health agencies, the child protection system, and private community-based programs to provide child abuse and neglect prevention and treatment services (including linkages with education systems) and to address the health needs, including mental health needs, of children identified as abused or neglected, including supporting prompt, comprehensive health and developmental evaluations for children who are the subject of substantiated child maltreatment reports.

CAPTA Activities/Projects

The following gives an overview of the activities, projects and training funded by the CAPTA grant.

Completed Projects and Activities

The Department of Human Services in conjunction with the Refugee Child Welfare Advisory Committee provided training to child welfare staff about working with refugee children and families that becomes involved with child protective services. A day of training, in Multnomah County on June 27, 2008, was presented to protective services workers and supervisors. This training was repeated in Washington County on September 25, 2009. These two sites were chosen because the majority of refugees coming to Oregon settled in these counties.

The training addressed the following issues:

- Cultural differences in parenting styles, expectations for children and child discipline.
- The special needs of refugee groups.
- Systemic barriers that affect services to refugee families and how those barriers impact service outcomes.

CAPTA grant funds were used to assist with training and related expenses.

Ongoing Activities/Projects Child Protective Service Coordinators

Child Protective Service (CPS) Coordinator positions are critical to developing policies and procedures for CPS response, providing training and consultation to staff on how to apply to daily practice. They are involved in writing administrative rules and procedures to direct and guide staff in the screening (intake) and assessment (investigation) of child abuse and neglect. In addition, the coordinators participate in designing, developing and implementing modifications and enhancements to the State Automated Child Welfare Information System. The coordinators also work to support changes in administrative rule and CPS procedure. These efforts will increase consistency and quality of practice across the state in screening and assessment.

Areas addressed in administrative rule and procedures include the following: direction and guidance on identifying and establishing services to maintain child safety, obtaining medical examinations, psychiatric and mental health evaluations. A CPS consultant is a member of the Child Welfare and Policy Council and participates monthly in the review of policies and

administrative rules related to all aspects of casework practice, including face-to-face contacts, service delivery and treatment.

CPS Coordinators are involved in the OR-Kids project, Oregon’s developing state automated child welfare information system, including attending new vendor demonstrations and developing requirements for development of a data collection system that will support case management and increase efficiency.

Coordinators assist in development and delivery of training related to administrative rule and practice and technical changes.

Child Protective Service Coordinator - Position 1

| Section | CPS Areas | CFSR Items |
|------------------------|--------------|------------|
| 106(b)(2)(C)(ii),(iii) | All 16 areas | 1, 2, 3, 4 |

Objectives

1. Provide statewide technical assistance and direction to District managers, Child Welfare Managers, supervisors and workers as well with community partners on implementation, management and evaluation of CPS program and practice.
2. Evaluate effectiveness of CPS policy, performance, service delivery and outcomes.
3. Develop and establish goals and objectives for policy and training as a part of the Children, Adults and Families (CAF) CPS program staff and in collaboration with other state agencies.
4. Improve communication between the state program office and local service delivery offices.
5. Participate in coordination of the state child welfare founded disposition review process.
6. Conduct quality reviews of CPS/Child Welfare practice, procedure and performance.
7. Provide technical consultation to child welfare staff, other DHS staff, community partners and the general public on sensitive, high profile and high-risk family abuse situations.
8. Provide technical assistance to the state CPS program manager in research, policy and protocol development and legislative tracking.

Approach

This project funds a 1.0 FTE Child Protective Services Program Coordinator

position to ensure the quality and consistency of child protective services practice and policy on a statewide basis. The person in this position works in coordination with the other CPS Program Coordinator in Children, Adults and Families (CAF) administration under direction of the CPS Program Manager. One role of this position is to develop and implement strategies for more effective communication between the state program office and child welfare field on child welfare policy and practice issues. Another key role is involvement in the development of goals and objectives for policy and training in collaboration with other state agencies. The position also supports increased opportunities for quality reviews of CPS practice, procedure and performance.

Summary of Activities

- Oregon Safety Model Implementation (OSM): Coordinators continue to train (practice forums, supervisor quarterlies and worker quarterlies) on OSM concepts.
- Participate in the Department of Human Services implementation of the Program Improvement Plan. This includes development of a quality assurance tool to be used with CPS assessments. These quality reviews provide information regarding where training is needed for CPS workers.
- Develop best practice procedures for CPS workers and supervisors use. Topics included: marijuana and child welfare cases, threat of harm guidelines, assessing teens as parents and sexual abuse issues.
- Participate with Family Based Services Program in development of In-home Service procedures to help prevent removal and assist in earlier reunification efforts.
- Set up training with Robin Rose to provide caseworkers tools to work in stressful environments and improve their critical thinking skills under the Oregon Safety Model.
- Coordination of Critical Incident Review Team (CIRT) recommendations including development of a Teen Parent Safety Committee to review current DHS policies, practice and procedures for assessing teens as parents and teens involved in domestic violence relationships. In addition, provided a final report of findings and recommendations to the CIRT Team.

- Participate in branch reviews to determine practice and policy issues and provide feedback and recommendations for policy compliance and best practice improvements.

SUMMARY OF TRAINING ACTIVITIES

With implementation of the Oregon Safety Model, DHS Child Welfare workers are required to use critical thinking skills in making safe decisions for children throughout the life of a case. The Oregon Safety Model involves a comprehensive look at families, which is much different from past incident-based practice. DHS caseworkers need additional tools and training that teaches them to react in a calm and effective manner. This training emphasizes strategies that can help workers make safe, critical decisions under the intense pressures and stresses of their day to day work.

Robin Rose provided four regional training sessions (3 hours each) for social service specialist 1 positions. Schedules and locations were determined by the parties.

Robin has expertise in the field of brain physiology and how it relates to the decision making process in high-stress occupations.

She also has familiarity of the Oregon Safety Model and how caseworkers must use critical thinking skills in order to make safe and effective case decisions.

Training Outcomes:

Outcome 1: Participants will develop and practice immediate strategies for staying calm and effective in the work place rather than having impulsive, reactive responses.

Outcome 2: Participants will learn how to utilize effective critical thinking methods in their day to day practice under the Oregon Safety Model.

Outcome 3: Participants will have a minimal understanding of the brain's physiology and its relationship to the decision making processes that go into their work as case workers.

Child Protective Services Program Coordinator - Position 2

| | | |
|----------------------------------|----------------------------------|--------------------------|
| Section 106(b)(2)(C)(ii)(iii) | CPS Areas All 16 areas | CFSR Items 1, 2, 3, 4 |
|----------------------------------|----------------------------------|--------------------------|

Approach

A permanent, full time position was created in 2001 to ensure the quality and consistency of child protective service practice statewide. The CPS Program Coordinator is located in the state administrative offices of Children, Adults and Families and works closely with the Child Welfare Program Manger.

Accomplishments

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

- Administrative Rules for CPS which includes definitions of terms for screening, assessment, safety analysis for DHS and law enforcement cross reporting, for child abuse assessment dispositions, for daycare facility investigations, for access to the law enforcement data system in local offices and for assessing safety service providers.
- Revise administrative rule that guides services and plans as well as creation of a case in the state automated child welfare information system.
- Revise protocols for child fatality reviews and critical incident response teams and develop protocol for sensitive case reviews.
- Create and revise forms and pamphlets including a pamphlet informing caregivers about what to expect during a CPS assessment.
- Assist to revise domestic violence guidelines.
- Coordinate founded dispositions reviews.
- Develop and train on procedure for rule advisory committees.
- Assist with reviews of critical cases.

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

- Rule Advisory Committees
- Founded CPS Assessment Disposition Review Committee (Appeal process)
- CPS and Office of Investigation and Trainings meetings
- Forms Committee
- Policy Council
- Law Enforcement Data Systems Meetings
- Change Control Board for information system that supports CPS
- State Child Fatality Review Team
- Rule Writer’s Workgroup

SUMMARY OF TRAINING ACTIVITIES

1. Provided Mandatory Reporting Training – 8 hours Child Welfare Staff and Child Protective Services staff.
2. Conducted training on accessing the law enforcement data system – 13 hours for the Law Enforcement Data Systems operators.

Family Based Service Consultant

The Family Based Service (FBS) Consultant position is critical to develop policies and procedures for child welfare response and to provide training and consultation to staff on applying these policies and procedures to daily practice. The person in this position consults with child welfare caseworkers and supervisors to guide staff 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 Consultant participates in work groups that design, develop and implement or modifies administrative rules and procedures. The Consultant trains staff and provides ongoing feedback about changes in administrative rule and FBS procedure. These efforts will increase consistency in practice across the state in maintaining children safely at home and in returning them home more quickly.

Family Based Services Consultant

| | | |
|-------------------------------------|-----------|--------------------------|
| 106 (a)(1), (b) (2),(C)(ii)(iii) | CPS Areas | CFSR Items 1, 2, 3, 4 |
|-------------------------------------|-----------|--------------------------|

Objectives

1. Provide statewide technical assistance and direction to District managers, Child Welfare Managers, supervisors and workers as well with community partners on implementation, management and evaluation of FBS program and practice.
2. Evaluate effectiveness of FBS policy, performance, service delivery and outcomes.
3. Develop and establish goals and objectives for policy and training as a part of the CAF FBS Program staff and in collaboration with other state agencies.
4. Improve communication between the state program office and local service delivery offices.
5. Conduct quality reviews of FBS/Child Welfare practice, procedure and performance.
6. Provide technical consultation to child welfare staff, other DHS staff, community partners and the general public on sensitive, high profile and high-risk family abuse situations.
7. Provide technical assistance and feedback to the state FBS program manager with current practice issues for field staff such as supervisors and caseworkers.

Approach

This project funds a .5 FTE Family Based Services Consultant position to ensure 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 Family Based Services Consultants and the FBS Program Coordinator within the Office of Safety and Permanency for Children under supervision of FBS Program Manager.

One role of this position is to develop and implement strategies for more effective communication between the state program office and child welfare field on child welfare policy and practice issues. Another key role is involvement in development of goals and objectives for policy and training in collaboration with other state agencies. The position also allows for increased opportunities to provide quality reviews of Child Welfare practice, procedure and performance.

Summary of Activities

- Oregon Safety Model Implementation (OSM): Consultant continues to train and consult (practice forums, supervisor quarterlies and

- worker quarterlies) on the OSM concepts.
- Participate in the Department of Human Services implantation of the Program Improvement Plan. This included development of a quality assurance tool to be used with FBS assessments. These quality reviews provide information regarding where training is needed in the field.
 - Development of best practice procedures for use by caseworkers and supervisors. Topics include: development of an initial in-home safety plan, conditions for return of children safely to their homes, assessing the protective capacity of parents and the use of the Child Safety Meeting to engage extended family members.

SUMMARY OF TRAINING ACTIVITIES

July 6, 2009

1. Lincoln County supervisor training 2 hours.

Provided discussion, training and tools for supervisors on the CPS Assessment, specifically the 6 domains of the CPS assessment, as well as the Safety Analysis. Discussed goals that supervisors had developed to support further implementation of the Oregon Safety Model.

July 9, 2009

2. Benton County supervisor training 2 hours

Provided discussion, training and tools for supervisors on the CPS Assessment, specifically the 6 domains of the CPS assessment, as well as the Safety Analysis. Discussed goals that supervisors had developed to support further implementation of the Oregon Safety Model.

July 9, 2009

3. Benton and Lincoln county one on one training with branch manager 1 hour

Provided discussion, training and updates on branch implementation as well as supervisor goals.

July 13, 2009

4. Lincoln county permanency supervisor one on one training 1 hour

Training on the case plan documentation. Reviewed a case plan together to highlight the areas of further development needed.

July 20, 2009

5. Linn County supervisor training 2 hours

Provided discussion, training and tools for supervisors on the CPS Assessment, specifically the 6 domains of the CPS assessment, as well as the Safety Analysis. Discussed goals that supervisors had developed to support further implementation of the Oregon Safety Model.

July 28, 2009

6. Linn County one on one supervisor training 1 hour

Supervisors were asked to identify goals for professional development within their units in order to further implement the Oregon Safety model.

July 30, 2009

7. Linn County one on one training with Ongoing worker 3 hours

Training, mentor and model the PCA interview with worker and client. After the interview trained worker on how to identify diminished and enhanced protective capacities as well as expected outcomes for the case plan.

August 3, 2009

8. Benton County Ongoing unit training 2 hours

Training on the requirements and expectations for the 90-day case plan reviews per policy.

August 3, 2009

9. Benton County one on one training with supervisors 1 hour

Supervisors were asked to identify goals for professional development within their units in order to further implement the Oregon Safety model.

August 6, 2009

10. Lincoln county one on one training with supervisors 2 hours

Supervisors were asked to identify goals for professional development within their units in order to further implement the Oregon Safety model.

August 6, 2009

11. Lincoln County supervisor training 2 hours

Provided discussion, training and tools for supervisors on the CPS Assessment, specifically the 6 domains of the CPS assessment, as well

as the Safety Analysis. Discussed goals that supervisors had developed to support further implementation of the Oregon Safety Model.

August 7, 2009

12.Linn County Supervisor one on one training 1 hour

Supervisors were asked to identify goals for professional development within their units in order to further implement the Oregon Safety model.

August 10, 2009

13.Linn County Supervisor one on one training 1 hour

Supervisors were asked to identify goals for professional development within their units in order to further implement the Oregon Safety model.

August 13, 2009

14.Benton County Supervisor training CPS and Screening one on one training 2 hours

Supervisors were asked to identify goals for professional development within their units in order to further implement the Oregon Safety model.

August 13, 2009

15.Polk County CPS unit training 2 hours

Provided training to CPS workers on the difference from Safety Service Providers and Service providers as well as Conditions for Return versus Expected Outcomes.

August 14, 2009

16.Salem Branch Supervisor training 2 hours

Provided training to supervisors including examples on the Conditions for Return concept.

August 17, 2009

17.Linn County Ongoing unit training 2 hours

Provided training on the difference between Conditions for Return and Expected Outcomes.

August 21, 2009

18.Yamhill County Teen Unit training 2 hours

Training, discussion and tools on working with Teens and their parents. Protective Capacities Assessment and Conditions for Return when parents haven't been involved for years.

August 24, 2009

19. Benton County Ongoing unit training 2 hours
Training, discussion and tools on Safety plans and Safety Service Providers.

August 24, 2009

20. Benton County individual worker coaching/ mentoring 3 hours
Through training and modeling meeting facilitation and discussing case planning pre and post facilitation this worker learned skills and techniques to facilitate meetings in the future.

August 26, 2009

21. Benton County CPS unit training 2 hours
Follow up on the 6 domains documentation. Provided case examples of documentation of the 6 domains as well as the Safety analysis. Also trained on safety threat identification.

August 27, 2009

22. Lincoln County CPS unit training 2 hours
Follow up on the 6 domains documentation. Provided case examples of documentation of the 6 domains as well as the Safety analysis. Also trained on safety threat identification.

August 27, 2009

23. Lincoln County ongoing unit training 2 hours
Training, discussion and tools on the protective capacity assessment, safety service providers and safety plans. Discussed specific case examples and barriers to success.

September 2, 2009

24. Benton County individual worker coaching/ mentoring 3 hours
Through training and modeling Protective Capacity Assessment interview with two parents on a case, discussed case planning pre and post interview. Benton county worker learned skills and techniques to conduct the protective capacity assessment in the future.

September 3, 2009

25.Linn County ongoing supervisor training one on one training 2 hours

Supervisors were asked to identify goals for professional development within their units in order to further implement the Oregon Safety model.

September 10, 2009

26.Program manager meeting training 2 hours

Provided training on the Safety Model Bench Book to Program Managers at their monthly meeting in Marion County.

September 10, 2009

27.Linn County individual worker coaching/ mentoring 3 hours

Through training and modeling Protective Capacity Assessment interview with two parents on a case, discussed case planning pre and post interview. Benton county worker learned skills and techniques to conduct the protective capacity assessment in the future.

September 11, 2009

28.Marion County ongoing supervisor training one on one training 1 hours

Supervisors were asked to identify goals for professional development within their units in order to further implement the Oregon Safety model.

September 14, 2009

29.Eugene Supervisor Quarterly training 2 hours

Provided training on the Safety Model Bench Book to supervisors at the Fall Supervisor Quarterly.

September 15, 2009

30.Marion County Supervisor Training 2 hours

Provided follow-up training on the Conditions for Return curriculum and also provided training on Safety Service Providers.

September 17, 2009

31.Marion County Wellbeing Team training 1.5 hours

Provided training on the Child Safety Meeting as well as Conditions for Return to the Wellbeing Team at Marion County branch.

September 21, 2009

32. Lincoln County Supervisor training 2 hours

Training to supervisors in CPS and ongoing to discuss the new transfer procedure and possible implementation at the Lincoln Branch.

September 23, 2009

33. Benton County individual worker coaching/ mentoring 3 hours

Through training and modeling meeting facilitation and discussing case planning pre and post facilitation this worker learned skills and techniques to facilitate meetings in the future.

September 28, 2009

34. Marion supervisor Quarterly training 2 hours

Provided training on the Safety Model Bench Book to supervisors at the Fall Supervisor Quarterly.

September 29, 2009

35. CPS Quarterly in Hillsboro 1 hour

Provided one hour of training to CPS workers in the metro region on the Safety Service Providers and safety plans.

September 30, 2009

36. Linn County Manager training 2 hours

Training to discuss the CPS assessment as it relates to court and petition allegations against parents.

October 1, 2009

37. Lincoln County CPS training 4 hours

Met with CPS supervisor and each worker individually to review one of their CPS assessments each. Training on documentation of the 6 domains within the CPS assessment.

October 8, 2009

38. Polk County CPS and Ongoing supervisors 1 hour

Training for supervisors on the new transfer procedure. Polk was chosen as a pilot for the procedure so further development with staff was provided.

October 8, 2009

39. Marion County Wellbeing Team Training 2 hours
Conditions for Return follow up training.

October 14, 2009

40. Marion County Perm unit training 2 hours
Training, discussion and tools on conducting the Protective Capacity assessment and documenting it in the case plan and case notes.

October 27, 2009

41. Marion County individual worker training 2 hours
Met with worker and clients to provide training, mentoring and coaching on the protective capacity assessment as well as documenting it in the case plan.

November 2, 2009

42. Benton County individual worker training 2 hours
Met with worker to provide training, mentoring and coaching on the case plan document.

November 4, 2009

43. Marion County perm unit training 1 hour
Provided training, discussion and tools to the perm unit on techniques to measure progress of clients throughout the case plan.

November 9, 2009

44. Linn County CPS unit training 2.5 hours
Provided training to all three CPS units regarding gathering and documentation of the 6 domains within the comprehensive CPS assessment.

November 13, 2009

45. Polk and Yamhill County Teen units training 2 hours
Training on Voluntary custody and Family Support Services cases. What to do when Family Support services cases appear to have safety threats.

November 16, 2009

46. Marion County Training unit training 2 hours

Provided training on the protective capacity assessment to the unit of works who have been recently hired and are in the training unit.

November 18, 2009

47. Marion County CPS unit training 1.5 hours

Provided training on the 6 domains and Safety Analysis of the CPS assessment. Provided examples and tools as well as feedback on cases.

December 1, 2009

48. Marion County SSA unit training 1.5 hours

Provided training on the Oregon Safety Model as it pertains to SSA work.

December 2, 2009

49. Marion County Legal Unit training 1.5 hours

Provided training to the unit of workers who carries cases once TPR petitions have been filed with the court. Training, discussion and tools on how to conduct a protective capacity assessment and the importance of doing one (even if one has already been done) at this juncture of the case.

January 12, 2010

50. Yamhill County Branch Ongoing worker training 1.5 hours

Discussion of the transfer process as well as the timelines of all required benchmarks throughout the case planning process.

January 14, 2010

51. Marion County Ongoing worker training 1.5 hours

Discussion, training and tools for Safety planning and assessing safety service providers.

January 20, 2010

52. Marion County Training Teen units 2.0 hours

Training, discussion and tools for conducting a Protective Capacity assessment on an old case.

January 21, 2010

53. Yamhill County CPS Unit training 2 hours

Follow-up training on the documentation of the CPS assessment, Provided case examples and techniques for gathering the information during the assessment period.

January 27, 2010

54. Winter Perm/Ongoing worker quarterly for D3 & D4 6 hours
Training provided regarding Protective Capacity Assessment, CPS assessments on ongoing cases, CPS assessments in foster homes.

January 29, 2010

55. Clackamas County ongoing unit training 2.5 hours
Provided training for ongoing unit regarding conditions for return. Wrote conditions for return for several cases together. Provided tools and discussion.

February 4, 2010

56. Polk County Branch CPS unit training 2 hours
Provided training, discussion and tools to the CPS workers, met individually with each worker as well as the supervisor to review one case at random in order to use as training for documentation of the 6 domains and safety analysis.

February 11, 2010

57. Benton County Branch CPS unit training 2 hours
Follow-up and review of cases from each worker regarding the documentation of the 6 domains. Provided tools and training for further development.

February 26, 2010

58. District 3 & 4 Teen winter quarterly training 4 hours
Training regarding relative rule, APPLA, CPS assessments on Teens, pregnant teens.

March 15, 2010

59. Marion County Individual training 2 hours
Individual training, mentoring and coaching to ongoing worker regarding the protective capacity interview, documentation in case notes as well as case plan development.

March 31, 2010

60. Marion County All Perm Meeting training 2 hours
Training on the Protective Capacity assessment. For this training a worker and I conducted a child safety meeting, protective capacity assessment interview, court report, and case plan and presented this to 50 plus permanency workers and supervisors.

April 8, 2010

61. Polk County training individual staff training 2 hours
Training new meeting facilitator on conducting the Child Safety Meeting, Safety Planning and Safety Service Providers. Provided discussion, tools and mentoring.

April 19, 2010

62. Marion County individual staff training 3 hours
Provided training mentoring and coaching on the child safety meeting, protective capacity assessment and case plan.

Baby Doe – Public Law 98-457

| Section | CPS Area | CFSR Items |
|---------|----------|------------|
| 106 | 1, 3 | N/A |

In accordance with Oregon Administrative Rules 413-020-06600 through 0650 and State Office for Services to Children and Families, Client Services Manual I, Number I-B.2.2.2, Section B, Subsection 2, Subject 2, “Investigation of Suspected Medical Neglect – Infants”, a portion of our OCAN CAPTA Basic state grant is set aside annually to contract with medical providers to comply with Public Law (PL) 98-457, if needed.

Medical provider(s) will supply neonatology and consulting services to DHS referred clients and consult with DHS employees during investigation of DHS Child Protective Service cases and supply information used to determine if reasonable medical judgment is being applied by attending physicians and hospital sites where clients are being reviewed.

The PL requires Oregon’s CPS program to respond to reports of suspected medical neglect, including reports of withholding medically indicated treatment for disabled infants with life threatening conditions. The legislation requires that appropriate nutrition, hydration and medication are always provided to the infant, and that effectiveness of treatment is not

based on subjective opinions about the future ‘quality of life’ of the infant. The Parents are the final decision makers concerning treatment for a disabled infant based on the advice and reasonable medical judgment of their physician(s) with advice from a Hospital Review Committee, if one exists. It is not the State’s intention to make decisions regarding the care and treatment for a child except in highly unusual circumstances where the course of treatment is inconsistent with applicable standards established by law.

Due to the sensitive nature of these cases and the specialized skills required to complete investigations, Oregon’s response to PL 98-457 was implementation of Administrative Rules which require that DHS, Children, Adults and Families (CAF), Child Protective Services (CPS) Unit designate a CPS staff person in three cities in Oregon, (Eugene, Medford and Portland), to specialize in Medical Neglect Investigations.

The Medical Neglect Investigators (MNI), along with the CPS Program Manager is available to provide telephone consultations and to investigate reports alleging medical neglect of handicapped infants with life-threatening conditions. The MNI will form a special investigative ‘team’ with a Designated Consultant Neonatologist and a local CPS caseworker to assess suspected medical neglect of disabled infants with life threatening conditions.

As of May 2010, funding has not been necessary for these services, but continues to be allocated from the OCAN CAPTA Basic State grant budget.

Early Intervention Referrals

| Section | CPS Area | CFSR Items |
|--------------------|----------|------------|
| 106 (b)(2)(A)(xxi) | 1, 3 | 21 |

On June 25, 2003, the U.S. Congress passed the Keeping Children and Families Safe Act of 2003. The Child Abuse and Prevention and Treatment Act (CAPTA) require:

States receiving CAPTA funds must develop and implement “provisions and procedures for referral of a child under the age of 3 who is involved in a substantiated case of child abuse or neglect to early intervention services funded under Part C of the Individuals with Disabilities Education Act.” 42 USC § 5106a (b) (2) (A) xxi).

In addition, the Individuals with Disabilities Education Act (IDEA) 2004 requires “a description of the State policies and procedures that require the referral for early intervention services of a child under the age of 3 who (a) is involved in a substantiated case of child abuse or neglect; or is (b) is identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure.” 20 USC § 1437(a)(6). DHS and Oregon Department of Education (ODE) agreed to meet the requirements of these two new federal legislative mandates by doing the following:

- Have consistent contact to review referral policies and procedures and revise as needed.
- Develop models of program collaboration based on shared information and shared decision-making at both the state and local level.
- Develop tools for implementation such as authorizations for the release of confidential information and referral/enrollment procedures.
- Create protocols with additional partners that provide the easiest and quickest way for families and infants to be referred to early intervention and to receive early intervention services for those who qualify.
- Define roles and responsibilities of each agency.
- Seek solutions focused on what is in the interest of children and families.
- Support and promote this agreement with our local partners.
- Require county-level implementation plans regarding screening, referral and evaluation of this population of children.

Child Welfare Administrative Rule directs CW staff to refer all children ‘under the age of 3’ to their local EI/ECSE program. DHS policy, CW Procedure Manual and form changes were made to clarify the Early Intervention Referral process. DHS will add a field (service code) for Early Intervention Referrals in their SACWIS database. This will provide DHS with a better method to track how well child welfare is making referrals.

Each Child Welfare office and county Early Intervention (EI) program has an interagency agreement that prescribes referral procedures used for children within 30 days of the founded date and follow-up procedures to ensure that child victims of abuse or neglect, under the age of three (3), are referred to the EI program in the county where the child resides. Any child

under the age of three (3), with a founded abuse disposition, must be referred to EI using the 'CPS Early Intervention Referral' form (CF 323 - Version 12/07). For a child age three (3) up to kindergarten, a referral for Early Childhood Special Education (ECSE) is recommended, but not required. Up to kindergarten is defined as 'the child is not yet in kindergarten'.

DHS and ODE reviewed the rate of founded cases of abuse and neglect for children 'under the age of three' and the referrals received by local EI/ECSE Programs. DHS and ODE met with CW FBS Program Manager in November of 2008 to discuss the need to increase referrals in their counties and statewide. Data derived from EI trends and that found in the 2009 Child Welfare Data Book for *'founded cases of child abuse and neglect for children 'under the age of three' compared with referral forms received by Early Intervention'* suggests under referrals in most Districts with approximately 51% of referrals made. This represents a rapid increase of 27 percentage points and a growth rate of 95% from 2008 - 2009. It is recognized lower referral rates could result from a number of factors (i.e. clients being referred, but not being recorded or data not being recorded correctly at EI/ECSE programs or clients not being referred for various reasons).

DHS and ODE continue to review referrals on a quarterly basis and will review the rate of referrals received by EI/ECSE Programs by comparing them to the annual The Status of Children in Oregon's Child Protection System report to determine if referral rates are appropriate. The DHS CAF and ODE participated in a DHS Division of Addiction and Mental Health workgroup which established guidelines on mental health assessments and evaluations for children meeting the criteria requiring EI referrals.

DHS created a website for CAPTA resources including the following information on Early Intervention:

<http://www.oregon.gov/DHS/children/committees/capta.shtml>

- Memo from Assistant Director (12/05) mandating CW referrals for Early Intervention & Early Childhood Special Education (EI/ECSE)
- Referral form (CF 0323)
- EI/ECSE Services in Oregon brochure
- Excerpts from the Child Welfare Procedure Manual
- PowerPoint Presentation from October 11, 2007 meeting with CW Supervisors
- Early Intervention Referral Data Comparison (DHS/ODE)

SERVICES AND TRAINING

Substantive Changes in State Law

There were no substantive changes in Oregon law.

SERVICES AND TRAINING

Ongoing and New Training

Child Welfare Alcohol and Drug Addiction Education and Training

| Section | CPS Area | CFSR Items |
|---------|------------------------|------------|
| 106 | Alcohol Recovery Teams | 17 |

Child Welfare Alcohol and Drug Addiction Education and Training

A provider, contracted with CAPTA funds, provided alcohol and drug addiction education, treatment and training modules to Child Welfare (CW) Caseworkers and parents involved in the CW process. The contractor researches current effectiveness of evidence based and best practices in alcohol and drug treatment and education and collaborates with parents to ensure that they are receiving appropriate services for their addiction issues.

Ongoing

DHS has chosen to provide alcohol and drug addiction education and training modules to CW Caseworkers and parents involved in the CW process. Through 2009 – 2010 ten one-day training sessions were provided to DHS CW 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.

New

Six four-hour Marijuana education classes were taught in the Metropolitan area of Clackamas, Washington and Multnomah counties to child welfare parents and caseworkers. Real life information on strategies to work more effectively with addicted clients is part of this training module. Speakers

share experiences about addiction, recovery process and working with staff from state agencies.

CAPTA Panel Overview

| | | |
|--------------------|---------------------------------|-------------------|
| Section 106 (c) | CPS Area All (Panels Option) | CFSR Items N/A |
|--------------------|---------------------------------|-------------------|

Purpose

The Child Abuse Prevention and Treatment Act (CAPTA) was originally enacted in 1974 to provide annual federal grants to states, based on the population of children under the age of eighteen, in order to improve the child protective services system. An amendment in 1996 added a new eligibility requirement for states to establish citizen review panels. Panel members are volunteers who broadly represent the community in which the panel is established. The mandate of these panels is to “evaluate the extent to which the agencies (state and local) are effectively discharging their child protection responsibilities”. Panel members examine policies, procedures, and where appropriate, specific cases handled by state and local agencies providing child protective services. The Panels also “prepare and make available to the public, on an annual basis, a report containing a summary of the activities of the panel”.

The act was most recently amended in June 2003 when “Keeping Children and Families Safe Act,” Public Law 108-36 was enacted. Public Law 108-36 revised panel duties to include: 1) examination of the practices (in addition to policies and procedures) of child welfare agencies, 2) provided public outreach and comment to assess the impact of current procedures and practices on children and families in the community, and 3) make recommendations to the State and public on improving the child protective services system. The appropriate state agency is required to respond in writing no later than six months after the panel recommendations are submitted. The state agency’s response must include a description of whether or how the state will incorporate the recommendations of the panel (where appropriate) to make measurable progress in improving the state child protective services system.

Background/History

CAPTA Panels were established in three Oregon counties: Multnomah, Jackson, and Malheur. The counties were selected to reflect the demographic, economic, social and political conditions found in different areas of Oregon. Together the Panels provide a credible depiction of the varied conditions of child protective services in Oregon. Technical assistance, guidance and coordination are available to the Panels through the Grants Coordinator for Family Based Services, Children, Adults and Families (CAF). CAF has contracted with the child abuse intervention (assessment and advocacy) centers in each of the selected communities to provide facilitation and staff support for the panels.

CAPTA Panels work on local systemic issues related to child abuse and neglect within the three designated geographic areas (Jackson, Malheur and Multnomah counties) and provide feedback and recommendations to DHS.

DHS utilizes approximately 11% of the OCAN CAPTA Basic state grant to support the CAPTA Panels in Oregon. More information on the Citizen Review Panels (CAPTA panels) is included in the section titled Citizen Review Panel Annual Reports.

Citizen Review Panel Overview

Background/History

Citizen Review Panels were established in three counties in Oregon: Multnomah, Jackson, and Malheur. The counties were selected to reflect the demographic, economic, social and political conditions found in different areas of Oregon. Together the panels provide a significant depiction of the varied conditions of child protective services in Oregon. Technical assistance, guidance and coordination are available to the panels through the Grants Coordinator for Family Based Services, Children, Adults and Families (CAF). CAF has contracted with the child abuse intervention (assessment and advocacy) centers in each of the selected communities to provide facilitation and staff support for the panels.

Citizen Review Panel Annual Reports

Multnomah County 2009 Annual Report

Oregon CAPTA Panel Annual Report

| | |
|---|--------------------------------|
| County: Multnomah | Date: December 31, 2009 |
| Time Period: 10/1/2008-9/30/2009 | |

Mission Statement: N/A

Panel Members (as of 09/30/09):

| Name | Agency |
|--|---------------------------------------|
| Abbasov, Alenka (Nov, Feb, May meetings) | CARES Northwest |
| Baker, Teresa (Aug meeting) | CARES Northwest |
| Baynes, Beth | Multnomah County Ed. Service District |
| Brandel, Judy | Multnomah County Health Dept. |
| Dowling, Kevin | CARES Northwest |
| Gibbs, Karen | DHS |
| Green, Miriam | DHS |
| Kaer, Jeff | Portland Police |
| Kelly, Pat | Portland Police |
| Keltner, Leila | CARES Northwest |
| Mowry, Heather | CAPTA Grant Coordinator/DHS |
| Stolebarger, Christine | Parent Mentor |
| Taylor, Ruth | Parents Anonymous, Morrison Center |
| Underhill, Rod | Multnomah County DA's Office |

In addition to the members listed above, the Multnomah County CAPTA Panel actively encourages other community members to attend and participate in meetings. Additional attendees over the course of the year included:

| Name | Agency |
|----------------------|------------------------------|
| | |
| DeGennaro, Amy | DHS |
| Duncan, Melissa | DHS |
| Thompson, Chris | DHS |
| Wagenknecht, Matthew | Portland Police |
| Uehara, Chris | Portland Police |
| Bridenbaugh, Holly | CARES Northwest |
| Echeverria, Ana | CARES Northwest |
| Jenkins, Charlie | DHS |
| Slick, Janvier | DHS |
| Thompson, Gwen | DHS |
| Woods, Charlene | Multnomah County DA's Office |

Meetings:

Meetings were held during this review period on August 7, 2009. Meetings were held at Emanuel Hospital from 11:00 am – 1:00 pm.

Activities:

At our August 2009 meeting, the Panel had lengthy discussions during a series of case reviews. The reviews raised a variety of questions and issues. For example, we realized the outdated "good touch bad touch" concept for interviewing children was still being used. The group agreed to review their agencies' various trainings to make sure the content was up to date. In addition, several recommendations came out of the case reviews. Those are highlighted below. The CAPTA Panel also reviewed a draft Table of Contents created by Karen Gibbs for the training manual. We discussed the idea of moving the project forward by drafting sections of the training manual, and seeking the CAPTA Panel members' expertise in reviewing the different sections.

Subcommittees: No subcommittees were formed, however, Karen Gibbs and Kevin Dowling met a number of times between meetings to discuss the logistics of creating the training manual proposed by the Panel.

Future Plans/Next Steps:

Panel members were committed to the concept of supporting the creation of a training manual to assist caseworkers in consistently responding to child sex abuse cases. Unfortunately, we encountered some roadblocks. For example, we initially hoped Karen Gibbs could be granted time in her position at DHS to work on the manual. We explored DHS reallocating some of the funds for the CAPTA Panel to help support additional FTE for Karen's position, which would be focused on developing the manual. This idea was not possible, however, given the current priorities and needs at DHS. At this time, we continue to explore who might be able to draft the training manual, and how to reimburse the person for their time.

Recommendations:

- 1. The Panel recommended DHS develop a training manual for DHS caseworkers to assist them in assessing cases of alleged child sexual abuse. (The Multnomah County CAPTA Panel would like to support DHS in this effort.)**

This recommendation was based on findings from multiple case reviews, and statements from caseworkers, highlighting the lack of specific guidelines for them to follow in assessing a case of child sex abuse. Topics might include:

- a. Responding to multiple sex abuse referrals on one family – how to evaluate multiple reports over time? Should a second or third allegation of sex abuse be treated differently than the first? If yes, what extra considerations should be taken?
- b. How do we ensure neutrality/privacy in an interview?
- c. How to assess for threat of harm sex abuse -- Who does the caseworker need to interview? What questions need to be asked? What documentation should be reviewed? What outside assessments are needed to help the caseworker determine whether a child is safe around someone with a history of a sexual offense? How does the caseworker evaluate the quality and recommendations found in a psychosexual evaluation?

- d. Teen “consensual” sex abuse.
- e. Recantation.

Response: DHS is currently facilitating a statewide work group with members representing a broad range of professionals involved with child sexual abuse and treatment of offenders. This group is developing protocols and guidelines to address various issues related to sexual abuse of children. These issues include recantation, psycho-social evaluations of offenders, threat of harm for sexual abuse, responding to the non-offending parent. It is anticipated that additional training will be provided for CPS workers based on the work group’s recommendations.

The CPS Program previously developed guidelines for responding to the sexual abuse of a teen by another teen.

2. The Panel recommended ongoing training for DHS staff on interviewing children in the field.

We discussed the trainings being quarterly and no more than two hours in length. Training topics should include information on how children disclose. Law enforcement would ideally also be invited to the training. Note that Karen Gibbs (Multnomah County CPS Consultant) and Sue Lewis (CARES Northwest Regional Center Lead Interviewer) have already been conducting several of these types of trainings over the past few months, with good turnouts and positive reviews.

Response: Ongoing training for those interviewing alleged victims of child abuse is important to ensure they have access to the latest information about research and interviewing techniques. While initial training for CPS workers is provided by the Portland State University Child Welfare Partnership. Current resources do not allow DHS the opportunity to provide training on an ongoing basis. CPS workers are encouraged, when local training budgets allow, to obtain training at conferences or other venues.

The Children’s Justice Act Task Force is sponsoring 3 trainings on interview children with disabilities who may be abuse victims. The training is being held in 3 different locations of the state to make it as

accessible as possible and is taking place in June and July. The second day of this training is focused specifically on skill building for those who such as law enforcement and CPS who directly interview children.

Joint training for CPS and law enforcement personnel is sometimes available as part of the resources provided to each county's multidisciplinary child abuse team through the CAMI Program. The CPS Program Manager is a member of the CAMI Advisory Council and will convey to them the suggestion to provide joint CPS & LEA training on interviewing child abuse victims

3. The Panel recommended DHS focus on helping children and non-offending parents access therapy quickly in cases involving founded sex abuse.

The Panel appreciated the numerous stressors for the child and non-offending parent in cases involving sex abuse, especially if the child is placed in protective custody or foster care. For example, if the safety plan involves the child remaining in the care of the non-offending parent, how does that parent get the information and support they need to help appropriately respond to their child and keep them safe? In addition, ideally, the child would have a consistent therapist who would be consulted regarding recommendations about the child's current functioning and needs.

***Response:** There are a variety of resources for non-offending parents if they are involved with child welfare. The new in-home services could be a source of support when children remain in the home. Both OHP and Crime Victims Compensation which provide mental health counseling for the child victim have provisions to assist parents in appropriately responding to and supporting their child's treatment needs. Issues regarding timeliness or access to services and consistency of a child's therapist are best addressed by the treatment provider.*

4. The Panel recommended DHS explore replicating the case triage process used by the Multnomah County MDT in counties without a formal process.

During the case triage meetings, caseworkers have the opportunity to present challenging cases to their MDT partners from law enforcement, the district attorney's office, and the local child abuse intervention center to help them determine resources available to the child/family and next steps in case assessment/planning.

***Response:** Many counties already use a similar process at MDT meetings. In some counties all cases either being assessed or criminal investigated for child abuse and neglect are staffed with the MDT.*

The CPS Program Manager is a member of the CAMI Advisory Council and will work with that group to provide additional information to MDTs through the CAMI Program about the importance of case staffing.

5. The Panel recommended DHS implement a standard documentation tool to place at the beginning of a child's DHS chart to help summarize the totality of complex cases.

This recommendation was generated after a case review that involved a child seen at CARES Northwest three times for alleged sexual abuse. The caseworker attending the third evaluation had just been assigned the complicated case, and understandably struggled to make sense of the complete history and not miss important details and connections that could impact the child's assessment and safety planning. A diagram at the beginning of the chart showing the key people involved, how they were related to the child, and information about known history or risk factors for each person would have been very helpful.

***Response:** The new State Automated Child Welfare Information System (OR-Kids) has been designed to make more comprehensive case information readily accessible. Caseworkers also receive training regarding the importance of doing a thorough review of case history when working on complex cases.*

Looking Ahead:

In 2010 we plan to continue to focus on the challenges DHS has in responding to child sex abuse, and support the creation of a manual to help guide caseworkers in responding to various types of child sex abuse

allegations. Once complete, the Panel intends to help develop and host a training based on the manual.

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 appreciated the collaborative approach they brought to the meetings and their commitment to promoting the safety and well-being of our community's children.

In particular, we want 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 success and frustrations, and answer questions about casework served as the foundation for the work of the Panel.

**Jackson County 2009 Annual Report
Oregon CAPTA Panel**

Panel Members

| | |
|------------------------------------|---|
| <i>Chair:</i> Roxann Jones | Senior Project Coordinator, Commission on Children & Families |
| <i>Support Staff:</i> Lorna Conroy | Administrative Secretary, Children's Advocacy Center (CAC) |
| Jan Hall | Intake Supervisor, DHS Child Welfare |
| Mary-Curtis Gramley | Executive Director, Family Nurturing Center |
| Diana Hamilton | Program Manager, Jackson County Victim Witness |
| Jennifer Mylene | Executive Director, CASA |
| Marlene Mish | Executive Director, Children's Advocacy Center (CAC) |
| Michelle Pauly | Deputy District Attorney, Jackson County |

Rene' Wold

Program Coordinator, The Job
Council

New Members:

Lisa Lewis

Branch Manager, DHS Self
Sufficiency

Cydne Collins

Supervisor Teen Team, DHS Child
Welfare

Other Attendants:

Violetta Ibarra

Academy Supervisor, DHS Child
Welfare

Karla Carlson

Supervisor for Screener's, DHS Child
Welfare

Dr. Kerri Hecox

Physician, Children's Advocacy
Center

Adrienne Auxier

Independent Living Program
Coordinator, Community
Works

Jennifer Henderson

Transitional Living Program
Coordinator, Community
Works

Heather Mowry

Grants Coordinator, CAPTA DHS
Child Welfare

Meetings

Date

Time

Location

Monday, August 17, 2009

3:30 pm – 5:00 pm

CAC

Activities

1. The Jackson County CAPTA panel in partnership with the Jackson County Fatality Review Team sponsored and distributed 30,000 English and 2,000 Spanish Life Savers flyers though out Jackson County. The Life Savers flyer was able to provide our community with information and resources on the prevention and intervention of activities that might lead to a child fatality. Topics for the flyer are based upon the child fatality reviews in Jackson County, most notably

was a spike in youth suicides over the past two years. Jackson County had 18 teen suicides between 1990 and 2006, whereas five teens completed suicides in 2008 and as of September 2009 an additional four teens had completed suicide.

2. Our panel strongly endorsed the joint effort between Jackson County Health Department and the Children's Advocacy Center in their successful application to the Children's Trust Fund of Oregon to implement in Jackson County "The Period of P.U.R.P.L.E Crying" child abuse prevention program for all new parents, with particular targeting of high-risk groups.
3. We reviewed 3 cases of teen parents in the foster care system, and discussed possible gaps in services as well as potential partnerships for enhancing the system for this special population. One area of discussion was the need for mentoring relationships for these young parents who have been abused or neglected, resulting in a host of emotional and developmental needs. Not only must a pregnant or parenting teen change her role to motherhood, but their involvement in the foster care system may lead to frequent transitions and instability. Additionally, the role of the foster parent and their need for training opportunities specific to the needs of adolescents in care and providing opportunities for youth to develop healthy relationships was an area of interest in our discussion.

The coordinators of the Independent Living Program (ILP) and Transitional Living Program (TLP) contracted through Community Works attended one meeting to explore what resources were already available for older youth in the foster care system as well as youth at-risk. TLP and ILP host a Life Skills class every week where youth are provided a variety of opportunities to develop self-sufficiency skills. One area of potential collaboration was to explore curriculum that focused on developing healthy relationships and boundaries.

Our panel was joined by the Child Welfare teen team case manager and Self-Sufficiency branch manager providing their expertise regarding their systems response to adolescents.

4. We continued to support the county-wide collaborative to roll-out "Stewards of Children" as a county-wide child sexual abuse

prevention program. The program seeks to protect children from sexual abuse by placing responsibility for protecting children squarely on adult shoulders. Our goal is to educate adults to prevent, recognize and react responsibly to child sexual abuse.

Materials to provide the training in English and Spanish free of charge to our community were provided through CAPTA funds and a grant from Jackson County Health & Human Services. The Commission on Children and Families provided staff support for the coordination of the trainings in the community until September 2009, where the Children's Advocacy Center (CAC) assumed responsibility for the coordination of the program in Jackson County. Through a commitment from the CAC to obtain certification to be a train the trainer for "Stewards of Children" we now have the capacity to train additional trainers. To date over 600 Jackson County residents have participated in the "Steward of Children" training representing the following: foster parents; child care providers; youth and family serving agencies staff; volunteers; school personnel; volunteers; and students in the Human Service track at the local community college and university.

5. For April Child Abuse Prevention month our panel participated in the planning and coordination of a public awareness event to "bring a voice" to the 760 confirmed victims of child abuse and neglect in Jackson County from the previous year. As part of a long-term response to child abuse and neglect in our community the Jackson County Child Abuse Network initiative was born. The mission of the network is to involve agencies and the broader community in addressing the following three areas: 1) Prevention; 2) Community Awareness; and 3) System Coordination.
6. Our panel has formed a sub-committee and contracted with a local television station to develop and deliver media messages to improve public education relating to the role and responsibility of the child protection system and the nature and basis for reporting suspected incidents of child abuse and neglect. Our messages will be part of the broader Jackson County Child Abuse Network "Don't Turn Away" community awareness campaign. Additionally, our sub-committee held a focus group in October 2009 with Child Welfare screeners to

gather their input regarding messaging and discuss what resources they might need to help meet an increase in child abuse calls.

Future Plans/Next Steps

1. Explore opportunities to increase case review as an activity for our panel. Gather information from local Citizen Review Panels regarding trends that they may be seeing in their case reviews as well as work with Child Welfare Consultant to bring forward cases.
2. Proceed with media campaign to raise awareness and developing a strong community responsibility to reduction child abuse and neglect in Jackson County.
3. Explore focus groups with teens in foster care to gather information about their needs, what gaps in services exists, and how can we as a system better coordinate our efforts.
4. Endorse the use of programs like “Stewards of Children” and “The Period of P.U.R.P.L.E Crying” as education tools for building a stronger healthier community for children. Explore opportunities to include trainings like the aforementioned ones into pre-existing training programs (e.g., foster parent and youth serving programs).
5. Initiate a conversation with Child Welfare and community partners to assess the available community expertise available and explore creating and enhancing existing relationships to strengthen services for children and families in Jackson County.

Recommendations

1. Our panel recommends that DHS/Child Welfare consider the development of training specific to foster parents who are fostering a teen with a child of their own in the home. Explore mentor type relationships that allow the teen to be the primary caretaker of their child with the guidance and support of the foster parent.

Response: *This recommendation is consistent with the needs and development of teens and especially of teen parents needing to develop parenting skills. It will be forwarded to the Foster Care*

Program and to the Portland State University Child Welfare Partnership which provides training for foster parents.

2. Following up on our first recommendation, the panel recommends that DHS/Child Welfare explore training curriculums for foster parents who are fostering teens to help them better understand the uniqueness and issues of adolescents to better prepare foster parents for teens in the foster care system.

Response: *The Portland State University Child Welfare Partnership provides a variety of training for foster parents. Some of the trainings are specifically for those parenting teens others are more generic but have components specific to fostering teens.*

Foster Adopt Relative Parent Trainers provide the following:

- *Ten Tips for Parenting Teens*
- *Child Development: Tweeners through the Teen Years*
- *Enhancing Teen Attachment (debuting via NetLink in July)*

They also contract with these trainers for the following topics:

- *Kathy Nordahl- Preparing for Adulthood*
- *Gary & Jean Lasater- Creating Positive Behaviors in Teens*
- *Sarah Duval- Common Mental Health Disorders in Teens*

3. We recommend that DHS/Child Welfare conduct geographical focus groups of youth in foster care to gather information from youth on how better to meet their needs and system improvement.

Response: *The Independent Living Program in conjunction with the Portland State University Child Welfare Partnership recently completed research regarding foster teens' views about permanency. Five focus groups were held statewide involving a total of 37 youth ranging in age from 14- 22.*

While the group focused primarily on youths' understanding of permanency options extensive feedback was also provided by the youths about their perceptions and experiences in foster care and suggestions for DHS.

ILP is also in the process of surveying youth and adults regarding which ILP services they value most. The link is listed below if any advisory group members would like to take the survey or share it with youth in their area who have been involved with ILP. There are 71 responses - 51 are youth (up to age 23) and 20 are adults. End date of the survey is June 10th.

<http://www.surveymonkey.com/s/8992NS9>

The Independent Living Program works extensively with two organizations- Oregon Foster Youth Connections and FosterClub, Inc. which are made of youth either currently or formerly in foster care. These groups are actively involved in advocating for the needs of teens. They have been successful in making systemic changes including extended OHP health and mental health care coverage for teens leaving foster care.

4. Parents with infants that come to the attention of the system/enter the system should be provided with education about Shaken Baby Syndrome (e.g., “The Period of P.U.R.P.L.E Crying” information and video).

Response: *Both the CPS and FBS Programs will explore opportunities to provide this information to parents of infants involved with child welfare. The FBS Program is initiating new in-home services that would provide a good opportunity to include this information.*

5. DHS/Child Welfare should explore creating an on-line/interactive recognizing and reporting child abuse training.

Response: *Professional groups representing mandatory reporters are responsible for arranging training for their constituents. DHS is not funded to develop new mandatory training materials. There are training materials, including a video, currently available on the DHS website.*

Looking Ahead

We look forward to being informed of DHS’s responses to our local CAPTA panel 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, to be accountable for safety, permanency, and well-being of children.

**MALHEUR County 2009 Annual Report
Oregon CAPTA Panel**

Panel Members (as of 09/30/09):

| Name | Agency |
|-------------------|--|
| LaDonna Wiedenman | Project DOVE |
| Sharon Kiplinger | DHS Self Sufficiency |
| Claudia Wilcox | Child Welfare |
| Bobbi Rudell | CASA |
| Jane Pagette | DHS |
| Ramone Rodrigues | Ontario City Police |
| Kelly Poe | Executive Director Malheur Commission on Children and Families |
| Angie Uptmor | Malheur Commission on Children and Families Ontario, OR |
| Sheri Smith | SAFE KIDS |

Meetings:

August 20, 2009 (World Child Abuse Prevention Planning session)
September 9, 2009

Activities:

The train the trainer, “How to Protect your Children: Advice from a Child Molester” presentation has been utilized and presented. The presentation was done for Four Rivers Cultural School personnel and parents.

During the month of May, CAPTA provided information at the Nyssa Kids Fair. Brochures about child abuse prevention, bracelets, and necklaces were distributed. A Family Fun Run was planned, however it was rained out. In

June we participated in a similar Kids Fair held in Ontario at the County Fair grounds. Similar brochures, bracelets and necklaces were distributed.

CAPTA leased a bulletin board for one year with the message of preventing child abuse and neglect along with the child abuse reporting phone number.

CAPTA printed brochures to inform people of what CAPTA is and gave two presentations to community clubs (Lions and Eastern Star) with the purpose of informing people about CAPTA and recruiting members.

Subcommittees:

None for this period.

Future Plans/Next Steps:

CAPTA plans to participate in the World Child Abuse Prevention Day in November and will utilize information and add specific county data and information to address child abuse . In addition to this, CAPTA plans to assist the local FAPA (Foster Adoptive Parent Association) with their annual Christmas Toy Drive for foster and adopted children in our community.

CAPTA plans to continue educating the community, parents especially, regarding protecting their children from child molesters. We strongly believe that this is an issue that needs to be addressed in our community and that responsibility to protect children needs to be on the shoulders of adults. Unfortunately we had two of our presenters for this training resign their positions with Project DOVE and the CAPTA panel. Reorganization and commitment from remaining trainers needs to be renewed.

CAPTA looks forward to activities in April 2010 for Child Abuse Awareness Month. Planning will begin in January, and we hope to form new partnerships and renew old relationships with community organizations in order to include a variety of activities that are unique and informative to the public regarding the effects of child abuse and the need to prevent such abuse.

Recommendations:

1. We recommend that at both the County and State level more training are conducted for professionals and para-professionals in schools, private non-profits that work with children and families, individual

counselors or behavioral mental health agencies that come into contact with children and families be required to have additional trainings in the area of mandated reporting.

***Response:** Professional groups representing mandatory reporters are responsible for arranging training for their constituents. DHS is not funded to develop new mandatory training materials. There are training materials, including a video, currently available on the DHS website.*

SECTION XIV: CHAFEE FOSTER CARE INDEPENDENCE AND EDUCATION AND TRAINING VOUCHERS PROGRAMS

CHAFEE FOSTER CARE INDEPENDENCE PROGRAM (CFCIP)

Title IV-B Annual Progress and Services Report FFY 2009 & FFY 2010 October 1, 2008 through September 30, 2010

A. Specific accomplishments achieved in FFY 2010 and planned activities for FFY 2011 for each of the five purpose areas:

This section of the State's Annual Progress Report will detail the progress achieved on the goals set forth for Oregon's Chafee 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. For a brief summary of Oregon's ILP services and eligibility criteria, please see Chafee Attachment 1.

Overview:

Oregon was able to achieve or partially achieve several of the goals targeted for completion in year one. This was in large part due to revising the Youth Transitions Policy I-B.2.3.5 (formerly the Independent Living Services Policy), updating the DHS Procedure Manual, and conducting training on those changes, including Ansell-Casey Life Skills Assessment (ACLSA) training. Youth Transition Policy training is being conducted both in person and via NetLink. The ILP Youth Transition Specialist is attempting to complete in-person training by July 2010. The ILP Coordinator is conducting the NetLink trainings bi-monthly (will shift to quarterly after January 1, 2011). A cohort of ACLSA Certified trainers are attempting to complete training to each branch by August 2010. Policy I-B.2.3.5 and DHS Procedure Manual (Chapter IV, Section 29) can be reviewed at the following websites:

http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-b235.pdf
http://www.dhs.state.or.us/caf/safety_model/procedure_manual/index.html

Another major focus for DHS that has assisted in achieving the Chafee goals is the revision of the Achieving Permanency Policy I-E.3.6. In coordination with the policy revision, DHS has issued a directive requiring a review of all cases where the child/ youth's permanency plan is Another Planned Permanent Living Arrangement (APPLA). Workers are to determine if APPLA is the best plan for the child or youth. The Permanency Policy is located at:

http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-e36.pdf

1. Assist youth to transition from dependency to self-sufficiency:

Several new requirements have been added to policy to assist youth in making a successful transition from dependency to self-sufficiency, such as:

- ACLSA with all youth by age 16, or age 14 or older if the permanency plan is Another Planned Permanent Living Arrangement (APPLA).
- Comprehensive Transition Planning (T2) with all youth in care by age 16, or age 14 or older if plan is APPLA.
- Benchmark Reviews of the T2 with the youth (at age 17.5, and 90 days prior to age 18).
- Notifying youth of the court date when the Department plans to dismiss the case and assisting youth with transportation to attend the hearing if necessary.
- Providing youth with a Transition Tool Kit upon aging out of care. The tool kit is to include personal documents (birth certificate, social security card), educational history, placement history, etc., including documentation of their status as a former foster youth.

GOAL: *Increase understanding and awareness regarding comprehensive transition plans. There are several goals related to this topic as follows:*

- *Clarify the roles of DHS and ILP Contractors regarding comprehensive transition planning.*
- *Ensure youth's input has been included in plan development.*
- *Establish peer mentors and coaches to assist teens in care with transition planning and decision making.*

- *Increase involvement of supportive adults in youth plan development.*
- *Ensure transition plans are reviewed and updated at a minimum of every six months.*

Achieved:

Both the in-person and NetLink Youth Transitions Policy (YTP) training discuss the roles of caseworkers, ILP Providers, foster parents and youth as it relates to comprehensive transition planning and life skills training service provision. Roles of supportive adults are also being discussed during the ACLSA Training. The trainings have reiterated the requirement that youth be involved in crafting their transition plan. Suggestions and tools for how to engage youth in the planning process have been provided to staff during the YTP training and many are included as appendices to the Procedure Manual (see Appendix 4.18 – 4.26). Policy also requires that the transition plan be updated with the youth every six months.

Planned:

GOAL: *Increase understanding and awareness regarding comprehensive transition plans.* One goal listed under this topic remains to be achieved (listed below).

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

The above area is currently being examined by the ILP State Advisory Committee's Permanent Support Systems workgroup. Chafee **Attachment 2.a** provides the Goals and Objective's sheet the workgroup has created to date. The projected completion date is January 2011. Current Youth Transition Policy (YTP) training is a component that will help move this goal forward. Once all DHS child welfare offices have received YTP training the DHS Youth Transition Specialist can concentrate on outreach to foster parents, Court Appointed Special Advocates (CASA), Citizen Review Board (CRB) members and others working with youth as they prepare for the transition from dependency to self-sufficiency.

In an effort to meet the new DHS policy requirements (Benchmark Reviews and Requirements at Independence) as well as the federal Health Care Oversight and Coordination requirements, DHS will research the possibility of establishing mentors and coaches to assist teens with adult decisions related to education, health, housing, transportation, and employment. The mentors/coaches will be available to attend youth decision meetings and

benchmark reviews of the teen's transition plan. The mentor/coaches will be knowledgeable in the legal nuances of designating an individual to make decisions on the adolescent's behalf (i.e. power of attorney, health care proxy, or other such documents recognized by Oregon law).

When Oregon's new State Automated Child Welfare Information System (SACWIS) is implemented this fall it will capture whether a youth has completed an Ansell-Casey Life Skills Assessment (ACLSA) and comprehensive transition plan (T2). The system will remind workers that the NYTD survey is due for 17 year olds in substitute care, and when the first Benchmark review is due (6 months prior to age 18). This will serve as a quality assurance tool to ensure that transition plans will be reviewed every six months and Benchmark Reviews are conducted at age 17.5 and 90 days prior to age 18.

GOAL: *Increase coordination between child welfare workers and ILP Contractors regarding court dates and documentation deadlines.*

Achieved:

The main purpose of this goal is to ensure youth are aware of and prepared for any court dates or hearings. When ILP Contractors are aware of court dates they are able to provide DHS caseworkers with timely updates as well as prepare youth to report on transition goals achieved and improve a youth's ability to self-advocate for his or her plans and needs. This component has also been entwined in the Youth Transition Policy training.

Planned:

This component will continue to be stressed during all youth transition trainings.

The Youth Transition Specialist and ILP Coordinator will attempt to fully achieve the objectives of the above goal by **April 2011**. Activities will include further research regarding barriers and methods to improve communication surrounding a youth's pending court date.

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:

Effective November 2009, Oregon implemented a one-time housing service. This allows a youth to access housing start-up costs (security deposits, first months rent, utility hook up fees, cleaning deposits) without participating in either of Oregon's on-going housing programs (Subsidy or Chafee Housing). The youth must show that he or she is able to maintain his/her housing once the DHS funds are no longer available. To-date, only two youth have accessed this service. This service was created to achieve the goal of simplifying access to ILP housing programs.

DHS has created a Housing Options Handbook for DHS caseworkers, ILP Providers, and foster youth. The intent of the handbook is to increase the awareness of staff, youth, and supportive adults regarding types of housing available and the skills a youth should possess to be successful in that housing setting. The booklet is distributed at the Youth Transition Policy trainings and has been included in the DHS Procedure Manual as Appendix 4.20 (available at:

http://www.dhs.state.or.us/caf/safety_model/procedure_manual/appendices/c/h4-app/4-20.pdf).

One of the Oregon Foster Youth Connection (OFYC) members has taken the lead and conducted outreach in Washington County in an attempt to bring to fruition a project called "Home for the Holidays." The goal of Home for the Holidays is to provide continuity and support for former foster youth, as well as educating youth on the importance of reaching out to find resources. A short term goal is to access grants that would allow youth travel vouchers to and from college and their host homes. The project will connect pre-screened families with former foster youth in college during the holidays when dorms traditionally close, or during situations where the youth does not have access to his or her dormitory. There are two important reasons for the project: the obvious is to provide youth with housing, but also to provide former foster youth the opportunity to celebrate holidays with someone. The vision is to be able to have every youth in college in Oregon connected with one permanent support in the community they can go to during holidays. Once this is achieved, the OFYC would like to expand the idea nationwide. The project is still in the early stages of planning. DHS and OFYC will continue to partner and brainstorm ways to achieve this project and increase housing options for current and former foster youth.

ACE DUCE, INC. is a non-profit organization operating in Washington County. ACE DUCE, INC. is in the planning stages with the Youth House of Ramah to provide shelter, support and a sense of connection for teens that are aging out of care. The goal is to create an environment in which youth can put into day to day practice the skills they have learned in their ILP classes and workshops. Plans are underway to lease a 900 square foot home that will house four teenagers and an outside supervisor. The supervisor will monitor progress and will act as a role model of responsible adult behavior.

In FFY08, the DHS Independent Living Housing Subsidy Program served 70 teens. In FFY09, 80 youth received Subsidy services. This reflects an increase of 14.3 percent over FFY08. For FFY10, the Subsidy Program is currently serving an average of 57 youth per month, an increase of 74 percent from the same time period in FY09 (October-March).

Age at time of ILSP enrollment

| FFY 2009 (10/08- 9/09) | FFY 2010 (10/09- 3/10) |
|-------------------------------|-------------------------------|
| 16 years old: 1 (-50%) | 16 years old: 0 (-100%) |
| 17 years old: 14 (+40%) | 17 years old: 6 (-14%) |
| 18 years old: 39 (-11%) | 18 years old: 22 (-4%) |
| 19 years old: 19 (+73%) | 19 years old: 10 (-9%) |
| 20 years old: 7 (+133%) | 20 years old: 1 (-50%) |

| | |
|---|-------------|
| FY 2009: Median number of months on ILSP: | 8.21 months |
| Least amount of time on ILSP: | 1 month |
| Longest amount of time on ILSP: | 17 months |

The Subsidy Program continues to experience a bit of a yoyo effect. New enrollment is down for the first six months of the year. However, the overall monthly average is up. This would indicate that youth are staying on Subsidy slightly longer than in past years creating an overlap of longer term clients with fewer new clients. This may be due to the economy and the need for youth to remain on the program over the summer months while searching for employment after high school or for the college summer break. The Subsidy Program does require a youth to have 40 hours of productive activity (work, school, up to 15 hours of other productive activity – or a combination of the three). The recession has had more youth requesting an Exception to Policy for the productive activity requirement as they have been unable to find work. Any youth on an Exception is expected to

volunteer in a profession they have an interest in pursuing, as well as continuing to search for employment, working with their ILP Provider, and maintaining contact with their DHS caseworker.

Planned:

Affordable housing options for former foster youth will continue to be an issue. The ILP Desk will strive to increase connections with housing agencies, landlords, and developers to increase housing options for current and former foster youth. Efforts to move the Home for the Holidays project forward will continue. If the project proves successful, DHS will attempt to duplicate the project in other areas of the state. This is an on-going goal that will be updated each year (see Chafee Attachment 2.b).

GOAL: *Access services available to the youth through other community systems, and services that support the youth's identification with cultural communities.*

Achieved:

The ILP State Advisory Committee is currently reviewing and implementing plans to help Oregon achieve this goal. This has been an area that the ILP has valued for several years. Nine (9) of the 21 ILP Contractors reported they provide cultural activities or classes. Sixteen (16) of the ILP Contractors provided gender specific services. Five of the ILP Providers assisted 17 youth to register and attend the 2009 Native Teen Gathering.

DHS continues to contract with Impact NW in District 2 (Multnomah County) to provide neighborhood specific services. The goal of the citing of this program is to increase youths' local access while increasing collaborations within neighborhood associations that have not otherwise been involved in this program area. In addition, this provides "choice" for foster youth in the urban area for service delivery. DHS also has contracts with the Native American Youth and Family Services (NAYA) and the Confederated Tribes of Warm Springs for Native American specific services.

DHS, through collaboration with Casey Family Programs and the Oregon Commission on Children and Families, is actively working to reduce the numbers of children in its foster care system. Oregon has elected to address the disproportionate representation of Native American and African American children in foster care. This project is helping to raise awareness

of cultural bias and providing training for staff to learn how to be aware of their individual bias and move forward with planning in a more culturally appropriate manner.

Planned:

Over the summer, the ILP State Advisory Committee will evaluate all remaining goals to determine which goals will be prioritized for the next year. The ILP Coordinator will continue to promote ILP Contractors to provide culturally appropriate services and activities.

GOAL: *ILP Contractors to create a peer support group for ILP enrolled youth.*

Achieved:

The above area is currently being examined by the Permanent Support Systems workgroup. Chafee **Attachment 2.a** provides the Goals and Objective's sheet the workgroup has created to date. The projected completion date is January 2011. However, 10 ILP Contractors reported providing mentor activities or programs. Whether those are peer mentor programs is not clear. Contract language does require that each ILP Contractor provide at least one group class or activity each month. While the monthly classes may not be a formal support group, the group activities do allow foster youth the opportunity to socialize with others who understand their situation.

Planned:

In July 2010, the ILP State Advisory Committee will evaluate all remaining goals to determine which goals will be prioritized for the next year. Specific steps to achieve this goal and a timeframe for completion will be determined at that time.

GOAL: *Increase the number of foster teens and young adults receiving independent living skill building services.*

Achieved:

Oregon was able to achieve this goal as follows: During FFY09 (10/08 – 9/09), DHS and ILP Contractors provided life skills training to 1,552 teens and young adults. This is a 6.6 percent increase of the youth served in FFY08. To date for FFY 2010 (10/09 - 3/10), ILP Contractors are serving an average of 953 youth per month. This represents a 4.3 percent increase

for the same time period last year. Following are the referral and discharge statistics for the youth served during FFY09 and the percentage of change from last year:

- 743 youth began ILP services in a prior fiscal year (+7.7%)
- 809 youth started ILP services in FFY 2009 (+5.7%)
- 816 youth continued ILP services into the next fiscal year (+9.8%)
- 656 youth were discharged in FFY2009 (+2.5%)

FY 2009 Youth Served by ILP Services, by Foster Care Status

| Status | Number | Percent |
|--|---------------|----------------|
| Former Foster Youth (FFY) | 391 | 25.2% |
| Served in Foster Care in FY 2009* * If a youth was served both in care and as a former foster youth, they are only listed as former foster youth. | 1,161 | 74.8% |
| Total Served | 1,552 | 100.0% |

See Chafee **Attachment 3** for a breakdown of youth by race, age, and gender.

Following are highlights from the ILP Contractors Annual Report. Note that the information below is for youth served between 7/1/08 and 6/30/09 (annual contact cycle and reporting period) and only for those youth served by an ILP Contractor. These figures may or may not be reflective of Oregon’s foster care population as a whole. For a full report of outcomes and services provided by the ILP Contractors, please see Chafee **Attachment 4**.

| <u>Goals</u> | <u>07/08</u> | <u>08/09</u> | <u>% +/-</u> |
|---|--------------|--------------|--------------|
| Graduating with regular diploma 3.1% | 189 | 183 | - |
| Obtaining a GED 21.5% | 51 | 62 | + |
| Graduating with Modified Diploma 16.0% | 25 | 21 | - |
| Accessing ILP housing +15.8% | 76 | 88 | |
| Employed 13.3% | 384 | 333 | - |

| | | | |
|--|-----|------|---|
| With improved daily living skills 53% | 871 | 1075 | + |
| Post-secondary education/training 7.1% | 154 | 165 | + |
| Post-secondary degree/certificate obtained 100% | 2 | 4 | + |
| Youth who obtained own housing 5.1% | 254 | 241 | - |
| Youth living without agency maintenance 6.5% | 248 | 232 | - |

The above statistics indicate a slight decline (2 percent) for youth who completed high school with a regular diploma. The diploma decline seems to correlate with a slight increase in the number of youth who obtained a GED between 7/1/08 through 6/30/09 (up 4 percent). Those youth completing high school via a modified diploma remained virtually the same. However, when you review the graduation data for foster youth as a whole, it would appear that youth who participate in contracted ILP services have significantly improved educational outcomes. Note the following:

| Type of Diploma | ILP Youth 7/08 – 6/09 | % | General Foster Youth (7/09 – 4/10) | % |
|-----------------|--------------------------|-----|---------------------------------------|-----|
| Regular | 183 | 69% | 97 | 47% |
| GED | 62 | 23% | 40 | 19% |
| Modified | 21 | 8% | 69 | 33% |

While the youth tracked are for differing time lines and from different data sources (those on the right from ILP providers, those on the left from the Department's database), there appears to be a significant difference in the type of diploma obtained by youth known to have received ILP services versus the data gathered from the entire foster care population. ILP enrolled youth obtained a Regular Diploma at a rate 22 percent higher than the overall foster care population. GEDs were also obtained more often by ILP enrolled youth (by 4 percent). However, of notable difference is the rate at which the general foster care population obtained a modified diploma (25 percent higher rate than youth served by an ILP Contractor). These statistics are not scientific. There are several variables that have not been factored into these statistics (i.e.: youth may leave care prior to completing their high school education, ILP Contractors may work with youth to age 21; ILP Providers may be reporting high school completion for youth over multiple years if still working with those same youth; DHS data is

incomplete and varies by branch input). This does, however, provide us a place to begin tracking whether ILP services increase a youth's educational success. With the implementation of the OR-Kids system in the fall, and fresh training for how to input data, Oregon should be able to have a more complete and accurate picture of a youth's educational attainment for both ILP enrolled youth and the general foster care population.

Each youth served by an ILP Contractor completed the Ansell-Casey Life Skills Assessment (ACLSA), Transition Readiness Index (T1/CF 96), and a Comprehensive Transition Plan (T2/CF69A or B). These are yet other variables to consider when determining impacts on a youth's educational attainment.

DHS provides ILP Discretionary funds in the amount of \$70,000 per year for DHS and Tribal caseworkers to assist youth with items or services necessary to achieve the youth's goals for transition. Funds are allocated to both DHS Districts and Oregon's federally recognized tribes. DHS anticipates continuing this practice. Following are the types of items purchased on behalf of youth (beginning with the most frequently requested items): ID cards, driver's license/permit, senior/graduation items, housing start-up kits (dishes, linens, cleaning supplies), sports fees/equipment, GED fees, housing fees/security deposits, bus pass, books/school supplies, bikes and accessories, work equipment/clothing, college fees/entrance exam fees, passport, computers, car repairs, tutoring, food handler's card, furniture, birth certificate/social security card, college tours, and other miscellaneous items.

Additional transition services (non-Chafee funded):

The CAF Treatment Services and Licensing Unit (TSLC) funds 41 beds for a behavioral rehabilitative services (BRS) level of care called Independent Living Services (ILS). The services are intended to assist youth with behavioral issues as well as preparation for the transition to self-sufficiency. The TSLC unit has approximately \$5,926,450 committed for the ILS beds.

The TSLC unit has maintained the independent living related language in the Enhanced Therapeutic Foster Care contracts for youth who have borderline intelligence or a history of sexually aggressive behavior. The contracts state, "6 hours of the Skill Building services must be provided by Contractor's staff to help the child integrate into the community."

Planned:

Given the initial educational outcomes indicated above, DHS will attempt to obtain a student intern in the Fall of 2010. The intern will conduct a research project on the services that have a positive impact on a foster youth's educational attainment.

Oregon is limited in our ability to increase contracted life skills training slots. Oregon received a significant reduction in Chafee funds in FFY2009 (\$200,000.00). While the FFY2010 allocation is slightly higher, it is still a reduction of approximately \$180,000 from FFY08. The ILP Coordinator will be soliciting input from current and former foster youth and other stakeholders regarding which Chafee ILP services they value most. The results of the survey will assist DHS in determining which areas or services to scale back or eliminate.

With the implementation of the new OR-Kids SACWIS system next year, DHS anticipates a significant increase in the number of youth being reported as receiving ILP or transition services. Many non-paid ILP and transition services are currently going unreported. Oregon's current SACWIS system does not allow for adequately capturing all services provided – either by a contractor or other supportive adults (foster parent, case workers, mentor, etc.). With the roll-out of the OR-Kids system, staff will be trained on how to properly reflect the transition services being provided to Oregon's foster teens. It is anticipated that the Youth Transitions Policy and ACLSA training will also have a positive impact on the number of youth receiving ILP life skills or independent living type services.

All ILP Contracts are due for renewal by July 1, 2010. No major cuts in contracted slots for life skills training are anticipated. Minimal contract language changes are necessary to align the ILP contracts with new DHS requirements for conducting an ACLSA with a youth. The Contractors' ILP Monthly Progress Report will also be adjusted to assist with capturing services for NYTD reporting purposes. This new process should decrease paperwork for the ILP Providers. However, due to the bundled nature of contracted ILP skill building services, the ILP Desk staff will be required to "unbundle" the contracted ILP service in the OR-Kids system. We anticipate a significant increase in workload for the DHS ILP Desk Staff due to this unbundling process. The amount and duration of the increase is unknown at this time. Eventually, the ILP Contractors will input their own service data directly in the OR-Kids system (planned for phase II or III).

DHS is in the final stages of selecting an organization to take the lead in conducting the ILP Program Reviews. ILP Program Reviews were last conducted three years ago. It is anticipated that the review process will be similar to the previous program reviews. DHS plans to review each of the 20 ILP Providers over the next one and a half years.

GOAL: *Increase hands-on, experiential life skills activities.*

Achieved:

This goal has not yet been prioritized.

Planned:

Due to budget cuts, this goal may be post-phoned until additional funding options are identified. How Oregon proceeds on this goal will be partially base on the outcome of the services survey released in May. If the ILP services survey indicates a high demand for these types of services, the plan will remain for a workgroup to research existing experiential life skills activities. The workgroup will determine how to obtain feedback from the youth regarding which activities would best meet their needs and be engaging for youth. ILP Contractors will be involved to help determine the costs associated with implementing new experiential activities. Foster parents will be involved to determine how to increase hands-on learning in the home and community.

2. Help youth receive the education, training, and services necessary to obtain employment:

GOAL: *Increase career exploration activities and opportunities for foster teens.*

Achieved:

The ILP State Advisory Committee is currently working on this goal and anticipates this goal to be achieved and implemented by December 2010. See Chafee **Attachment 2.c** for further details on activities and proposed outcomes.

ILP Contractors provided a total of 118 employment related classes/workshops with approximately 503 youth participating. ILP Contractors provided an additional 1,618 one-on-one sessions with youth. A

breakdown of the types of employment related classes can be found in Chafee **Attachment 4**.

Unfortunately, due to the recession employment rates for Oregon's foster teens (served by ILP Contractors) has declined by an additional 13 percent. Employment rates had dropped by 16 percent last year. Oregon is currently experiencing an all time high unemployment rate at approximately 11% statewide for all people and 31.2% unemployment for teens.

The ILP Coordinator participates as a member of the Youth & Education Committee of the Oregon Workforce Investment Board (OWIB). The Youth & Education Committee is focusing on the following two goals: 1) Students leaving the public secondary school system must be prepared to meet college or workplace expectations, and 2) The education system will value and provide adequate financial support for Career and Technical Education. While these goals are for all high school students leaving the public secondary school system, foster youth will benefit from improvements or progress towards achieving these two goals.

Planned:

The ILP State Advisory Committee is currently working on this specific goal and anticipates their work to be completed by December 2010. See Chafee **Attachment 2.c** for further details on activities and proposed outcomes. The ILP Coordinator will continue to assist the OWIB Youth & Education Committee with achieving the goals stated above.

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

Achieved:

The ILP State Advisory Committee is currently working on this specific goal and anticipates their work to be completed by December 2010. See Chafee **Attachment 2.c** for further details on activities and proposed outcomes.

For general employment activities, DHS continues to partner with various Workforce Investment Act (WIA) agencies, Oregon Youth Conservation Corps, the Northwest Youth Corp, New Avenues For Youth, Frito Lay, other businesses and youth serving organizations to bring employment related trainings, workshops and employment opportunities to Oregon's foster youth. DHS partnered with the Community Colleges and Workforce

Development's WIA Coordinator to inform youth, DHS caseworkers, foster parents, CASA's, ILP Providers, and other supportive adults of the opportunities available through the WIA summer jobs program. The ARRA funds issued through the WIA programs provided summer jobs for many of Oregon's foster youth. Outreach efforts included emails to youth and young adults, FaceBook and FosterClub:Connect.

Planned:

The ILP State Advisory Committee will continue working on the area of Internships and Employment for foster youth (**Chafee Attachment 2.c**). The ILP Coordinator is currently working with a small company that is interested in putting foster youth to work. The company is small but has plans for expansion statewide. The company is willing to train youth, be flexible to accommodate school schedules, and anticipates being able to provide full-time employment. This project will be piloted in the Washington County area. The local ILP Provider, LifeWorks NW, has agreed to work with the company to prepare youth for employment once the company is ready to begin hiring.

DHS will continue to partner with Workforce Investment Act agencies to refer foster youth for employment services. Several ILP Contractors provide both ILP and WIA services to youth. Such programs provide foster youth with seamless access to life skills training and employment related services.

GOAL: *Standardize department policies and procedures to support youth access to driver's permits and driver's licenses while in foster care.*

Achieved:

DHS is in the process of implementing new procedures and guidelines to ensure uniformity and impartiality in determining whether a child is allowed to obtain a driver's license. DHS has crafted guidelines to assist caseworkers, foster parents, and youth discuss the responsibilities that come with obtaining a driver's license. DHS is partnering with the Oregon Department of Transportation (ODOT) to increase access to driver's education courses for foster youth. ODOT has provided DHS with a grant to reimburse DHS for the cost of a foster youth's driver's education course. ODOT grant requirements are outlined in Chafee **Attachment 5**. In an effort to ensure that all youth who are interested in taking the driver's education course are able, DHS set aside \$25,000 in Chafee ILP funds for youth who do not meet the ODOT criteria and are eligible for ILP services.

Since July 2009, six (6) foster youth have completed a driver's education course with ODOT funding. An additional seven (7) youth have completed the course using ILP funding (did not meet ODOT requirements). See **Attachment 5** for additional details regarding the ODOT requirements and statistics.

Planned:

Finalize procedures for approving a youth to obtain driver's education, driver's permit and a driver's license. Update the DHS Procedure Manual to incorporate policy once finalized. Projected completion date is August 1, 2010.

3. Help youth prepare for and enter post-secondary training and educational institutions:

GOAL: *Increase awareness and knowledge of post-secondary staffs regarding the barriers and needs facing foster youth.*

Achieved:

The Oregon Student Assistance Commission (OSAC) received a College Access Challenge Grant (CACG) and has included DHS ILP staff in the planning process. The OSAC has arranged for a cadre of trainers to work with financial aid administrators and youth service providers and other State Agencies to inform staff on how to improve college access for youth.

DHS continues to mail informational packets to community colleges, universities, vocational trade schools, and high schools. The packets contain information regarding the various scholarships foster youth qualify for, including the Chafee Education and Training Voucher program.

Planned:

OSAC, through their CACG project will provide a 3-hour training at the annual Fall ASPIRE Conference. The ILP partners with OSAC to allow 75 DHS staff, Tribal staff, foster parents, ILP Providers, CASAs and CRB staff to attend this conference free of charge. In addition to the CACG workshop, there will be several other sessions providing valuable information to assist youth with transitioning to post-secondary education or training.

The ILP Coordinator will continue to conduct outreach to community colleges and universities in an attempt to improve communications regarding

the needs of foster youth. The ILP Coordinator will work with the OFYC to bring foster youth panels to the annual Oregon Association of Student Financial Aid Administrators conference.

GOAL: *Increase foster youth post-secondary education and training access, retention, and completion rates.*

Achieved:

The ILP State Advisory Committee was able to accomplish two of the objectives of this goal. See Chafee Attachment 2.d for further details. The ILP Desk will not take the bulk of the responsibility for moving the remaining goals forward.

DHS is partnering with the OFYC Past-President to implement a pilot at the University of Oregon called Campus Connection. The vision is to create a CASA styled mentor program where former foster youth have a healthy relationship with their mentor and receive everything they need to navigate college. The goal is to create a mentorship program that other schools can use as a model. Due to competing projects and deadlines, this project is in a bit of a holding pattern at this time. OFYC anticipates implementing the project in the Fall of 2010.

DHS also partners with the ASPIRE (Access to Student assistance Programs In Reach of Everyone) program to conduct regional foster youth trainings. DHS Contracts with ASPIRE to conduct a six-hour workshop on the benefits of continuing their education and training, being competitive in the search for scholarships, general financial aid, and supports on college campuses. Three regional trainings are held each fall: Portland metro area, Southern Oregon, and Eastern Oregon.

DHS partnered with OSAC to create and distribute the *College Pocket Planner*. The pocket planner contains important deadline dates (SAT/ACT/PSAT test dates, college fairs) and a monthly checklist for high school juniors and seniors. Copies of the pocket calendars were distributed to foster youth through DHS Child Welfare, Self Sufficiency Program offices, and the Oregon Vocational Rehabilitation Services-Youth Transition Program.

The ILP Desk has also compiled a list of state and national scholarships for foster youth and adopted youth. The list is distributed at ILP trainings and when the ILP Desk hosts display tables at various events.

Planned:

The creation of the NYTD tracking system will help determine retention and completion rates. This will provide a baseline to measure the results of the above efforts toward improvement.

There is support for the Campus Connection project both at the U of O campus and within OSAC and DHS. The plan is to be able to recruit passionate students as mentors. DHS will continue to assist OFYC to move the Campus Connections project forward. This will be an on-going project. Completion dates may vary based on OFYC member availability and events beyond DHS control.

4. Provide personal and emotional support to youth through mentors and the promotion of interactions with dedicated adults:

GOAL: *Increase permanent support systems for youth.*

Achieved:

Supportive Relationships and Community Connections is a domain on the DHS comprehensive transition plan form (T2). Therefore, DHS workers and ILP Providers should be assisting youth with addressing this area on a regular basis. DHS is also concentrating on reviewing and reducing the number of children and youth whose permanency goal is APPLA. One of the tools used to assist youth find permanency is a requirement for an annual search for a child's relatives both for the purpose of potential permanency with a relative and for the purposes of ongoing connection and support. While the annual search for relatives may not necessarily result in a youth leaving foster care through guardianship or adoption by a relative, it has provided many youth with new or renewed family and cultural connections, and a support system they did not know existed or with whom the youth had not been able to engage.

ILP Contractors provided 108 Supportive Relationships and Community Connections related classes/workshops serving approximately 531 youth. An additional 2,199 one-on-one sessions discussing this topic were held with youth and young adults.

Planned:

This goal is currently being examined by the ILP State Advisory Committee's Permanent Support Systems workgroup. Chafee **Attachment 2.a** provides the Goals and Objective's sheet the workgroup has created indicating progress to date. The projected completion date has been extended to March 2011.

GOAL: *Increase involvement of supportive adults in youth decision meetings.*

Achieved:

As mentioned previously in this report, both the in-person and NetLink Youth Transitions Policy training discuss the roles of caseworkers, ILP Providers, foster parents and youth as it relates to comprehensive transition planning and youth decision meetings. These trainings touch on the need to conduct outreach to supportive adults in a youth's life.

The requirement to conduct an annual search for a child's relatives (for purpose of potential permanency with a relative and ongoing connection and support) is also being used to increase involvement of supportive adults in youth decision meetings. Relatives are provided with a list of potential ways to support a child or youth in care. One of the suggestions is to participate in youth decision meetings.

Planned:

The plan remains for the Youth Transition Specialist to work directly with the field caseworker staff to standardize the youth decision meeting process and increase youth voice in the process. A plan will be drafted to ensure staff is trained in conducting outreach to supportive adults in a youth's life. An evaluation shall be conducted on the impact the annual search for relatives may have on increasing involvement of supportive adults in youth decision meetings. The projected completion date has been extended to March 2011.

GOAL: *Increase the use of mentors.*

Achieved:

District 2 contracts with the Inn Home's Powerhouse Mentor Program (\$45,000). The Powerhouse Program specifically trains their mentors to

work with foster youth (ages 13 and older). Mentors are trained on the issues facing foster youth and potential behaviors and barriers to building relationships due to their past history. Following are the number of youth served by Powerhouse:

FFY09 (Oct. 2008 - Sep. 2009): 28 youth served

FFY10 (Oct. 2009 - March 2010): 45 youth served

A number of older matches closed late in the last year and a number of new matches have formed recently, making the numbers very healthy for FFY10. Powerhouse currently has 32 active matches. Powerhouse plans to hold a New Mentor Training in mid-May. Powerhouse anticipates that event to produce an even greater increase in matching youth with mentors this year.

Planned:

The ILP State Advisory Committee's workgroup continues to work on this goal. See Chafee Attachment 2.a for further details. The projected completion date has been extended to March 2011.

5. Provide financial, housing, counseling, employment, education, and other appropriate services and support to former foster care recipients between 18 and 21 years of age:

Oregon provides eligible former foster youth and young adults access to all ILP services (life skills training, Discretionary funds, housing services and ETV). Oregon provided life skills training to 391 former foster youth during FFY09. This represents a 31.2 percent increase in the number of former foster youth served. Former foster youth represented 25 percent of the population who received contracted life skills training services during FFY09.

GOAL: *Expand outreach efforts to former foster youth who may be struggling with the transition to self-sufficiency and adulthood.*

Achieved:

This goal is currently being explored by the ILP State Advisory's Outreach workgroup. Completion dates range from October to December 2010. Outreach efforts have included email notifications, FaceBook, OFYC announcements, and individual efforts by DHS caseworkers and ILP

Contractors. DHS partners with FosterClub to post current resources and information on the Oregon State page.

In Oregon, a youth must age out of substitute care at age 18 or older with at least 180 days of substitute care in order to be eligible for Oregon’s Chafee Housing Program. The total number of former foster youth served during FFY09 through Chafee Housing was 60, a decrease of 18 percent from FFY08. The average number of youth served per month in FY09 was 15.9 youth, a decrease of 35 percent from FFY08. Chafee Housing averaged 15.9 youth per month from October 2008 through September 2009, a decrease of 35 percent over the same time period last year. Additional information for youth served is as follows:

Age at time of Chafee Housing enrollment

| FFY 2009 (10/08 – 9/09) | FFY 2010 (10/09- 3/10) |
|--------------------------------|-------------------------------|
| 18 years old: 17 (-46%) | 18 years old: 12 (+20%) |
| 19 years old: 26 (no change) | 19 years old: 15 (+50%) |
| 20 years old: 17 (+13%) | 20 years old: 13 (+333%) |

FFY 2009: Median number of months on Chafee: 6.52 months
 Least amount of time on Chafee: 1 month
 Longest amount of time on Chafee: 18 months

**FFY 2009 Total Youth Served by Chafee Housing,
by Service Disposition**

| Service Exit | Number | Percent |
|---|-----------|---------------|
| Still in ILPC Service | 10 | 16.7% |
| Youth Turned 21 | 8 | 13.3% |
| Youth's Maximum Benefits Exceeded | 9 | 15.0% |
| Youth No Longer Participating - Dropped Out | 8 | 13.3% |
| Youth, Under age 21 self-sufficient; no longer requires assistances | 23 | 38.3% |
| Transferred to IETV, post-secondary financial aid | 2 | 3.3% |
| Total | 60 | 100.0% |

The number of youth who have accessed Chafee Housing so far in FFY10 has increased by 74 percent compared to the same time period last year (October – March). The median number of months a youth has accessed Chafee Housing has remained constant (6.52 versus 6.89 last year). The significant increase in number of youth accessing the Chafee Housing stipend may be attributed to the poor economy. Many youth on Chafee Housing are unemployed or underemployed – working part-time for less than livable wages.

The number of youth who transferred from Chafee Housing to the ETV program appears to be under reported. It may be that workers are coding youth as “self-sufficient, no longer requires assistance” because they no longer have a need for housing funds due to accessing financial aid. These coding questions will need to be researched.

Planned:

No program changes are anticipated in providing services to former foster youth. Service closure coding will be an area that needs researched and improved training so the proper coding is selected. Service closure coding will change with the implementation of OR-Kids. Service coding in general is an OR-Kids area that is yet to be finalized. A formal training plan will be crafted once the OR-Kids system is finalized. See Chafee **Attachment 2.b** for housing goals and objectives.

GOAL: *Increase awareness of other state’s ILP contact information and services to improve out-of-state transitions.*

Achieved:

This goal is being achieved through the Youth Transitions Training. Staff is informed that a list of state ILP Coordinators is available by request from the ILP Desk.

Planned:

One component of this goal has not been completed. The list of state ILP Coordinators was to be included as an Appendix to the DHS Procedures Manual (Chapter IV, Section 29). Instead of providing a PDF file as an appendix, DHS will provide in a tip box, the National Resource Center for Youth Development’s website link to the list of state ILP coordinators. This goal will be completed by June 2011.

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).*

Achieved:

This goal is currently being explored by the ILP State Advisory Committee's Outreach workgroup. Completion dates range from October to December 2010. See Section H of the Chafee Report for further details regarding activities accomplished.

Planned:

Additional details are listed on the Goals and Objectives form for the Expand Outreach to Former Foster Youth workgroup (Chafee **Attachment 2.e**) and in Section H below.

6. Chafee Education and Training Vouchers

The ILP Desk administers the ETV program, in collaboration with the Oregon Student Assistance Commission (OSAC). This collaboration with another Oregon State entity has significantly helped in limiting administrative costs and efficiency as well as streamlined access and outreach opportunities to potential youth.

OSAC has enabled DHS to implement an electronic application process for youth and young adults. This process has allowed DHS to quickly review applications to determine eligibility, access the OSAC Portal to update a youth's status, and for OSAC to notify the schools of a youth's status. The electronic application has streamlined the notification process and allowed more applicants to access the Chafee Education and Training Vouchers. The OSAC Portfolio Coordinator and IT staff have provided top-quality support and response to the needs of DHS and the students. The OSAC staff is continually improving the electronic application and coordination with DHS. The OSAC Portal has also assisted DHS to ensure no youth receives more than \$5,000 per academic year.

DHS was provided a "thank you" award at the OSAC 50th Anniversary event held in September 2009. The award was given in recognition for the exceptional partnership that has been formed between DHS and OSAC. The ILP Desk staff was praised for their accessibility, willingness to creatively

problem solve, and dedication to increasing access to higher education for foster youth.

The specific accomplishments and progress to establish, expand, or strengthen the State's postsecondary educational assistance program are detailed below and in the following statistics for youth who have received Chafee ETV over the last academic year (08-09), the current academic year (09-10) and the upcoming academic year (10-11).

08-09 Academic Year (finalized):

(Maximum Grant award is \$4,000)

ETG OSAC Grants: 272 for a total of \$756,285

ETV DHS Vouchers: 34 for a total of \$20,415.95

(of the 34 vouchers issued, 28 youth also received Grant funds)

Total ETV Awards: 278 recipients for a total of \$776,700.95

187 students were new ETV recipients

Following is a breakdown of the \$20,415.95 in DHS Voucher funds issued:

Tuition: \$6,528.05 Room & Board: \$2,400 Lab Supplies:
\$100

Fees: \$2,055 Housing Start-Up: \$402 Spec Equip:
\$4,767.00

Books: \$3,061.90 Transportation: \$988 Tutor: \$0.00

Other: \$114 (may include day care, medical insurance, moving costs, loan repayment, etc.)

09-10 Academic Year (still in progress):

(Maximum Grant award is \$4,000)

ETG OSAC Grants: 303 (+11.4%) for a total of \$1,001,402

ETV DHS Vouchers: 31 (-8.8%) for a total of \$27,345.52

(of the 31 vouchers issued, 22 youth also received Grant funds)

Total ETV Awards: 312 (+10.9%) recipients for a total of \$1,028,747.52*

186 students were new ETV recipients

* DHS supplemented the Chafee ETV allocation with general Chafee ILP funds.

Following is a breakdown of the \$27,345.52 in DHS Voucher funds issued:

Tuition: \$19,109.35 Room & Board: \$1,523 Lab Supplies:
\$0.00

Fees: \$2,227.96 Housing Start-Up: \$300 Spec Equip: \$250
Books: \$3,091.21 Transportation: \$683 Tutor: \$0.00
Other: \$161 (may include day care, medical insurance, moving costs, loan repayment, etc.)

Total Applicants: 657
Eligible Applicants: 490

Oregon has been able to process and award 63.7 percent of the eligible applications for the 09-10 academic year. This awarding percentage exceeds a goal that DHS set three years ago of awarding 60 percent of eligible applicants. I believe this achievement is directly attributed to both the electronic application process that was implemented in 2007 and including the Chafee ETV on the OSAC Portal in 2008. The electronic application improved the process for youth, streamlined workload for both OSAC and DHS staff, and allowed the data to be shared with OSAC's Portal system. The inclusion of the Chafee ETV on OSAC's Portal allowed OSAC to communicate quicker with schools, and provided DHS with real-time access to a youth's award status. The Portal also allowed DHS-ILP staff to update a youth's eligibility status and include any ETV amounts issued directly by DHS. These improvements have allowed more of Oregon's foster youth to access the Chafee ETV and provided a more timely notification to schools.

10-11 Academic Year (as of 4/12/10):

(Maximum Grant award is \$3,000).

No grants have been issued for the 10-11 academic year. However, we have received 465 ETG Applications. Following is the breakdown of the 465 ETG Applications that have been received:

Eligible Applicants: 364
Pending Applications: 32
Ineligible Applicants: 69

The number of youth accessing Oregon's ETV funds has had increases every year. This year was one of the lowest increases (10.9%) since Oregon began the ETV in 2003. Oregon's ETV awards have increased by 35 percent since FFY08. However, the federal ETV allocation has not kept pace with Oregon's needs. Oregon's federal ETV allocation was decreased by \$61,114 for FFY09. While there is a slight increase in Oregon's ETV allocation for FFY10, this still represents a decrease of \$56,961 from FFY08. It is due to the increased demand and lower federal allocations that Oregon has had to

lower the maximum award for the 2010-2011 academic year to \$3,000 per student.

Following are accomplishments and progress on the goals set during the five year strategic planning session.

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:

This goal is currently being explored by the ILP State Advisory Committee's workgroup. Completion dates range from October to December 2010. In addition to the workgroup's findings and recommendations, DHS will continue to partner with OSAC and ASPIRE to provide training opportunities for DHS staff and supportive adults at the ASPIRE Fall Conference. The ASPIRE Foster Youth Trainings will also continue as a method of informing foster youth. The Annual Teen Conference provides a workshop each year regarding post-secondary education and financial aid.

DHS obtained copies of the "Opportunities" Book for all ILP Providers and DHS offices. The Opportunities Book provides students with valuable tips to help them choose a college, fulfill admissions requirements and apply for financial aid. The Opportunities Book also contains up-to-date information about entrance exams, test dates, admissions profiles, and costs for many Oregon colleges. This book has become a favorite of ILP Providers and youth. The ILP Desk also provides free copies at events where the ILP is hosting a display table.

In May 2010, two Family and Human Services Program students choose as their senior project to provide a workshop for foster youth who are interested in attending college. The two students have partnered with their local ILP Provider, Looking Glass Youth and Family Services, to prepare for the training and conduct outreach to foster youth. The results of this training are not available at this time.

Planned:

DHS will continue to our partnership with OSAC and ASPIRE, as well as continue to distribute the Opportunities Booklet. Additional details will be available once the workgroup completes their review and provides

recommendations or achieves the objectives and goals set (see Chafee **Attachment 2.d**). Projected completion date range: September to December 2011.

GOAL: *Improve access, retention, and completion rates for foster youth.*

Achieved:

This goal is currently being explored by the ILP State Advisory Committee's workgroup (see Chafee **Attachment 2.d**). Completion dates range from September to December 2011.

Planned:

It is difficult to determine retention and graduation rates as Oregon does not have a method for tracking whether the youth is no longer accessing the ETV due to graduation, moving out of state, or dropping out of school. Unfortunately, the DHS confidentiality rules make it difficult to partner with OSAC to obtain better data on the graduation rates for former foster youth. Oregon will work to overcome this barrier to tracking post-secondary retention and graduation rates. As mentioned in section 3 of this report, the creation of the NYTD tracking system will help to determine retention and completion rates. This will provide a baseline to measure the results of efforts toward improvement.

GOAL: *Conduct outreach to increase public awareness regarding the need for additional financial support for foster youth's postsecondary education and training costs.*

Achieved:

This goal is currently being explored by the ILP State Advisory Committee's workgroup (see Chafee **Attachment 2.d**). Completion dates range from September to December 2011.

The OSAC announced a new Oregon Spirit Scholarship in September 2009. The scholarship will serve talented but underserved Oregon students, including: former foster youth, nontraditional students (ages 25+), single parents, first-generation students, and students from economically depressed communities. The first scholarships will be awarded in the Fall for the 2010-2011 academic year.

The OFYC had plans to conduct outreach to raise awareness of the DREAM Scholarship for Foster Youth. A flyer was created in partnership with the OFYC. The ILP Coordinator has distributed copies via her e-mail contact list. However, further outreach has been tabled by OFYC at this time.

Planned:

Create a workgroup to determine the most efficient and effective method for conducting outreach to foundations, the business community, and others with the resources to donate to the DREAM Scholarship for Foster Youth. OSAC will be involved in the discussions.

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

Achieved:

Due to other priorities, the ILP Desk has not been able to continue this work at this time. The ILP Desk has become aware of a couple of colleges that are interested in or are providing supports for foster youth (Western Oregon University, Portland Community College).

Planned:

The ILP Coordinator and Youth Transition Specialist will attempt to incorporate a visit to each college/university campus when traveling across the state to complete the IL Program Reviews over the next 18 months. The ILP Desk will also ask ILP Contractors for their assistance in conducting outreach to their local college and university. The ILP Desk plans to compile the information in an easy to use reference guide for students. The guide will help youth understand each school's financial aid process and potential follow-up questions to ask to ensure speedy processing of their financial aid package. See Attachment 2.d for further details. Projected completion date range: September to December 2011.

GOAL: *Create programs on campus that allow foster care alumni a place to meet to obtain up-to-date information on services and supportive programs available, and to become mentors for new alumni on campus.*

Achieved:

As previously mentioned, the OFYC Past-President has begun work on a pilot at the University of Oregon called Campus Connection. Due to

competing projects and deadlines, this project is in a holding pattern at this time (see Chafee Attachment 2.d).

Planned:

The plan is to continue work on the Campus Connection over the summer by recruiting passionate students as mentors for the Fall. DHS will continue to assist OFYC to move the Campus Connections project forward. This will be an on-going project. Completion dates may vary based on OFYC member availability and events beyond DHS control. A projected implementation date is October 1, 2010. The goal is to have this pilot in progress at the start of Fall Term.

GOAL: *Establish an ETV Resource staff and/or primary contact for information and referral.*

Achieved:

This goal is currently being explored by the ILP State Advisory Committee's workgroup. Completion dates range from October to December 2011. The ILP Coordinator, ILP Fiscal Assistant, and OSAC Portfolio Coordinator are currently attempting to fill this role. During the Fall of 2009, these three staff fielded numerous calls and emails from students whose financial aid had been withheld or delayed for a variety of reasons. These staff helped youth track down reasons for the delays, guided students through the process to successfully receive their financial aid awards, and provided resources or suggestions to help youth until their financial aid was released. However, these three staff fill this role in addition to their regular duties, this results in delays and duplicate efforts.

A new resource this academic year (4/27/09) is the Oregon Adult Learner College Line. Potential adult learners (18+) who call a toll-free line will be able to speak to a trained resource specialist who can help them identify next steps in pursuing skills or a degree in an Oregon college or university. The toll-free line is possible due to the College Access Challenge Grant obtained by the Oregon University System.

Planned:

DHS will continue working with OSAC to find funding or an existing program that will employ an ETV Resource staff to conduct outreach to ETV or ETG (ETV/G) recipients to provide support, information and referral to needed services or supports. As this past year has indicated, this

is an essential service that can help ensure a student's success. A designated ETV Resource staff would also be able to build relationships and collaborations with financial aid administrators that would result in fewer delays and increased student access, retention, and completion rates.

GOAL: *Conduct outreach and informational mailings to organizations that former foster youth may frequent (Self Sufficiency Program, Employment Department, Transitional Living Programs, etc.). Until an ETV Resource staff is hired, continue to provide informational mailings to school districts and post-secondary education or training institutions.*

Achieved:

This goal is currently being explored by the ILP State Advisory Committee's Post-Secondary workgroup. Completion dates range from October to December 2011. The ILP Desk has been conducting mailings to schools (secondary and post-secondary) for several years. This practice will continue.

Planned:

The ILP Desk will research funding sources for printing posters to display in areas that former foster youth frequent. Further activities will depend on the recommendations of the workgroup (see Chafee Attachment 2.d).

7. Services to youth who, after attaining 16 years of age, have left foster care for kinship guardianship or adoption.

Achieved:

Oregon had not established a specific goal for this area. However, this federal requirement was one of the driving forces that prompted Oregon to adjust Chafee ILP eligibility criteria. Effective September 2009, in order for a youth to retain eligibility to age 21, the youth must have left a substitute care placement at age 16 or older, with at least 180 days of substitute care placement services since age 14 or older. This eligibility criteria allows a youth to retain eligibility for most ILP services regardless of the reason for exiting child welfare substitute care after age 16. Therefore, youth who exit foster care for kinship guardianship or adoption are eligible for all ILP services except housing services (Independent Living Housing Subsidy or Chafee Housing).

The ILP Desk has also been informing staff and community partners of the College Cost Reduction and Access Act of 2008. This Act includes a definition of “independent student” for the purpose of determining financial aid and a family’s estimated financial contribution (EFC). The definition added emancipated minor and being in a legal guardianship, as well as adjusting the language to reflect “orphan or ward of the court, or in foster care at any time on or after 13 years of age.” This Act is being referenced during the Youth Transition Policy training and NetLink.

Planned:

The Foster Care Unit has plans to create a teen services chart to increase awareness of services and to assist all teens (and their supportive adults) to understand the services available through the Department’s Child Welfare system. Projected completion date is March 2011.

B. Service collaboration activities achieved in FFY 2010 and planned for FFY 2011 with other Federal and State programs:

Achieved:

Collaborating with other community systems and service providers is a matter that each local area must contend with on a daily basis. As the economy collapsed over the past few years, local communities have found creative ways to provide services in a collaborative manner. Clackamas County is a good example of this effort. What began as teen stakeholder meetings several years ago, with average attendance of 15 people, has evolved into the Youth Services Provider Network (YSPN) of Clackamas County. The YSPN email group now includes 225 people. The YSPN averages 30-40 people in attendance at monthly meetings. The network is now coordinated by a steering committee and is widely used to disseminate information throughout the county. Because of DHS’ involvement in the network Clackamas County had more than 20 adolescents in foster care employed last summer through the WIA Youth Services program (funded by ARRA funds). The YSPN also assisted approximately 80 youth to receive some type of public assistance.

District 3 is collaborating with an array of state and federally funded entities as well as local non-profit and faith based organizations on the Youth Transitioning Out of Foster Care Project as follows:

- Catholic Community Services
- Chemeketa Community College
- Marion County Citizens' Review Board
- Court Appointed Special Advocates, Marion County
- Department of Human Services, District 3 (Marion, Polk & Yamhill Counties)
- Foster Parents
- Foster Youth – Forever Home Youth Council
- Marion County Health Department
- Independent Living Program, Marion County
- Marion County Children and Families Commission
- Willamette Education Service District (Schools)

Follow is a summary of the project as provided by Larry McMurray, Project Champion: The Youth Transitioning Out of Foster Care project is sponsored by the Family System Investment Consortium of Marion County and was proposed by Jim Seymour, Catholic Community Services; Maureen Casey, Willamette Education Service District; and Rene Duboise, District 3, DHS District Manager. The Project purpose is “To identify and implement recommendations that will contribute to improved policy and practice, and outcomes at the local, state and national levels in support of youth transitioning out of foster care.”

The project’s recommendations and action steps come from the August 2009 “Searching For Hope” youth convening and from the work of the Transition Out of Foster Care project. They are developed to encourage a team approach by partners (including but not limited to DHS, ILP workers, Judges, foster parents, Court Appointed Special Advocates [CASA], and other supportive adults) to support full implementation of the revised Youth Transition Policy [OAR: 413-030-0400 thru 0460] and improve outcomes for youth transitioning out of foster care in Marion, Polk and Yamhill Counties. The recommendations also support the need for all youth in foster care to begin a planned process of informal life skills training at least by age 14 and that they be referred to ILP services as soon as it is appropriate. That youth and the adults working with them be well supported and well informed regarding life skills preparation and transition resources.

Oregon’s model for life skill service provision includes non-profit agencies in each community. This model promotes collaborations at the local level. ILP Contractors are not only expected to provide life skills training, but also

connect foster youth with other youth serving agencies in the community, as well as state and federal agencies (Department of Motor Vehicles, Social Security Office, Housing Authority, Vital Records, Postal Services, etc). Details regarding ILP Contractors' partnerships with youth serving organizations and state agencies is available in the ILP Contractors Annual Report (Chafee **Attachment 4**).

The ILP Coordinator continues to participate in the Oregon Network for Youth (ONFY, formerly known as the Oregon Homeless and Runaway Youth Coalition) meetings. The Foster Care Manager also continues as a member of the Runaway and Homeless Youth steering Committee. DHS and the Commission on Children and Families submitted a joint proposal for a rural ILP/TLP grant. Unfortunately, the proposal was not selected for funding.

The ILP Desk has also helped to distribute information regarding the HOST Youth & Family Program Transitional Living Program for homeless and runaway youth in District 3, and New Avenues for Youth's employment training sessions. The ILP Coordinator also includes the federally funded Homeless and Runaway Youth (HRY) Programs in her group e-mail notices. This allows the HRY programs to remain up-to-date regarding changes in ILP services, eligibility, and opportunities for youth involvement. Community Works, the ILP Contractor serving Jackson and Josephine Counties, continues to provide life skills training classes to a combined group of ILP youth and HRY Transitional Living Program (TLP) youth.

The ILP Coordinator is a member of the OWIB Youth & Education Committee. The ILP Youth Transition Specialist is a member of the Oregon Commission on Children and Families' Positive Youth Development Alliance Coordinating Team. One of the Foster Care Coordinators is a member of Oregon's Shared Youth Vision Team. Other entities the DHS Foster Care Unit are collaborating with include: Casey Family Programs, Oregon Commission on Children and Families (PYD, CASA, Runaway & Homeless Youth), FosterClub, Community Colleges and Workforce Development, Oregon Foster Parent Association, Oregon Foster Youth Connection, Oregon Student Assistance Commission, other DHS agencies (Self Sufficiency Programs, Vocational Rehabilitation Services, Senior & People with Disabilities, Adolescent Mental Health, Department of Medical Assistance Programs) and private businesses (i.e. Frito Lay, property management companies, developers, other private businesses).

Planned:

The ILP Coordinator will continue partnering with the Oregon homeless and runaway youth providers, OSAC, and other organizations to improve services for foster youth. The Youth Transition Specialist will continue working with the Commission on Children and Families – Positive Youth Development advisory committee. The Foster Care Coordinator will continue as a member of Oregon’s Shared Youth Vision team.

C. Specific training that was conducted during FFY 2010 and planned for FFY 2011 in support of the goals and objectives of the States' CFCIP.

GOAL: *Have a cohort of trainers available to provide Ansell-Casey Life Skills Assessment training.*

Achieved:

This goal has been achieved. A combination of DHS staff, ILP Contractors, PSU Partnership staff and Independent contractors (12 people total) were trained and certified as ACLSA trainers in January 2010. One additional ILP Provider became Certified in March through an opportunity offered for homeless and runaway youth (HRY) providers. Several ACLSA trainings have occurred and more are scheduled for the next two months. The struggle has been locating facilities in local areas that have computer labs. Colleges and universities cannot spare their computer labs for a full day of ACLSA training (until June). The goal is to attempt to complete training across the state by September 2010.

Planned:

ACLSA training will continue through August. If areas remain to be trained after that time, they will be scheduled after January 1, 2011. Once all counties have received training, ACLSA training will be available for new caseworkers and ILP Providers on an as needed basis.

Additional Training Conducted:

As mentioned previously, the Foster Care Unit is currently conducting training on the new Youth Transition Policy. All counties should have received training by September 1, 2010. Ongoing YTP training will continue to be offered via NetLink on a quarterly basis for new staff and community partners.

Following are additional trainings that DHS conducted in coordination with other agencies:

6/10/09, OR-Kids overview and introduction, Salem and statewide (VCON). This demonstration included the Youth Transitions tab which will track ACLSA completion and capture a youth's transition plan (T2) goals.

8/18/09, Searching for Hope – a one-day conference focused on helping the community (District 3) support success and better outcomes for teens transitioning into adulthood from foster care. Youth and adults were invited to attend this event. Sponsors: Catholic Community Services, Chemeketa Community College, Forever Home Youth Council, Marion County CASA, Marion Co. Children & Families Commission, Marion Co. CRB, Marion/Polk/Yamhill Co. Foster Parents, DHS District 3, Willamette Education Service District.

10/27/09, ICWA Conference – brings together DHS staff, the Tribes and community partners to learn about Native American history in Oregon, receive updates to the ICWA requirements, general foster care updates, understanding Indian identity, to hear from elders and youth, and to experience cultural activities to help build understand. The ILP Coordinator partnered with the Confederated Tribes of Grand Ronde to host a teen panel presentation.

11/10/09, Shoulder to Shoulder Conference – is Oregon's main child welfare event of the year. This conference brings together social workers, judges, CRB, CASA, service providers, advocates and others interested in improving the child welfare system. Workshops ranged from judges panels to mental health to foster home recruitment. Nancy Keeling facilitated a teen panel which discussed permanency and transitioning to adulthood and self-sufficiency. There were several display tables including the ILP Desk, OFYC, CASA, Job Corp and others.

1/22/10, Let's Talk About Court – an orientation about court for youth in foster care. This training for youth was held at the Washington County Juvenile Court in Hillsboro. Youth heard from a judge, attorney, and a CASA about who is at court hearings, what happens at court hearings, and how you can be involved in your court hearings. Sponsor: Oregon Judicial Department.

1/27/10, Washington County Foster Care Summit – provided DHS staff, child welfare advocates, school representatives, foster parents, faith leaders and other concerned citizens the opportunity to discuss how to improve the safe return of children to their parents and how to improve the lives of children who remain in foster care. Sponsors: Casey Family Programs, DHS, Washington County Commission on Children and Families.

4/2/2010, Implicit Bias & Family Engagement – provided participants with information on how to identify and minimize personal implicit biases and eliminate disproportionality through self-awareness strategies and quality family engagement. Sponsors: Juvenile Court Improvement Project, Casey Family Programs, Oregon DHS, The National Council of Juvenile and Family Court Judges, and the Children’s Trust Fund of Oregon.

4/5/10, Adolescent Sexuality Conference – held in Seaside provided participants (youth and adults) with a variety of workshops regarding healthy relationships, cutting edge curriculum, STDs, etc.

4/22/10, Citizen Review Board Conference – A panel of four youth presented their views of how to make the review process more youth friendly. The panel was well received.

5/15/10, Walk Me Home – event to raise awareness of foster care and in celebration of Foster Care Month. Several DHS staff in three counties participated in the walk. Sponsor: Oregon Foster Parent Association

Following is a list of teen related training provided by the Portland State University (PSU) Child Welfare Partnership:

- **Ten Tips for Parenting Teens**, Jennifer Scholes: January 2009: Linn County, April: Wasco Co., May: Lane, June: Jackson, July: Multnomah, August: Klamath Falls, September: Umatilla, October: Baker, Douglas, February 2010: Marion
- **Common Mental Health Disorders in Teens**, Sarah Duval: April 2009: Multnomah, August: Lane, September: Clackamas
- **Creating Positive Behaviors in Teens**, Gary & Jean Lasater: January 2009: Douglas, February: Marion, January 2010: Hood River, March: Washington
- **Common Mental Health Disorders**, Sarah Duval: July 2009 (via NetLink)

- **Preparing Teens for Adulthood**, Kathy Nordahl: April 2010

Trainings and events sponsored or provided by DHS ILP:

- 6/15/09, **Native Teen Gathering** hosted by the Confederated Tribes of Grand Ronde. Approximately 25 youth (ages 14 – 20) participated in the two day event.
- 6/22/09, **Annual Teen Conference** hosted by FosterClub. Approximately 85 youth (ages 17 – 20) from across the state participated in the four day event.
- 6/24/09, **Camp To Belong NW** – the ILP Youth Transition Specialist assisted with the Independent Living Curriculum/Seminar and served as a camp counselor. The ILP provided funding for 10 teens to attend.
- July – August 2009, **Teen Retreats** – hosted by The Inn-Home. Four regional locations, approximately 125 youth (ages 14 -16) participated.
- 9/5/09 – **OFYC Retreat** – OFYC members were trained on strategic sharing, the OFYC mission, and conducted strategic planning for the next year. Sponsors: Children First for Oregon (CFFO) and DHS.
- September – October 2009, **ASPIRE Foster Youth Training**. Three regional trainings provided foster youth with a six-hour workshop on the benefits of continuing their education and training, being competitive in the search for scholarships, general financial aid, and supports on college campuses. Each training included a campus tour.
- 1/13/10, **Internet Safety** – co-presented by Mark Schwier and the ILP Youth Transition Specialist. This training provided staff and foster/adoptive parents important tips regarding keeping youth safe while accessing modern technology (internet, cell phones/texting, social networks, e-mail/chat/IM, webcam). Participants in the two trainings provided included 31 foster/adopt parents and 4 DHS staff. Plans are to conduct two more NetLinks in June or July 2010.
- 1/26/10 – **ACLSA Certification** training. DHS partnered with the National Resource Center for Youth Development, University of Oklahoma to conduct a 3-day training that resulted in 12 people becoming Certified ACLSA trainers.
- 2/17/10, **CPAT Meeting** – ILP Coordinator presented on the new Youth Transition Policy requirements and ILP eligibility changes. The Foster Care Assistant Manger presented on the APPLA and Relative rule changes. Catherine Stelzer presented on the upcoming Permanency Roundtables.

ILP Provider Training/Meetings

- Bi-Monthly ILP Provider Meetings – the ILP Contractors meet every other month to network, discuss current challenges, learn of upcoming changes or events, and mentor each other. The ILP Coordinator has a standing slot on the agenda to provide updates or clarification regarding contract expectations and DHS policy or procedures.
- ILP Desk staff provides technical assistance to DHS staff and ILP Contractors on a daily basis. The ILP Coordinator conducted approximately 10 meetings with a variety of ILP Programs. When necessary the ILP Coordinator will conduct branch trainings or meetings to clarify policy requirements and procedures.
- In September 2009, the ILP Coordinator and ILP Fiscal Assistant assisted the providers conduct a “match” training. Allowable donations and contributions as well as clarification of federal guidelines were discussed.
- An October 2009, an ILP Provider Retreat was held in Lane County (Eugene). Workshops included: Subsidy & Chafee Housing, Ideas for Group Activities, Strategic Planning, Family Finding, Ford Scholars Program, Youth Transition Policy overview, and the NYTD Survey. Approximately 18 of the 20 ILP Contractors were represented at the Retreat.

Display Tables

August – Search For Hope, District 3, Salem

November – Shoulder to Shoulder Conference, Portland

November – Governor’s Summit on Eliminating Disproportionate Minority Contact in Juvenile Justice & Child Welfare Systems

Additional Training Planned:

Training will occur regarding the new Chafee Medical Program for youth who age out of the foster care system. The ILP Youth Transition Specialist will incorporate this new service into the existing YTP training. However, additional training needs to be conducted. Initial training is being conducted with the Federal Revenue Specialists (FRS). Plans are underway to inform the DHS District Managers, Child Welfare Program Managers and DHS staff caseworkers. Branch offices will need to determine a method for ensuring caseworkers are informing their FRS of pending case closures. This will be a vital component in ensuring youth receive medical coverage. The Chafee Medical enrollment form will be added to the items needed for the Requirements at Independence portion of Policy I-B.2.3.5, Youth

Transitions. The ILP Providers will also be updated at the June ILP Provider meeting.

The District 3 Youth Transitioning Out of Foster Care Project intends to host a one-day gathering in the Fall to inform partners of the needs of foster youth and of the resources available. The ILP Desk will host a display table at this event and assist with informing teens of the opportunity to attend.

The ILP Providers will host the third annual ILP Provider Retreat in October 2010. The retreat will be held in Bend at the Environmental Center.

The Foster Care Unit will continue to work with the PSU Child Welfare Partnership to increase teen related training to both DHS staff and foster/adoptive parents.

D. 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 have any future plans to participate in trust accounts using Chafee funds.

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

GOAL: *Involve youth in workgroups and program planning to achieve the five year program goals.*

Achieved:

Oregon continues support for the FosterClub All-Star program. The Oregon FosterClub All-Star is expected to participate as a member of the Oregon Foster Youth Connection (OFYC) and ILP State Advisory Committee (as his or her schedule allows). As a member of the State Advisory Committee, the All-Star will be working directly on the goals of the five year plan. The Oregon All-Star is also urged to participate in teen panels and staff training whenever possible.

Several of the OFYC leadership team and members have been included on policy and DHS Procedure Manual work groups. Over the past year, OFYC members have reviewed and provided feedback on the DHS rules for

driver's education/driver's licenses, and technology use (internet, cell phones, social networking sites). DHS-ILP has assisted the OFYC to connect with and present to CASA, CRB and other community partners. In November, four OFYC members and one additional youth (Confederated Tribes of Grand Ronde) comprised the teen panel that presented at the Shoulder to Shoulder Conference in Portland.

At least one OFYC member is a member of the ILP State Advisory Committee (SAC). As a member of the SAC, the OFYC has had input into each of the workgroups over the past year. The ILP Coordinator and ILP Youth Transition Specialist attend monthly OFYC meetings (alternating participation). The ILP Coordinator and Youth Transition Specialist are considered supportive adults to the OFYC.

Planned:

DHS is committed to including youth voice to help improve the foster care system. As mentioned previously, DHS is currently collecting survey responses from foster youth regarding the transition services they view as most valuable. These responses will be used to help prioritize ILP services and budget categories. Each ILP State Advisory Committee workgroup has been asked to include youth whenever possible. Each workgroup has also received the Youth Speak document created at the prior Annual ILP Teen Conference (see Chafee Attachment 6). Efforts will continue to include youth from various counties, cultures, and backgrounds on DHS workgroups and in program planning.

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

Achieved:

Oregon continues to provide a small amount of funding (\$4,000) for the Oregon Foster Youth Connections (OFYC). The OFYC is an advocacy group consisting of current and former foster youth between the ages of 14 to 24 (approximately 75 members). The group is still in it's infancy at only two years old. This group will be one to watch in the future. Additional information on OFYC can be obtained at their website: <http://www.oryouthconnection.org/>. In an attempt to boost participation at OFYC monthly meetings, members receive a \$25 gift card for every third full-group monthly meeting they attend.

Planned:

DHS will continue to work with the OFYC to determine the best methods for outreach and engagement of teens in care and former foster youth. This will be an on-going goal over the next several years. DHS has informed the OFYC that plans are to decrease funding over the next couple of years, as the OFYC is able to engage in fundraising activities for their projects.

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

Achieved:

The DHS-ILP Youth Transition Specialist includes a teen panel (of local youth) as a component in the Youth Transition Policy trainings. The Youth Transition Policy training is being rolled-out across the state. Also included in the training is a digital story by an Oregon former foster youth discussing the need to partner to ensure that a youth's voice is included in their transition planning.

The 2009 Camp-to-Belong NW Coordination Team included several junior youth counselors who were former camp participants themselves. Oregon includes and transports several junior youth counselors each year to assist with planning and hosting the Camp.

In October 2009, a teen panel presented "Hey, Listen Up!" This was a general session discussing the benefits of teens attending the Native Teen Gathering. The discussion then transitioned into supportive relationships and family connections. Youth provided tips for caseworkers (both Tribal and DHS). The teen panel was very well received.

The OFYC members are very active in efforts to improve the foster care system. The OFYC President was selected to receive the 2009 Outstanding Adult Volunteer award by the Governor's office for her work "to give voice to the over 15,000 Oregon children in foster care." Another member was appointed by the Governor as a member to the Task Force on Disproportionality in Child Welfare. The same young man also created a digital story in 2007 that has been used in a variety of settings. DHS is planning on using the digital story in training to provide a context for caseworkers on the importance of permanency for children in care. Two other OFYC members received the Governor's Minority YOUTH Awards (**Y**outh **O**vercoming **d**iffic**U**lt **T**imes and **H**ardship) for overcoming

adversity and volunteer work in their community. One of these youth was also recognized for her role in establishing the District 2 Child Welfare Youth Advisory Council and her participation in cultural activities, church groups and community service projects. The young lady was also selected to share her story at the National American Indian Conference on Child Abuse and Neglect held in Portland, Oregon, in April 2010.

Several OFYC members attended the Oregon Student Assistance Commission's (OSAC) 50th Anniversary Gathering. One of the members (a recipient of OSAC and ETV scholarships) thanked the OSAC staff and contributors for their work to improve access to post-secondary funding for foster youth. Three OFYC members and one additional foster youth co-presented with the ILP Coordinator at the annual ASPIRE (Access to Student-assistance Programs In Reach of Everyone) Fall Conference in September 2009. The teen panel advised ASPIRE mentors of the struggles foster youth face with completing their education, how they learned about post-secondary options, and what influenced their decision to continue their education. The teens also assisted with informing participants of the ILP services available to youth and how they can support youth with post-secondary education or training.

A foster youth in Jackson County was instrumental in moving the OFYC to advocate for fair and standard criteria for foster youth to obtain a driver's license. As mentioned above, the OFYC members assisted in the DHS policy workgroup on driver's licenses. Procedures for caseworkers are being finalized during May 2010. The advocacy efforts of the OFYC also impacted legislation that led to Oregon Department of Transportation (ODOT) funding for driver's education courses for foster youth. To ensure that all current and eligible former foster youth have the opportunity to access a driver's education course, the ILP Desk has set aside \$25,000 for those youth who do not meet the ODOT eligibility criteria.

OFYC and DHS partnered on a variety of activities for National Foster Care Awareness Month in 2009. The main activity was a Duffle Bag. A few DHS offices volunteered to be "drop" sites. DHS provided approval to use Central Office conference rooms on Saturday, May 30, 2009, to host a duffle bag stuffing party. Over 300 duffle bags were stuffed with deodorant, socks, toothbrush/tooth paste, travel kits, sleepwear, small stuffed animals, and candy. Each OFYC member present wrote a personal note of encouragement to go along with the bag. The bags were then distributed

across the state to various first responders (police stations, fire departments, and DHS offices) for use when bringing a child or teen into care. OFYC partnered with FosterClub, Inc. on another Foster Care Awareness activity – a “viral campaign” using jokes that began with “you know you’re a foster kid when...” This video was posted on UTube. DHS is currently assisting the OFYC with their plans for the 2010 Foster Care Awareness campaign.

A panel of four OFYC members presented at the CRB Conference held in April 2010. Youth presented their views on how to engage youth and improve the review process. Eighty-five (85) youth participate in the annual ILP Teen Conference “Youth Speak” activity. This activity allows youth to work on approximately six areas of concern. Youth discuss their concerns and recommendations for improvements over three days. Each group creates a skit, poem, rap or other method for reporting their recommendations to a VIP Panel. In 2009, the VIP Panel consisted of the DHS-ILP Coordinator, Oregon’s FosterClub All-Star (age 19), the OFYC President (age 21), a Judge, a Treatment Program Director and the local DHS District Child Welfare Program Manager. See Chafee **Attachment 6** for details on the youth’s recommendations. The recommendations have been shared at several trainings and conferences. Each of the ILP State Advisory Committee workgroups have been provided a copy of the recommendations to consider as they move forward with planning.

In the spring of 2009, DHS partnered with PSU to conduct youth focus groups regarding permanency. Rural and urban ILP Providers assisted with outreach to youth and hosting the focus groups. A total of 37 youth between the ages of 14-22 participated. Participants were asked about their understanding on a variety of permanency options (subsidized guardianship, adoption & long-term foster care). The youth were also asked what permanency meant to them. Some youth reported they felt a real sense of permanency in foster care, and others reported just the opposite. Particularly significant was many of the youth in stable, long-term foster care arrangements said that their care givers had considered other permanency options, but the loss of benefits associated with foster care, including college tuition, case management, and funding for extracurricular activities had a considerable effect on their decision to maintain the permanent foster care placement. The Executive Summary of the project is attached (Chafee **Attachment 7**).

Oregon included a youth in their cohort of people trained as Certified Ansell-Casey Life Skills (ACLSA) Trainers. A Confederated Tribes of Grand Ronde former foster youth, age 19, is under contract with DHS to provide ACLSA training to DHS and Tribal staff, ILP Providers, and foster parents. It is our understanding that he may be one of the first youth to become a Certified ACLSA trainer. Oregon plans to involve the young man in training foster youth on the importance of completing the ACLSA and planning for their future. Plans are to incorporate this training at the upcoming Native Teen Gathering, ILP Teen Conference and ILP Teen Retreats.

Planned:

DHS views youth as valuable partners in achieving the goals of the five year plan. DHS will continue to work closely with the OFYC and other foster youth in agency efforts to improve ILP services and the foster care system as a whole.

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

The Oregon Legislature passed House Bill 3664 in February 2010. HB3664 will allow Oregon youth who age out of foster care to continue receiving medical coverage until their 21st birthday. The legislation allows youth who age out of substitute care to be considered “categorically needy.” The program was implemented on May 1, 2010. Unfortunately, the program is not retroactive; only those youth who age out of care after May 1, 2010, will be eligible. The implementation team issued a statewide Information Memorandum, is distributing flyers, is planning training, and other outreach materials to inform DHS staff, foster youth, foster parents, ILP Providers, and other community partners. The ILP Coordinator has informed ILP Contractors of the new service.

G. 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:

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:

The ILP Coordinator has discussed the program services available through the CFCIP with Tribes at the Quarterly ICWA meetings, annual ICWA Conference, “N8V” Summit (for more details see the Tribal Collaborations section of this report), and at the annual ILP Native Teen Gathering. The ILP Coordinator has also held individual meetings with several Tribes. The ILP Coordinator attempts to attend each Quarterly ICWA meeting whether she is on the agenda or not. The ILP Desk was able to provide funding to purchase refreshments for the ICWA Quarterly held in June 2009. The ILP Coordinator has built a good reputation with the Tribes and is considered by the Tribes to be responsive to their needs. The ILP Coordinator has made visits within the past year to the following Tribal Offices: Confederated Tribes of Warm Springs, Confederated Tribes of Grand Ronde, and Confederated Tribes of the Umatilla Indian Reservation.

Planned:

Visits to the remaining six Tribal offices are planned for the next nine months. While discussions have occurred and relationships have been built with Oregon’s nine federally recognized Tribes, more effort is needed to make in-person, on-site visits with each Tribe. This can be difficult given that many Tribes are short staffed and the ILP Desk’s workload is at times overwhelming. One process that will aid in achieving this goal is the upcoming ILP Program reviews. Each Tribe will be asked to participate in the focus groups discussing the local ILP Contractor’s services and communication regarding the youth they serve. The ILP Coordinator will attempt to schedule a separate meeting with the Tribe to coincide with the local ILP Contractors program review. This will minimize extra travel and maximize the ILP Coordinator’s time while out of the office.

The Native Teen Gathering has been a very helpful instrument for the ILP Coordinator to build relationships with the Tribes. Each year a different Tribe is approached to host the Gathering. The contracting, planning, outreach, and registration process creates an atmosphere of collaboration. This event provides an opportunity for strengthening existing relationships and to begin building relationships with new Tribal staff. Additional details regarding the Gathering are listed below.

Each Tribe has or will be invited to attend the Youth Transition Policy/ILP training when it is in their area/county. The ILP Youth Transition Specialist has invited the local Tribe's Indian Child Welfare (ICW) Supervisor or ICWA Representative (and their staff) to participate in the trainings. This training provides information regarding the new DHS Youth Transition Policy and new ILP eligibility requirements. This training also discuss the various transition planning forms, services and tools available to assist foster youth with their transition out of foster care. The Confederated Tribes of Grand Ronde has graciously offered to host an ACLSA training, offering use of their computer lab. Plans are currently underway for a joint Grand Ronde and Polk County DHS staff training (scheduled for 6/10/10).

2. Efforts to coordinate the programs with the Tribes.

When the Chafee Grant was first implemented, the ILP Coordinator met with the Tribes at a quarterly ICWA meeting and obtained their input on how to best meet the needs of their youth. It was decided at that time that two Native American specific ILP Contracts were necessary - one with the Confederated Tribes of Warm Springs and the other with the Native American Youth and Families Association (NAYA, now the Native American Youth and Family Services). The Tribes also decided that Native American youth in other areas could be referred to the existing ILP Contractors serving DHS foster youth.

Each Tribe has access to ILP Discretionary funds, similar to the DHS Districts. Each Tribe is allocated \$1,400 of ILP Discretionary Funds to assist with their teens' plans for transition. The larger Tribes have accessed the ILP Discretionary funds for their teens. However, some of the smaller Tribes either don't have ILP eligible teens or have not found it necessary to access the funds. The ILP Coordinator provides regular updates regarding the amount of funds remaining, types of costs allowable, and how to access the funds.

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 and all DHS foster youth (age 14 – 20).

All youth in substitute care, eligible for ILP, on 9/30/09: 2341
Native American youth in care, eligible for ILP, on 9/30/09: 223
of youth in substitute care who received ILP services in FFY09: 1207
of Native American youth in care who received ILP services in FFY09:
140

As the above statistics indicate, Native American youth made up 9.5 percent of the ILP eligible foster care population. Native American youth equaled 11.6 percent of the youth in substitute care who received ILP services. Only 57 percent of all non-Native American, ILP eligible foster youth received ILP services. Yet 62.8 percent of Native American eligible youth received ILP services. This statistic is an indication that Oregon is ensuring Native American/Indian children are receiving ILP benefits and services on the same (or increased) basis as other children in the state. This has been accomplished through the meetings and conferences mentioned above. The annual ILP Native Teen Gathering and Teen Panel at the ICWA Conference has been a good model for increasing awareness of benefits and services available to Native American youth. The ILP Coordinator also ensures that the Tribes and the DHS ICWA Liaisons are included in email updates on a regular basis.

The annual ILP Native Teen Gathering was a two day event hosted by the Oregon DHS and Confederated Tribes of Grand Ronde in June 2009. Approximately 20 youth participated in the event. The group camped on the Tribal Campus and presentations were held in the Tribal Gym. Meals were provided by Tribal members each day of the event. Howard Rainer, a nationally renowned Native American Motivational Speaker, walked us through “Preparing for Life’s Journey” with a focus on: Self Evaluation, Understanding the Power Within You, Expressing Yourself, Making your Image Shine, and Teambuilding.

The ILP Coordinator, in collaboration with the Confederated Tribe of Grand Ronde, Native American Youth and Family Services, and Bev Davis, DHS ICWA Liaison, arranged for five (5) youth who had attended the Native Teen Gathering to present their views on transitioning to adulthood. The panel discussed their experiences at the Native Teen Gathering (encouraging all to send more youth next year) and their struggles with transitioning to

adulthood and self sufficiency. The youth did a good job of responding to questions and provided insightful, helpful suggestions for the workers. The Teen Panel was well received. On a rating of 1 to 5 (5 being excellent), 92 percent of the audience rated the teen panel as 5-excellent, and 8 percent rated the panel as 4-good. Comments included “Needed more time – valuable process,” “That’s what ICWA is all about!” “Keep doing this every year,” “Great process” and “Great job youth.”

Plans are currently underway for the next ILP Native Teen Gathering scheduled for June 15 – 17, 2010. This year’s Gathering will be hosted by the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) and held in Pendleton. The CTUIR is very optimistic that they will be able to host at least 150 youth (including at-risk teens that may not be in substitute care). This would be the most youth ever to attend the Native Teen Gathering. The ILP Coordinator is involved with the planning and will attend the Gathering.

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.

Life Skills Training – The ILP currently has two Native American specific contracts for providing life skills training to youth – one with the Confederated Tribes of Warm Springs, and another 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 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. Tribes may also use the funds to build a library of teen resources for staff, caregivers, or other supportive adults working with the teens. The Tribes have been advised that it is possible to provide transition planning and life skills building directly through the Tribe if a youth is not interested or appropriate for contracted ILP life skills training. The ILP Discretionary funds can assist the Tribe with services or items necessary to assist youth with their transition out of foster care to adulthood.

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). Native American youth and young adults are to complete the same forms as all other youth wishing to access housing services (CF75, Eligibility Determinations Check List; CF76, Housing Responsibility Agreement; CF77, Housing Budget Worksheet).

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 is the one ILP managed service that does not provide equal access to the Tribes. However, this is also the one ILP service that is primarily funded with State General funds – no Chafee funds are expended on Subsidy housing stipends.

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

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 April 2010, the ILP Coordinator and DHS Tribal Coordinator engaged in discussions with the Warm Springs CPS Director, Rebekka Main. As mentioned above, Warm Springs was the one Tribe that was already receiving Chafee funds via a contract to provide independent living skills training to their teens. A tentative agreement has been reached to allow that contract to die at the end of its current term, 6/30/10. ILP Discretionary funds will also cease to be allocated to the Tribe as of 6/30/10. Discussions continue regarding how to handle Chafee Housing and Chafee ETV for Warm Springs youth, as well as youth in Tribal custody who reside off the reservation.

The ILP Coordinator met with The Confederated Tribes of the Umatilla Indian Reservation in May to discuss the option of direct federal funding. Discussions are on-going. The ILP Coordinator was able to speak with many of the Tribal Representatives at the May ICWA Quarterly meeting regarding direct funding. The IL Coordinator will make a more formal appointment to discuss with each Tribe their thoughts on receiving direct Chafee funding. The ILP Coordinator will also advise the Tribe of the “behind the scenes” services DHS is currently providing (federal annual reporting, fiscal reporting, tracking service statistics, etc.).

H. Steps the State has taken and plans to take to prepare to implement NYTD, including efforts to inform, engage, and prepare youth to participate in the outcomes survey.

Efforts to implement the NYTD requirements have been underway for two years. Oregon’s timing on upgrading the SACWIS has been very beneficial in moving Oregon forward with planning. Additional details regarding Oregon’s new SACWIS (OR-Kids) are listed below. In July 2009, Oregon sent a delegation to the NYTD Data Conference. Participants included the ILP Youth Transition Specialist, DHS Research Analyst, and OR-Kids Program Analyst. Plans are underway for another delegation to attend this year’s NYTD Data Conference in July. At this year’s conference, Oregon’s ILP Coordinator will be co-presenting with FosterClub regarding the FosterClub:Connect project and Oregon’s efforts to conduct outreach to current and former foster youth. Following are further details by category.

Outreach to youth:

Oregon DHS began informing youth of the NYTD survey at the 2009 annual ILP Teen Conference, Teen Retreats, and Native Teen Gathering. DHS partnered with FosterClub, Inc., to conduct an interactive general session in which youth were informed of the purpose of the NYTD survey. Youth were also informed of the important role they would play in improving the foster care system by responding to the survey. Youth were asked their opinion of the best methods to contact them and the frequency in which to contact them. When asked what it would take to have the youth complete the survey, the overwhelming response was “we want to know what we said, and what the agency is doing with the information.” This will require DHS to post survey results and indicate how the agency has used the information to improve the system and services. Oregon plans to repeat the NYTD session at the aforementioned teen events every year.

Youth indicated that email, FaceBook, and texting would be the best methods for maintaining contact. At each of the teen events, youth were encouraged to register as a FosterClub member. DHS has since maintained contact via electronic notices issued through FosterClub. The ILP Coordinator has also set up a FaceBook account and has been slowly increasing the number of “friends” that include foster youth, former foster youth, ILP Providers, and a few caseworkers.

Survey:

Oregon has also partnered with FosterClub:Connect to provide a web-based NYTD survey. DHS has been promoting youth to join FosterClub. Their FosterClub membership will allow DHS an avenue to maintain contact. FosterClub conducted a small test of the web-based survey with OFYC members in mid-May. FosterClub met with OFYC members to obtain feedback on the youth’s opinions of the NYTD survey. The meeting went well and proved valuable. FosterClub is updating the survey and incorporating the youth’s comments. At least two more tests will occur prior to statewide implementation in October.

DHS caseworkers and ILP Contractors will receive training regarding the survey process. DHS caseworkers will receive an OR-Kids tickler notice 15 days prior to a youth’s 17th birthday. The OR-Kids system will issue a second tickler 15 days after the youth’s 17th birthday. The ticklers will remain until survey data has been entered on the OR-Kids NYTD survey page. Phase one of OR-Kids implementation will require that the ILP Desk staff manually enter the survey data for each youth. This will be another significant increase in workload for the ILP Desk. DHS will investigate the option to obtain interns to assist with entering the data. The ability to upload the NYTD survey results directly from FosterClub:Connect is planned for phase two of OR-Kids implementation.

Services:

During the OR-Kids system development phase, the term “bundled services” was used to describe Oregon’s ILP contracts. This means that through one service code, foster youth obtain a wide variety of independent living services, or bundled services. The OR-Kids system will have an “ILP Unbundler” page. The Unbundler page will allow entry of the individual services provided by ILP Contractors or other independent living type services paid for or provided by DHS. During phase one of OR-Kids implementation, the ILP Desk staff will enter the ILP Contractors’ detailed

information manually. Caseworkers will be trained to enter other IL type services (both paid and non-paid). Future OR-Kids plans include the option for ILP Contractors to enter detailed service information directly into OR-Kids. The exact implementation date for the direct entry option is unknown at this time.

The ILP Contractors were provided information at the October 2009 Provider Retreat regarding the need to survey youth and track more specific services. They were informed of the partnership with FosterClub:Connect. Additional, up-to-date information will be provided at the 2010 ILP Provider Retreat held in October. The ILP Providers will serve as an integral link between DHS and former foster youth.

I. Technical Assistance the State anticipates needing in order to be ready for the first submission of NYTD data by May 15, 2011 (for report period 10/1/10 to 3/31/11).

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 is in the process of testing response rates. A general services survey has been created using SurveyMonkey. The survey was distributed in mid-May through the extensive contact lists compiled by the ILP Coordinator. The contacts include DHS staff, Oregon Foster Parent Association, ILP Providers, CASAs, CRBs, residential facilities, homeless and runaway providers, ETV recipients, OFYC members, ICWA Liaisons, Tribal representatives, foster/adoptive parent trainers, and former foster youth. FosterClub has also distributed the services survey via their electronic notice system. Responses are currently being processed. The survey will be used to determine the effectiveness of outreach to current and former foster youth. Additional technical assistance needs will be determined once the results have been compiled.

CHAFEE FOSTER CARE INDEPENDENCE PROGRAM (CFCIP)

Title IV-B Annual Progress and Services Report FFY 2009 & FFY 2010 October 1, 2008 through September 30, 2010

J. Financial report for FFY2009 and projection for FFY 2010:

CHAFEE ILP GRANT EXPENDITURES

It is important to note that Oregon has traditionally expended the Chafee funds during year two of the spending cycle. Efforts continue to gradually shift Oregon's ILP spending cycle to match the state's fiscal year – July 1 to June 30. This gradual shift has resulted in an overlap of federal fiscal year expenditures (funds from two federal fiscal years may be expended during the months of July through September). This is due to the fact that the final balances are not known until late in the fiscal year. Therefore, flexible budget items may not be purchased until August or September. Yet mandatory budget items (contract payments, salaries, training) are being expended on a 12-month period beginning July 1.

FY2009 – Expenditures

Following is Oregon's accounting of funds expended from July 2009, through September 30, 2010:

| | |
|--|---------------------|
| ILP Budget (combination of actual and projected expenditures) | |
| FY2009 HHS ILP Grant Funds (Basic Allocation) | \$2,563,507 |
| FY2009 ILP State Match (Contractors/DHS SOC/Other) | \$ 640,877 |
| FFY2008 HHS ILP Grant Funds expended in year two | <u>\$ 530,448</u> |
| TOTAL SUPPORT/REVENUE | \$ 3,734,832 |
| (1) ILP Desk Salaries and OPE (thru 7/31/10) | \$ 174,000 |
| (2) Supplies & Equipment | \$ 5,000 |
| (3) Travel, Training, Materials, and Publications (includes Ansell Casey Life Skills Training funds) | \$ 145,000 |

| | |
|--|---------------------|
| (4) Annual Teen Conferences, Retreat, Gathering | \$ 60,000 |
| (5) State Advisory Board and OFYC | \$ 6,000 |
| (6) ILP Contractor Payments (includes Basic, Meetings, Additional Match Funds, and value of Contractor Generated Match) thru 7/31/10 | \$2,706,952 |
| (7) DHS Match (System of Care, and other) | \$ 140,877 |
| (8) ILP Discretionary Funds (including voluntaries) | \$ 55,000 |
| (9) Chafee Housing Services (8 percent of expenditures) | \$ 150,000 |
| (10) Special Projects (CTB, All-star, S2S, Prog. Reviews) | \$ 59,350 |
| (11) Driver's Ed Courses | \$ 15,000 |
| SUB-TOTAL EXPENDITURES | \$ 3,204,384 |
| FFY09 ILP basic funds shifted to FFY09 ETV | \$ 45,000 |
| FFY09 ILP basic funds expended in year two (FFY10) | \$ 172,653 |
| TOTAL EXPENDITURES | \$ 3,734,832 |

| | |
|--|---------------------|
| FY2009 HHS ETV Grant Funds (Basic Allocation) | \$ 862,029 |
| FY2009 ETV State Match | \$ 215,507 |
| FFY08 ILP basic funds expended in year 2 (FFY09) | \$ 100,000 |
| FFY09 ILP basic funds shifted to FFY09 ETV | \$ 45,000 |
| TOTAL SUPPORT/REVENUE | \$ 1,222,536 |

| | |
|--|---------------------|
| (1) ETV Scholarship Awards via OSAC | \$ 962,029 |
| (2) ETV Disbursements via DHS Service Delivery Areas | \$ 10,000 |
| (3) Outreach and Other (including OSAC Admin) | \$ 0 |
| (4) Staff, .5 FTE | \$ 35,000 |
| (5) In-kind svcs./supplies (OSAC/ASPIRE/FC/grants) | \$ 215,507 |
| TOTAL ETV EXPENDITURES | \$ 1,222,536 |

FFY2010 – Projected Expenditures

Following is Oregon’s anticipated amount of ILP and ETV FY2010 funds to be expended from July 2010 through September 30, 2011:

| | |
|--|---------------------|
| ILP Budget (projected expenditures) | |
| FY10 HHS ILP Grant Funds (Basic Allocation) | \$2,583,757 |
| FY10 ILP State Match (Contractors/DHS SOC/Other) | \$ 645,939 |
| FY09 HHS ILP Grant Funds expended in year two | <u>\$ 172,653</u> |
| TOTAL SUPPORT/REVENUE | \$ 3,402,349 |

Expenditures:

| | |
|---|---------------------|
| (1) ILP Desk Salaries and OPE | \$ 159,500 |
| (2) Supplies & Equipment | \$ 1,000 |
| (3) Travel (program reviews), Training/Materials/Publications | \$ 31,958 |
| (4) Annual Teen Conferences (Retreats/Gathering) | \$ 35,000 |
| (5) State Advisory Board & OFYC | \$ 6,000 |
| (6) ILP Contractor Payments (includes Basic, Additional Match Funds, and value of Contractor Generated Match) | \$2,706,952 |
| (7) DHS Match (System of Care, and other) | \$ 145,939 |
| (8) ILP Discretionary Funds (including voluntaries) | \$ 70,000 |
| (9) Chafee Housing Services | \$ 125,000 |
| (10) Driver’s Education Courses | \$ 15,000 |
| (11) Special Projects (CTB, S2S, All-Star, NYTD, Prog. Reviews) | <u>\$ 79,222</u> |
| SUB-TOTAL EXPENDITURES | \$ 3,375,571 |
| FFY10 ILP basic funds shifted to FFY10 ETV expenses | \$ 26,778 |
| TOTAL EXPENDITURES | \$ 3,402,349 |

| | |
|--|---------------------|
| FY10 HHS ETV Grant Funds (Basic Allocation) | \$ 866,209 |
| FY10 ETV State Match (required to access full federal allotment) | \$ 216,552 |
| FY10 General ILP funds (from category 11 Spec. Projects above) | <u>\$ 26,778</u> |
| TOTAL SUPPORT/REVENUE | \$ 1,109,539 |

| | |
|--|---------------------|
| (1) ETV Scholarship Awards via OSAC & Admin. Fees | \$ 840,987 |
| (2) ETV Disbursements via DHS Service Delivery Areas | \$ 10,000 |
| (3) Outreach | \$ 0 |
| (4) Staff, .75 FTE | \$ 42,000 |
| (5) In-kind services/supplies (OSAC/ASPIRE/FosterClub) | <u>\$ 216,552</u> |
| TOTAL EXPENDITURES | \$ 1,082,761 |

Oregon Independent Living Program
List of Services and Eligibility Requirements

The list details the eligibility requirements for and assistance provided by each ILP Service.

ILP Skill Building

(Federally Funded)

Eligibility:

- Age 14 or older and in substitute care (DHS or Tribal), OR
- A former foster child who left a child welfare substitute care placement at age 16 or older, with at least 180 days (six months) of placement services after age 14.

Services: Contracted out to local non-profits, for-profits, or Tribes.

- Daily Living Skills such as: money management, household maintenance, transportation, legal issues, health, community resources, housing options, personal hygiene, employment readiness
- Educational Assistance such as: tutoring, homework/study groups, college tours, financial aid/scholarship applications

ILP Discretionary Funds

(Federally Funded)

Eligibility:

- Youth must be eligible for ILP skill building services and
- Have an open YILP service (can be opened as non-paid if branch is providing services)

Services: Provided directly by DHS caseworkers

- Small amount of discretionary funds to assist a youth obtain items or services needed to meet their goals for transition.

Education and Training Vouchers (ETV)

(Federally Funded)

Eligibility:

- Age 14 or older and is in child welfare substitute care (DHS or Tribal), OR
- A former foster child who left a child welfare substitute care placement at age 16 or older, with at least 180 days (six months) of foster care placement services after age 14.
- Youth must be on the program prior to age 21
- If youth are receiving services at age 21, can continue to receive until 23rd birthday.

Services: Provided by DHS in collaboration with the Oregon Student Assistance Commission.

- Youth may receive up to \$3,000 per academic year. Amount is based on need.
- Youth must be accepted/enrolled in a postsecondary education or training program in order to receive funds (application available at: www.osac.state.or.us/chafeeEtv.html)

Note: Youth may not be able to access both the ETV funds and Chafee Housing funds at the same time. The ability to access both will depend on the school's costs of attendance. If the school includes Room & Board in the cost of attendance, a youth cannot access both Chafee Housing and ETV funds at the same time. However, if Room & Board is not included in a school's cost of attendance, then the youth may be able to simultaneously access both programs.

Chafee Attachment 1

IL Subsidy Program (ILSP) (State General Funds, some federal/other)

Eligibility:

- Age 16 or older
- In DHS care and custody
- 40 hours of activity per week (work, education, or combination of the two)
- Has at least one prior substitute care placement
- Has approval of the court to participate
- If youth has not completed high school, must be actively working to complete high school or obtain a GED.
- Youth must be enrolled for ILP skill building services.
- Youth cannot live with biological or legal parent(s).

Services: Provided directly by DHS

- Youth may receive up to \$600 per month to live independently for a maximum of one year.

Chafee Housing Program (Federally Funded)

Eligibility:

- Age 18 or older, but not yet 21
- Discharged from care and custody (DHS or Tribal) on or after 18th birthday
- 40 hours of activity per week (work, education, or combination of the two – must include at least 4 hours of paid employment)
- If youth has not completed high school, must be actively working to complete high school or obtain a GED.
- Youth must be enrolled for ILP skill building services.
- Youth cannot live with biological or legal parent(s).

Services: Provided directly by DHS

- Youth may receive up to \$600 per month to live independently, for a maximum of \$6,000 or age 21, whichever comes first.
- Please advise youth that Chafee Housing services vary from state to state. They should make certain to check with a state prior to moving.

ILP services are available to former foster youth that were discharged from care at age 16 or older with at least 180 days (six months) of foster care placement services after age 14. Youth can be returned home, in a guardianship, or living independently and still retain eligibility for some ILP services. The ILP Housing services are the only ILP services a former foster youth will lose if discharged after age 16 and prior to age 18 (with 180 days of care).

To access services as a former foster youth, the youth will need to go to the local DHS child welfare office and request "voluntary services." The youth will then go through the intake process. If the youth is under the age of 18, the parent(s) will need to sign the Voluntary Services request (form CF 304). If a young adult (age 18 – 20), the youth can sign for themselves. All services end at age 21 – ETV may be an exception.

ILP State Advisory Committee Workgroups: Permanent Support Systems
GOALS AND OBJECTIVES FORM

| A. GOALS AND OBJECTIVES | B. ACTIVITIES AND SERVICES | C. PROPOSED OUTCOMES AND PROJECTED COMPLETION DATES | D. DATA NEEDED AND RESPONSIBLE PARTY | E. PROGRESS UPDATE |
|--|--|--|--|--|
| <p>Please provide measurable goals and objectives.</p> <p>1. Increase permanent support systems for youth.</p> | <p>List the activities and services that will be conducted to accomplish the goals and objectives.</p> <p>a. Putting a packet of information together for youth 14+(includes FC Permanency Pact)</p> <p>b. Pilot "Identifying Culture" project in ILP groups.</p> <p>c. Permanent Supports packet will first be given to youth at T2 meetings</p> <p>d. 250 word article in the newspapers w/statements from former foster youth re: importance/impact of permanency.</p> <p>e. Include LifeBook template for the youth packet</p> <p>f. Pilot "Americore Youth" per new grant FosterClub received, hosting group activities including Life Skills to foster youth</p> | <p>List anticipated outcomes based on the implementation of services and activities.</p> <ul style="list-style-type: none"> A youth feels supported in their identification with their cultural community(s) – January 2011 Existing, natural supportive relationships with adults are strengthened – March 2011 Permanent supports information packet included with the Transition Tool Kit – March 2011 | <ul style="list-style-type: none"> E-mail questionnaire to ILP Providers inquiring as to what they do to create peer support in their programs Jenny & Shannon will "pilot" project in their ILP groups and report results Jenny has already asked for suggestions from her ILP group (this pilot will also affect Goal 2 – mentors. Natalie contacted a college (PSU) to do a public service/PR project – need to wait until Fall when school resumes | <ul style="list-style-type: none"> Several components of the information packet have been compiled. In progress. Made contact with DHS Media Coordinator. Working on article. Judy to finalize the questionnaire (completed) Natalie contacted a college (PSU) to do a public service/PR project – need to wait until Fall when school resumes |
| <p>2. Increase the use of mentors.</p> | <p>a. Add information about mentors on the following websites:</p> <ul style="list-style-type: none"> FosterClub DHS ILP Website DHS Child Welfare Facebook <p>b. Connect with OFYC re: current peer mentor programs at colleges & universities</p> <p>c. Provide information on mentors at T2 meetings</p> <p>d. "Pilot" Americore Youth per new grant FosterClub received, hosting group activities including Life Skills to foster youth.</p> | <ul style="list-style-type: none"> ILP Contractors provide peer support groups for ILP enrolled youth – June 2010 ILP Contractors to provide mentors for ILP enrolled youth – July 2011 Note: This may not be a viable outcome based on funding needs) Peer mentors and coaches available to assist teens with decision making at YDM's, & benchmark reviews – April 2011 | <ul style="list-style-type: none"> Full workgroup to research current mentor programs & availability. What mentor programs currently exist – see work from prior workgroups. Jenny and Carrie - Determine if ILP Providers are currently connected to mentor programs Carrie - What is cost of having ILP Contractors provide mentors for ILP enrolled youth? Carrie v. Ten S., & Rosemary I. to research if SPD has mentors to aid with planning/decision making. | <p>In Progress</p> |

Chafee Attachment 2.a

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| <p>3. Increase involvement of supportive adults in youth decision meetings (YDM).</p> | <p>a. Have permanent supports information/documents ie: Permanency Pact on the following websites/links (some already there)</p> <ul style="list-style-type: none"> • DHS/ILP Website • FosterClub link • DHS Child Welfare website • Facebook • Organizations – i.e.: OFYC <p>b. Youth to personally invite/create invitations to foster parents & other supportive adults to attend YDMs/T2 meetings</p> <p>c. Present training on conducting outreach to supportive adults in a youth's life for DHS & ILP staff.</p> <p>d. Disburse information about ILP/ need for mentors/ permanent supports through youth panels in Foundations/Pre-service training for potential new foster/adoptive parents.</p> <p>e. Conduct presentation at Shoulder To Shoulder conference in November 2010</p> | <ul style="list-style-type: none"> • More supportive adults are involved in YDM – May 2011 | <ul style="list-style-type: none"> • How are supportive adults currently being invited to participate? • Who is responsible for inviting supportive adults to participate? • What role does the youth plan in determining which supportive adults are involved in transition planning & YDM's? • Are there existing tools or formats for youth to invite supportive adults to YDMs & T2 meetings? • What avenues are currently available to disburse information to general public and child welfare advocates and staff? • Is space available for a workshop at the Shoulder to Shoulder Conference? | <ul style="list-style-type: none"> • All work group committee members to assist with researching • Assign specific tasks if no progress achieved on research at June meeting. |
| <p>4. Create peer support groups for ILP enrolled youth.</p> | <p>a. Questionnaire to all ILP Providers – only received one response as of 4/7/10. Will distribute survey at 6/7/10 Provider meeting and request Providers complete and submit before end of mtg.</p> | <ul style="list-style-type: none"> • Youth feel supported in their identification with their cultural community(s) – January 2011 | <ul style="list-style-type: none"> • Jenny/Carrie – What are ILP Providers doing currently to help youth feel supported culturally and connected to their community(s)? • Carrie v. & Rosemary L. – what are costs associated with creating a new service? | <ul style="list-style-type: none"> • Questionnaire on ILP Provider June meeting agenda. |

**ILP State Advisory Committee Workgroups: Increased Housing Options
GOALS AND OBJECTIVES FORM**

Please provide a detailed description of the activities and services that the State Advisory Committee plans to implement over the next year.

| A. GOALS AND OBJECTIVES | B. ACTIVITIES AND SERVICES | C. PROPOSED OUTCOMES & PROJECTED COMPLETION DATE | D. DATA NEEDED FOR PROGRAM EVALUATION & RESPONSIBILITY CENTER | E. PROGRESS TO-DATE |
|---|--|--|--|---|
| <p>Please provide measurable goals and objectives.</p> <p>1. Increase housing options for youth in and out of care (including transitional living programs for foster youth).</p> | <p>List the activities and services that will be conducted to accomplish the goals and objectives.</p> <p>a. recruitment for host homes</p> <p>b. survey local areas for current housing options</p> <p>c. locate local advocates willing to assist with outreach and surveying</p> <p>b. Craft procedures for 1 time payments</p> | <p>List anticipated outcomes based on the implementation of services and activities.</p> <ul style="list-style-type: none"> • Transitional housing in rural areas – 6/30/12 • Expanded types of transitional housing available – 6/30/12 • Host homes available in each county – 6/30/11 • DHS Procedure Manual explains simplified access to housing programs – 11/1/09 | <ul style="list-style-type: none"> • Rosemary - Determine if host homes is currently discussed in recruitment activities. • Full work group: List of housing options currently available in rural areas. • n/a • n/a | <ul style="list-style-type: none"> • DHS Procedure Manual has been updated to include one-time housing funds. Achieved: 11-13-09. • Workgroup has disbanded as additional goals are beyond scope of those involved. ILP Desk staff shall continue working on remaining goals. Overall projected completion date: July 1, 2012. |
| <p>2. Publish Housing Options booklet</p> | <p>a. Finalize the housing definitions and create booklet/web document</p> <p>b. Training</p> | <ul style="list-style-type: none"> • Housing definitions resource available on-line and hard copy. – 11-1-09 • DHS & ILP workers, and youth are trained regarding the different types of housing available – 6/30/10 | <ul style="list-style-type: none"> • Rosemary & Alex: Research ability to print and contract out for formatting. • Rosemary & Carrie to create training. | <ul style="list-style-type: none"> • Housing Options Guide was completed and is listed as an appendix to the DHS Procedure Manual - completed 11-1-09 • Youth Transition Policy has assisted to meet achieve this goal. Projected completion dates is August 31, 2010. |

**ILP State Advisory Committee Workgroups: Internships/Employment
GOALS AND OBJECTIVES FORM**

Please provide a detailed description of the activities and services that the State Advisory Committee plans to implement over the next year.

| A. GOALS AND OBJECTIVES | B. ACTIVITIES AND SERVICES | C. PROPOSED OUTCOMES & PROJECTED COMPLETION DATE(S) | D. DATA NEEDED & RESPONSIBILITY CENTER | E. PROGRESS & GOALS ACCOMPLISHED |
|---|---|--|---|---|
| <p>Please provide measurable goals and objectives.</p> <p>1. Increase career exploration activities and opportunities.</p> | <p>List the activities and services that will be conducted to accomplish the goals and objectives.</p> <p>a. Build community partnerships b. Job Fairs and mock interviews c. Career exploration assistance, "CIS" program</p> | <p>List anticipated outcomes based on the implementation of services and activities.</p> <ul style="list-style-type: none"> Increased access to internship opportunities, & job training – December 2010 & on-going Mock interviews with real employers (Biz Connect – will conduct mock interviews and provide interview training) – December 2010 & on-going During Teen Conference youth will fill out a generic employment applications and will go through mock interviews – June 2010 | <ul style="list-style-type: none"> All committee members Shannon and Alex to research connections to employers Shannon, David, Diane & Alex to work on Teen Conference mock interviews | <ul style="list-style-type: none"> Research and planning in progress Research and planning in progress Interviews schedule and plans are set for implementation at the 2010 Teen conference in June. |
| <p>2. Increase access to internships, apprenticeships, and other work experience for older foster teens and young adults.</p> | <p>a. Community partnerships b. provide transportation and aid in other logistical issues c. volunteer experience as preparation for work d. An Employment Packet will be put together to give to youth. Packet will include: a check list of things needed before looking for work, resume examples, skills inventory, phone logs, job search planners, and other items to help youth find and keep employment.</p> | <ul style="list-style-type: none"> Increased opportunities – July 2010 & on-going Youth will be more reliable at work – July 2010 & on-going Resume building (match skills can make professional resumes for youth) – July 2010 & on-going Employment Packet resource available for distribution. – August 2010 | <ul style="list-style-type: none"> Alex – research service learning grant – can DHS apply for it or OFYC to place & pay youth. All committee members to research transportation options Alex to research copyright concerns or requirements on selected materials. | <ul style="list-style-type: none"> Research and planning in progress |
| <p>3. Standardize policy</p> | <p>a. Create procedures to assist</p> | <ul style="list-style-type: none"> Foster youth have equal access to | <ul style="list-style-type: none"> The ILP Desk will take | <ul style="list-style-type: none"> Draft has been presented to |

Chafee Attachment 2.c

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| <p>and procedure for approving driver's licenses for foster youth.</p> | <p>caseworkers and include in DHS Procedure Manual.</p> <p>b. Implement ODOT grant guidelines and train on how to access funds for driver's education.</p> <p>c. ILP to set aside funding for youth who do not meet the ODOT requirements for driver's education grant funds.</p> <p>d. Conduct training for supervisors and Dist. Mgrs regarding new policy and funding availability.</p> | <p>driver's license approval from District Managers. – January 2011</p> <ul style="list-style-type: none"> • Dist. Mgrs. decisions are based on standard criteria. – January 2011 • All foster youth have access to funding for driver's education. – ACHIEVED Nov. 2009 | <p>full responsibility for this goal.</p> <ul style="list-style-type: none"> • Carrie v. – researching insurance options for teens. • Carie v. & Rosemary I. to train on how to access funding for driver's education. • Rosemary I. to review budget and determine level of ILP funding available for youth who don't meet ODOT. • Alex S. & Carrie v. to determine training schedule for DMs & sups. | <p>DHS policy council - recommendations are being incorporated. Plan to finalize and distribute statewide by January 2011</p> <ul style="list-style-type: none"> • Training regarding funding for driver's education has been incorporated into the Youth Transition Policy training. Training will be completed by September 2010. On-going training will be available via netlink on a quarterly basis. • ACHIEVED – ILP has allocated funds specifically for driver's education courses for those youth who do not meet the ODOT grant guidelines. |
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**ILP State Advisory Committee Workgroups: Increased Awareness of Post-secondary Staff
GOALS AND OBJECTIVES FORM**

Please provide a detailed description of the activities and services that the State Advisory Committee plans to implement over the next year.

| A. GOALS AND OBJECTIVES | B. ACTIVITIES AND SERVICES | C. PROPOSED OUTCOMES | D. DATA NEEDED FOR PROGRAM EVALUATION | E. PROGRESS UPDATE |
|--|---|--|---|--|
| <p>Please provide measurable goals and objectives.</p> <p>1. Increase awareness and knowledge of post-secondary staffs regarding the barriers and needs facing foster youth.</p> | <p>List the activities and services that will be conducted to accomplish the goals and objectives.</p> <p>a. OFYC – College Connections for new/perspective students. Begin pilot in Fall 2010.</p> <p>b. Streamline process of verifying ward of court status</p> <p>c. Meet with OSAC and post-secondary staff to inform them of the barriers foster youth face and the resources available</p> | <p>List anticipated outcomes based on the implementation of services and activities.</p> <ul style="list-style-type: none"> Academic liaisons/mentors for youth entering or struggling in college. Fall 2011 A Financial Aid Officer at each school who is trained on the barriers and needs of foster youth, as well as resources (ILP, ETV, etc.) – Fall 2011 Standard format for documenting a youth's foster care status/history – March 2010 – ACHIEVED | <p>List needs and person designated to follow-up or conduct research.</p> <ul style="list-style-type: none"> Jamie H. to document steps, successes, and barriers to implementing the Campus Connection pilot Sandy R. to research method for pulling together multiple post-secondary staff for training. | <p>Detail accomplishments or steps completed to achieve outcomes.</p> <ul style="list-style-type: none"> The ILP Desk has a standard format for providing a youth with documentation of foster care history. Tip box in DHS Procedure Manual advise staff to contact ILP Desk for copy. |
| <p>2. Increase foster youth post-secondary education and training access, retention, and completion rates.</p> | <p>a. Create a youth friendly check list of what needs to be done to obtain financial aid</p> <p>b. Create a survey for current ETV recipients to complete regarding barriers they face.</p> <p>c. Create handbook of "how to" build a College Connection for foster youth in any school.</p> <p>d. Hold a college "boot camp" in which youth can attend sample classes, live on campus, and be introduced to campus resources and staff.</p> | <ul style="list-style-type: none"> Youth receive the Financial Aid/College check list when a junior in high school. – September 2010 Annual College "boot camp" – Summer 2011. | <ul style="list-style-type: none"> Sandy R. & Rosemary I. to look into reasons that youth have trouble in school (the Orphan foundation has research on this). Based on research, create a survey for current ETV recipients to complete regarding barriers they face. | <ul style="list-style-type: none"> SAC workgroup has created a Financial Aid/College check list. ILP Desk must distribute form and inform ILP and DHS on intended use. |

Update: The workgroup was able to achieve two of the less complicated goals (check list and standard foster care history document). The ILP Desk staff will take responsibility for continuing to create partnerships with OFYC, OSAC, Community Colleges and the University System to move the remaining goals forward. The above goals and objectives remain the same. However, the activities, proposed outcomes, evaluation data, and responsibility center sections have been updated.

**ILP State Advisory Committee Workgroups: Expand Outreach to Former Foster Youth
GOALS AND OBJECTIVES FORM**

Please provide a detailed description of the activities and services that the State Advisory Committee plans to implement over the next year:

| A. GOALS AND OBJECTIVES | B. ACTIVITIES AND SERVICES | C. PROPOSED OUTCOMES & PROTECTED COMPLETION DATES) | D. DATA NEEDED & RESPONSIBILITY CENTER | E. PROGRESS ACCOMPLISHED |
|--|--|--|---|--|
| <p>Please provide measurable goals and objectives.</p> <p>1. Expand outreach efforts to former foster youth who may be struggling with the transition to self-sufficiency and adulthood.</p> | <p>List the activities and services that will be conducted to accomplish the goals and objectives.</p> <p>a. Contact FosterClub re: how FC-Connect can help with outreach. Conduct awareness campaign targeting DHS Staff, foster parents, CRB & CASA – combine with goal 3 below.</p> <p>b. Create flyers for SSP office and other support agencies – youth input (informed SSP staff aware of ILP services)</p> <p>c. Conduct survey of services and attempt to reach former foster youth through various measures</p> <p>d. New Exit packet/Transition Tool awareness among workers via current YTP & ACLSA trainings</p> <p>e. Obtain the youth's phone number or provide youth with a pre-paid cell phone or direct inward dialing - voice mail box. U of O intern to apply for grant to pilot & determine outcomes.</p> <p>f. Provide youth with an email account prior to leaving care (for all youth or at least youth who are in the follow-up survey population)</p> | <p>List anticipated outcomes based on the implementation of services and activities.</p> <ul style="list-style-type: none"> Regional data on FC State page Support groups- older youth 911 Angels in every county F.Y. Yellow Pages(FosterClub? Teen Conf? Link to DHS page) Former FY will be aware of services available and know who and how to contact ILP Desk for additional information Conduct survey to raise awareness, determine valued services, and estimate response rates for NYTD (survey is in process, closes on 6/30/10) Foster Care Unit will have a teen services sheet <p>Projected Completion Date: May 2011</p> | <ul style="list-style-type: none"> All members to research existing regional resources – contact each District & ILP Provider Rosemary - Need funding for new services (i.e. 911 Angels)? – No funding exists for new services at this time. All members – Who is willing to assist (people, agencies, businesses)? Need to catalog. Julia P. – Determine cost of direct inward dialing bank of numbers to distribute to youth, and costs of pre-paid cell phones (or organizations willing to donate). | <ul style="list-style-type: none"> Research and planning in progress. Survey was released in May, will close at end of June. Group will review stats and determine additional outreach efforts needed. Draft poster completed. Group needs to review and approve. Transition Tool Box/exit packet is being trained on and minor updates are needed. In progress. DHS Intern to begin Summer Term – Julia P. will conduct research and submit grant. In progress. Youth will receive an email account when they sign up as a FosterClub member. Next step is awareness campaign. |
| <p>2. Increase awareness of other state's ILP contact information and services to</p> | <p>a. YTP and ACLSA trainings for DHS/ILP staff to include information that a list of State ILP Coords is available at ILP Desk</p> | <ul style="list-style-type: none"> Staff will be aware of other States' ILP contact information Out-of-State transitions will be more plentiful. | <ul style="list-style-type: none"> Carmie v. & Rosemary L. – Use NRCYD, UofO website and printed list | <ul style="list-style-type: none"> In progress. |

Chafee Attachment 2.e

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| <p>improve out-of-state transitions.</p> <p>3. Create a method for maintaining contact with former foster youth selected to participate in the follow-up surveys required by the NYTD.</p> | <p>b. Include as an Appendix in Procedure Manual and on FosterClub</p> <p>a. FosterClub Connect – marketing campaign to inform workers & youth of benefits. Foster Parent mailer/check stuffer.</p> <p>b. Test FC.C survey before go live date.</p> <p>c. Quarterly outreach to target population with helpful tips/resources.</p> <p>d. Teen Conference –annual reminder of importance of survey & youth input.</p> <p>e. Include questions on survey that ask who we can contact to get a message to the youth.</p> <p>f. Inform SPD of need to survey foster youth</p> | <p>Projected Completion Date: January 2011</p> <ul style="list-style-type: none"> • Compliance with NYTD survey requirements. – October 2010 • Youth maintain contact. • Youth value contact. • Youth aware of purpose of survey and feel opinion is valued by DHS/ILP <p>Projected Completion Date: June 2011.</p> | <ul style="list-style-type: none"> • Rosemary I – maintain list of ETV recipients for NYTD and general outreach purposes. • Steve F. & Rosemary I – Review test results from FC.C survey and determine next steps. • Full workgroup - Need to create 5 extra questions. • Rosemary I & Steve F. – FC membership numbers: what are they for Oregon youth? Have they increased over the past year? • Rosemary I – determine who SPD contact is and maintain contact. | <ul style="list-style-type: none"> • FosterClub agreement in place (6/1/09). • Pre-test accomplished using OFYC members on 5-21-10. Results under review. • Remaining activities are in progress or are in the planning stages. |
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**ILP State Advisory Committee Workgroups: Increase Understanding of the T2 and Clarify Roles
GOALS AND OBJECTIVES FORM (updated from 10/4/09 Provider Meeting)**

Please provide a detailed description of the activities and services that the State Advisory Committee plans to implement over the next year.

| A. GOALS AND OBJECTIVES Please provide measurable goals and objectives. | B. ACTIVITIES AND SERVICES List the activities and services that will be conducted to accomplish the goals and objectives. | C. PROPOSED OUTCOMES List anticipated outcomes based on the implementation of services and activities. | D. DATA NEEDED FOR PROGRAM EVALUATION & RESPONSIBILITY CENTER | E. PROGRESS TO-DATE |
|--|--|---|--|--|
| <p>1. Increase understanding and awareness regarding comprehensive transition plans.</p> | <p>a. Training-DHS cswkrs first, then foster parents, court, CRB, CASA, and community partners. b. Shoulder to Shoulder Conference for T2 training (<i>November 2010</i>) c. Revision of CF76 Agmt to go beyond just housing & extend to all ILP Svcs — accountability & clear roles NOTE: Above action will not occur – review determined this activity not feasible or appropriate for intended use of the CF76. d. Conduct survey of ILP Providers at Oct. 2009 meeting. Compiled information to be added to the ILP Contractor’s notebook. e. Utilize OFYC group and ILP youth leaders as mentors for youth in care f. Carrie V. to meet with certifiers – discuss importance of FPs attending YDM’s/T-2 meetings.</p> | <ul style="list-style-type: none"> Clarified roles of DHS and ILP Contractors regarding comprehensive transition planning. Youth’s input is included in plan development. Transition plans are reviewed and updated every six months-in <i>updated policy</i> DHS Liaison b/w DHS & ILP Providers (at a supervisory level) or “Specialist list” distributed to ILP District & Branch Managers Peer mentors and coaches are available to assist teens in transition planning (<i>Some mentor projects are in progress & currently available at a few of the colleges & universities</i>). Increased involvement of foster parents/supportive adults. Meet with certifiers-Quarterly meeting (include housing) | <ul style="list-style-type: none"> Bree & Emily: Simple Survey to be developed that asks for best practice: <ul style="list-style-type: none"> 3 things that work the best when working with DHS 3 things that work the best when working with youth 3 things that work with best when working with foster parents Carrie V. and Rosemary I to conduct Youth Transition Policy/ILP training. Rosemary, with assistance of ILP Providers: <i>ID Youth Transition Collaborator</i>, or update current list to pinpoint best person to be liaison. | <ul style="list-style-type: none"> New Transition Policy training has been occurring since October 2009. This has helped to achieve this goal. Trainings have a teen panel component, as well as local ILP Provider presentation. Projected completion date: August 31, 2010. Jamie sent out inquiry to FosterClub via e-mail on 10/27/09 – in progress. ILP Provider survey completed. However, data still awaiting compilation for ILP Contractor Binder. Remaining activities will fall to the ILP Desk staff to complete. This work group has disbanded. Activities in planning stage or in progress. Projected completion date is January 2011. |

Chafee Attachment 2.f

| | | | | |
|---|--|--|--|---|
| <p>2. Increase coordination between child welfare workers and ILP Contractors regarding court dates and documentation deadlines</p> | <p>g. Work with Foster Parent Assoc's (local & state) on how to increase involvement.</p> <p>a. Continue workgroup that is working on a survey to determine the barriers</p> <ul style="list-style-type: none"> o Workgroup to include court, DHS management, DHS case workers & ILP Providers <p>b. Training to inform : Judges/CRB/CASA's that ILP is not being informed of these dates.</p> <p>c. ILP have better communication with youth regarding their court dates</p> | <ul style="list-style-type: none"> • ILP to become more informed of the youth's court dates resulting in youth being better prepared to self advocate for needs and goals | <ul style="list-style-type: none"> • Discover the barriers to this being a successful goal. <i>Carrie: obtain examples of letters from East Branch from Stacey.</i> • <i>Carrie v. – Get in contact with local CRB Boards. Find out who the court liaisons for the branches are. Add attorney to referral list.</i> Get lists of names of Judges/CRB and CASA's in the state. • <i>Carrie v. Asking Judges/CRB and CASA's to also request the ILP have the court date information will encourage DHS to be more responsive.</i> | <ul style="list-style-type: none"> • New Transition Policy training has also assisted with this goal. Projected completion date of training: August 31, 2010. • Remaining activities will fall to the ILP Desk staff to complete. This workgroup has disbanded. Activities in planning stage or in progress. Projected completion date is January 2011. |
|---|--|--|--|---|

Chafee Attachment 3

| Ethnic Breakdown of Youth Served by ILP FFY 2009 (10/1/08 – 9/30/09) (By Age, Ethnicity and Gender) | | | | | | | |
|---|-----------|------------------|------------|------------------|--------------|------------|--|
| Age of Youth | Asian | African-American | Indian | Pacific Islander | White | Unknown | |
| 14 and 15 years | 1 | 7 | 15 | | 96 | 10 | |
| 16 years | 6 | 22 | 33 | | 161 | 21 | |
| 17 years | 2 | 40 | 26 | 2 | 237 | 33 | |
| 18 years | 6 | 42 | 38 | 1 | 294 | 29 | |
| 19 years | 1 | 29 | 13 | 2 | 187 | 15 | |
| 20 years | 3 | 20 | 15 | | 127 | 18 | |
| Total | 19 | 160 | 140 | 5 | 1,102 | 126 | |
| Female | 12 | 87 | 87 | 4 | 642 | 74 | |
| Male | 7 | 73 | 53 | 1 | 460 | 52 | |

Chafee Attachment 4

ILP Contractor Annual Reports: July 1, 2008 through June 30, 2009

Youth Served

| | |
|------|----------------------------------|
| 953 | Youth contracted to serve |
| 915 | Youth currently being served |
| 1530 | Total youth served contract year |

Wait list

| | | | |
|----|-----|------------|---|
| 9 | No | 147.9 | Average number of youth on list for past year |
| 12 | Yes | 950.2 | Average length of time a youth on the wait list before being served (in days) |
| | | 79.18 days | 2.6 months |

Outcomes

| | |
|------|--|
| 183 | Graduating with regular diploma |
| 62 | Obtaining a GED |
| 21 | Graduating with Modified Diploma |
| 88 | Accessing ILP housing |
| 333 | Employed |
| 1075 | With improved daily living skills |
| 165 | Participating in post secondary education / training |
| 4 | Post-secondary degree / certificate obtained |
| 241 | Youth who obtained own housing |
| 232 | Youth living without agency maintenance |

Accessing ILP Services

| | |
|----|---|
| 18 | Individual orientations at time of referral |
| 4 | Group orientations at time of referral |
| 1 | Group orientations prior to referral |
| 7 | No orientations required |

Youth Involvement / Youth Influence

| | |
|----|---|
| 5 | Formal Youth Advisory Committee/Council |
| 4 | Informal Youth Advisory Group |
| 14 | Youth Surveys |
| 20 | Youth involvement / influenced activities |

Class Schedule

| 15 | Monthly | 7 | Weekly |
|----|-------------------------------------|------|-------------------------|
| 33 | ILP Office | 38.5 | ILP Office |
| 17 | DHS Office | 0 | DHS Office |
| 23 | Foster Parent Home | 0 | Foster Parent Home |
| 11 | High School | 8 | High School |
| 6 | Library | 0.5 | Library |
| 0 | Courthouse | 0 | Courthouse |
| 2 | Pizza Parlor/Restaurant | 0 | Pizza Parlor/Restaurant |
| 20 | Other | 4 | Other |
| 9 | Bi-Weekly | 11 | Other |
| 18 | ILP Office | 10 | ILP Office |
| 1 | DHS Office | 0 | DHS Office |
| 3 | Foster Parent Home | 2 | Foster Parent Home |
| 2 | High School | 7 | High School |
| 1 | Library | 0 | Library |
| 0 | Courthouse | 0 | Courthouse |
| 0 | Pizza Parlor/Restaurant | 4 | Pizza Parlor/Restaurant |
| 3 | Other | 9 | Other |
| 0 | Additional details not listed above | | |

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EDUCATION

| Type of class | # of Classes | # youth attending | #individual sessions | Total Attending |
|--|--------------|-------------------|----------------------|-----------------|
| Study skills, homework help, tutoring, etc. | 19 | 50 | 521 | 571 |
| Financial Aide (FAFSA, OSA, ETV, scholarships, etc) | 55 | 189 | 958 | 1147 |
| Post-Secondary Education Options (college, vocational, trade, tours of schools, etc) | 30 | 139 | 810 | 949 |
| Military, Job Corp, AmeriCorp, etc | 11 | 53 | 251 | 304 |
| Other | 24 | 58 | 216 | 274 |
| Totals | 139 | 489 | 2756 | 3245 |

EMPLOYMENT

| Type of class | # of Classes | # youth attending | #individual sessions | Total Attending |
|--|--------------|-------------------|----------------------|-----------------|
| Job search skills (resume, attire, application, etc) | 61 | 263 | 894 | 1157 |
| Job versus career | 13 | 85 | 250 | 335 |
| Employment retention (keeping that job) | 20 | 68 | 308 | 376 |
| Food Handlers class / test | 15 | 40 | 65 | 105 |
| Entrepreneurship / Starting own business | 1 | 1 | 13 | 14 |
| Other | 8 | 46 | 88 | 134 |
| Totals | 118 | 503 | 1618 | 2121 |

HEALTH

| Type of class | # of Classes | # youth attending | #individual sessions | Total Attending |
|---|--------------|-------------------|----------------------|-----------------|
| Hygiene | 11 | 94 | 142 | 236 |
| Safe Sex / STI's / Pregnancy Prevention | 24 | 196 | 225 | 421 |
| Medication | 4 | 31 | 253 | 284 |
| Medical Insurance | 6 | 43 | 445 | 488 |
| Alcohol / Drug | 7 | 58 | 143 | 201 |
| Stress management / mental health | 23 | 112 | 391 | 503 |
| Physical fitness | 12 | 66 | 124 | 190 |
| Accessing Doctor, Dentist, etc. | 6 | 33 | 353 | 386 |
| Other | 23 | 52 | 75 | 127 |
| Totals | 116 | 685 | 2151 | 2836 |

SUPPORTIVE RELATIONSHIPS & COMMUNITY CONNECTIONS

| Type of class | # of Classes | # youth attending | #individual sessions | Total Attending |
|---|--------------|-------------------|----------------------|-----------------|
| Safe / healthy relationships (DV, etc.) | 21 | 159 | 580 | 739 |
| Community Resources | 26 | 112 | 670 | 782 |
| Support Systems | 24 | 100 | 735 | 835 |
| Gender Specific / Sexual Minority | 9 | 42 | 79 | 121 |
| Other | 28 | 118 | 135 | 253 |
| Totals | 108 | 531 | 2199 | 2730 |

HOUSING

| Type of class | # of Classes | # youth attending | #individual sessions | Total Attending |
|--------------------------------|--------------|-------------------|----------------------|-----------------|
| How to access your own housing | 21 | 114 | 497 | 611 |
| Household maintenance | 11 | 59 | 240 | 299 |
| Tenants rights / Ready to Rent | 24 | 89 | 153 | 242 |
| ILP Housing (ILSP/Chafee) | 7 | 47 | 641 | 688 |

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Chafee Attachment 4

| | | | | |
|---|-----------|------------|-------------|-------------|
| Start-Up Costs (deposits, utilities, applications, etc) | 18 | 86 | 431 | 517 |
| Other | 6 | 29 | 137 | 166 |
| Totals | 87 | 424 | 2099 | 2523 |

MISCELLANEOUS SKILLS

| Type of class | # of Classes | # youth attending | #individual sessions | Total Attending |
|---|--------------|-------------------|----------------------|-----------------|
| Nurtrition / Cooking | 55 | 325 | 150 | 475 |
| Legal issues | 8 | 61 | 231 | 292 |
| Money Management | 69 | 405 | 904 | 1309 |
| Transportation, driver's education | 24 | 99 | 353 | 452 |
| Recreation / Leisure | 50 | 312 | 479 | 791 |
| Interpersonal / Social Skills | 48 | 263 | 749 | 1012 |
| Safety / Emergency Skills (CPR, etc.) | 9 | 71 | 191 | 262 |
| Leadership / Public Speaking | 37 | 116 | 177 | 293 |
| Goal Setting / Planning (Time Management) | 18 | 102 | 950 | 1052 |
| Senior Workshop | 12 | 61 | 41 | 102 |
| Responsible Pet Owner | 3 | 3 | 39 | 42 |
| Public Assistance (food stamps, etc) | 1 | 7 | 272 | 279 |
| Consumerism, shopping | 27 | 125 | 301 | 426 |
| Other Daily Living Skills | 19 | 61 | 118 | 179 |
| Other | 47 | 482 | 588 | 1070 |
| Totals | 427 | 2493 | 5543 | 8036 |

SPECIAL ACTIVITIES, OUTING, CONFERENCES

| # ILPs | # Youth | | # ILPs | # Youth | |
|--------|---------|---------------------------------|--------|---------|--------------------------------------|
| 1 | 6 | Raft trips | 7 | 34 | Sporting events |
| 7 | 55 | Weekend retreats | 13 | 81 | Graduation/Other Celebration |
| 14 | 71 | Teen conference | 10 | 41 | Postsecondary information / training |
| 7 | 26 | ASPIRE conference | 10 | 328 | Recreational outings |
| 6 | 120 | ILP Appreciation events | 5 | 40 | Service learning projects |
| 13 | 102 | Consumer / Shopping Skills Trip | 8 | 24 | Career Fairs / Tours |
| 9 | 80 | Teen retreat | 16 | 72 | College Tours |
| 10 | 33 | Job Corp tour | 4 | 17 | Native Teen Gathering |
| 5 | 70 | Youth leadership | 4 | 43 | Pregnancy prevention activities |
| 17 | 391 | Holiday events | 4 | 75 | Other |

Regularly available services

| | |
|----|--|
| 10 | Mentor activities and/or program |
| 5 | Youth advisory council/committee |
| 7 | Classes for youth with developmental disabilities |
| 5 | Youth speakers bureau (youth trained to speak at conferences, to groups, etc about FC experiences) |
| 19 | Age specific services |
| 16 | Gender specific services |
| 9 | Cultural activities/classes |

Staff Trainings

| | | | |
|----|--------------------------------|----|---|
| 21 | Cultural Diversity | 18 | Drug / Alcohol Prevention |
| 8 | Suicide prevention | 9 | Adolescent sexuality / Prenancy Prevention |
| 14 | Group Dynamics / Facilitation | 11 | IEP |
| 15 | PYD / Developmental assesss | 9 | Shoulder to Shoulder/other Child Welfare Training |
| 12 | Behavior management | 16 | National Pathways/other national IL conference |
| 14 | Quality leadership/Supervision | 26 | Mandatory Reporting |
| 29 | First AID / CPR | 8 | Motivational Interviewing |
| 6 | Gang awareness | 11 | Fraud & Ethics |

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Chafee Attachment 4

| | | | |
|----|---------------------------------|----|------------------------------|
| 8 | PTSD | 14 | Professional Boundaries |
| 14 | Working with youth offenders | 8 | Mental health / disabilities |
| 25 | Domestic violence | 16 | ASPIRE |
| 65 | ILP Provider Meetings/Trainings | 35 | Other |

| Community Partner Contacts | | | |
|---|---|--------------------|------------|
| DHS & Tribal Contacts | Regular, ongoing contact / relationship | Infrequent contact | No Contact |
| District/Branch/ILP Liaison | 21 | 0 | 0 |
| SOC Teen experts | 8 | 3 | 6 |
| Foster Parents | 21 | 0 | 0 |
| Tribe / Indian child welfare | 3 | 11 | 5 |
| Self-Sufficiency Programs (TANF, OHP, Food Stamps, Teen Parent) | 12 | 8 | 1 |
| Mental health services | 11 | 8 | 1 |
| Physical health services | 2 | 13 | 5 |
| Seniors and People with disabilities | 2 | 11 | 6 |
| Health Department (city, county, state) | 4 | 12 | 4 |
| Other | 6 | 2 | 0 |
| Employment Contacts | | | |
| Workforce Investment Board (WIA) | 16 | 4 | 1 |
| Employment office | 15 | 6 | 0 |
| One stop centers | 8 | 8 | 2 |
| Vocational rehabilitation services | 3 | 15 | 2 |
| VRS's Youth Transition Programs | 5 | 10 | 4 |
| Job Corp | 10 | 10 | 1 |
| Goodwill Industries | 2 | 9 | 8 |
| Apprenticeships | 2 | 13 | 5 |
| Career/ Professional | 9 | 11 | 0 |
| Other | 4 | 2 | 1 |
| Education Contacts | | | |
| Public School system (counselors, IEP, etc) | 19 | 2 | 0 |
| Alternative schools | 18 | 2 | 1 |
| College / University system | 17 | 3 | 1 |
| Vocational / Trade Schools | 7 | 13 | 1 |
| Tutoring programs | 2 | 14 | 4 |
| Scholarship Programs | 14 | 5 | 1 |
| Other | 4 | 2 | 1 |
| Housing Contacts | | | |
| Transitional Living Programs | 9 | 8 | 4 |
| Local or state housing boards | 4 | 11 | 6 |
| Public housing authority | 6 | 9 | 5 |
| College housing | 5 | 15 | 1 |
| HUD / Community Housing planning | 6 | 10 | 4 |
| Teen Parent Programs | 7 | 11 | 3 |
| Other | 6 | 1 | 1 |
| Other Contacts | | | |
| 4-H, Scouts, Other youth Leadership / activities | 8 | 6 | 6 |
| Mentors | 6 | 9 | 5 |
| Other | 8 | 1 | 0 |

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| ADDITIONAL INFORMATION | |
|-------------------------------|---|
| 6 | Housing screen committee |
| 20 | Provide ILP information to DHS or Community Partners |
| 5 | Sharing tree |
| 9 | Use of interns |
| 16 | Community Partner Meetings / Staffings |
| 18 | CRB Meeting |
| 13 | Participation Incentives |
| 19 | Housing Start-up Items/kits |
| 11 | Businesses for work experience, job shadow, internships, etc. |

Baseline:

The first two quarters of the project were used to determine the baseline for number of current foster youth (ages 15 – 17) accessing a driver’s education course. A total of four (4) foster youth accessed a driver’s education course during a six month period (July 1, 2009 through December 31, 2009). A total of two (2) foster youth accessed a driver’s education course during the third quarter of the project. This represents a 50 percent decrease from the baseline. Of the six potentially ODOT eligible youth, four (4) have successfully completed the driver’s education course according to project guidelines. Two youth have yet to confirm successful completion and submit necessary reporting information for billing purposes.

In addition to the above population, DHS is also tracking the number of former foster youth or other non-ODOT reimbursable youth accessing driver’s education. As with the ODOT project, the first two quarters of the project were used to determine the baseline. A total of six (6) former foster youth/non-ODOT youth accessed a driver’s education course during a six month period (July 1, 2009 through December 31, 2009). A total of 1 foster youth accessed a driver’s education course during the third quarter of the project. This represents an 83 percent decrease from the baseline.

Quarterly Statistics:

Following are additional data regarding the youth who have accessed driver’s education courses:

ODOT Eligible (by gener. by age):

| Females | <u>1st Quarter</u> | <u>2nd Quarter</u> | <u>3rd Quarter</u> |
|---------|-------------------------------|-------------------------------|-------------------------------|
| Age 15: | 0 | 0 | 0 |
| Age 16: | 1 | 0 | 1 |
| Age 17: | 1 | 0 | 1 |

| Males | <u>1st Quarter</u> | <u>2nd Quarter</u> | <u>3rd Quarter</u> |
|---------|-------------------------------|-------------------------------|-------------------------------|
| Age 15: | 0 | 0 | 0 |
| Age 16: | 2 | 0 | 0 |
| Age 17: | 0 | 0 | 0 |

Non-ODOT eligible* (by gender, by age):

Females

Age 18: Three (3) youth passed the course, one (1) youth did not complete the course

Age 19: One (1) youth passed the course

Males

Age 17: One (1) youth did not attend an ODOT approved school

Age 20: One (1) youth passed the course

*Reasons a youth may not be eligible for the ODOT Project is due to failing the course, obtaining a driver’s license prior to completing the course, completing the course after turning age 18, not attending an ODOT approved school, or the youth may be a former foster youth (not currently in a foster care placement).

Accessing Funds

Please follow your District's protocol to obtain permission for a teen in foster care to obtain a driver's permit, take the driver's education course and become a licensed driver (see policy I-B.1.4, Guardian and Legal Custodian Consents). Once a youth is approved to obtain their driver's permit and license, the youth should be informed of the importance of driver's education.

DHS worker completes the CF78, Youth Transition Funds Request form. Leave the funding source boxes at the top of the form **blank**. The ILP Desk will select the proper funding stream. The DHS worker is to ensure the youth has read and understands the Agreement Statement. The CF78 must be signed by the DHS worker, initialed by the youth and ILP Provider, if enrolled for contracted ILP services. Send completed CF78 to the ILP Desk in Salem.

Youth eligibility criteria:

- In DHS substitute care
- Between the ages of 15 to 17 (must complete course prior to turning age 18)
- Must have driver's permit prior to beginning course
- Must complete course successfully with an approved school (see link for approved provider list http://www.oregon.gov/ODOT/TS/drivers_ed_providers.shtml)
- **Cannot** obtain driver's license prior to completing course
- Youth must have plan for obtaining auto insurance coverage. Note that a youth with a Permit is automatically covered under the car and adult they are with driving (even if not actually added to a policy at the time).

If a youth does not meet the above criteria, but is eligible for ILP services a payment may still be issued from the newly established ILP Driver's Education fund. This will be a separate fund set aside specifically for this purpose. We will review the use of ILP Driver's Education funds in six months to determine use. These costs will NOT affect a District's ILP Discretionary Fund allocation. **Contact Alex Sims, ILP Support Staff with any questions at 503-945-5684.**

Return this section to the DHS ILP Desk after youth completes driver's education course
(fax: 503-945-6969, mail: 500 Summer St, NE E76, Salem, OR 97301)

DHS Caseworker Name: _____ Date form completed: _____

Youth's Name: _____ Case #, P/L: _____

Youth's DOB: _____ Driver's Permit Number: _____

Name of School/vendor: _____

Date course began: _____ Date course ended: _____

Did youth pass the course? (check one): No Yes (attach copy of certificate)

Date youth obtained or plans to obtain Oregon driver's license: _____

Plan for auto insurance: _____

AMPLIFY
YOUR VOICE
2009
OREGON ILP TEEN CONFERENCE

Oregon Youth Speak
June 22-25, 2009 • Southern Oregon University

 Facilitated by FosterClub, the national network for young people in foster care

Oregon ILP Teen Conference Youth Speak

Facilitated by FosterClub, the national network for young people in foster care

Date: June 22-25, 2009

Location: Southern Oregon University, Ashland

Participants: 85 young people from foster care, 53 ILP and FosterClub staff and volunteers

Description of the Youth Speak process:

Participants break into small groups and tackle issues related to foster care, such as education, health care and housing. Young people identify obstacles and challenges to success for the topic, and then brainstorm a list of recommendations. Each group prepares a presentation of their ideas, and delivers onstage to an assembled grouping of influential leaders in the foster care system that affects them.

Topics for the 2009 Oregon ILP Teen Conference Youth Speak:

- *Housing Prep Options,*
- *Health Care*
- *Post-Secondary Education Preparation and Support*
- *Transition to Adulthood*
- *Supportive Relationship and Mentor*
- *Employment*

Following is a recap of each group's discussion of the topic area including a list of challenges and recommendations.

TOPIC 1:

Housing Prep Options:

Challenges:

- Trouble with housing (finances, deposits, utilities)
- Location
- Not enough money to start out with
- Community Warehouse
- Organizations
- Co-signers
- Roommates
- Back-up plans
- Food, basic necessities
- Adjusting to habits
- Boundaries; Privacy
- Knitting supplies; Cleaning Supplies
- Knowing your public resources
- Clothes; Misc.
- Knowing how to fill out a lease
- Keeping up with monthly bills
- Insurance
- Keeping steady job/hours during tough times
- Communication and communication devices
- Bank account
- Balancing work/school/extra-curricular activities
- Learning how to move and support yourself
- Safety
- Affordable housing
- I.L.P.
- Looking at various locations before buying or renting a home
- Groceries

- STAYING OUT OF TROUBLE
- Grades
- Time management
- Criminal Background
- References
- Enough Money Saved up
- F.A.S.F.A
- Contacts

Housing Prep Options Recommendations:

1. Personal Supports:

Extend ILP Service until 23 years of age:

- In Oregon, Service extends until 21, while others drop at 18 years of age. Lowers secondary education enrollment and increases high-risk factors for unemployment rates, homeless adults, and loss of healthcare.
- It would help support these young adults through and after college.
- If ILP is not extended to 23 kids can lose out on start up kits for apartments.
- It would build confidence and make independence much easier to achieve through steps.

In conclusion, the extension of ILP until 23 would make the transition out of foster care less stressful, would build confidence of being independent, also this would help foster youth coming into the system as well as aging out of the system to become more confident productive citizens of their community.

2. Time Management:

- Make sacrifices for more important things
- Day care
- Counselors
- Tutors
- Foster kids (phonebook) for more resources

3. Financial Aid:

- More ILP workers
- FASFA
- More scholarships towards foster care kids
- Longer support systems from ILP program

4. Public Resources:

- Yellow pages for foster youth
- Businesses that accept Medicare
- Emergency numbers
- Government funded programs for foster youth
- DHS office numbers/helpline
- Websites for foster youth to help with food, insurance, agencies, etc.
- Caseworker numbers in all states
- Affordable housing programs
- Employment centers
- Charity funds
- "How To" sections

TOPIC 1:

Health care

Challenges:

1. Lack of Information (easily accessible information)
2. Medical Cosmetics (Mole removal, braces and dental, eyewear)

Note: Many youth struggle to get medical care deemed elective. We are using this as a broad definition covering dental, eye, and dermatological needs. Foster youth on OHP are given very limited choices in regards to eyewear. They are given limited choices for glasses, and are not allowed to get contacts.

3. Lack of Options (lack of choices for providers and medication)

Healthcare Recommendations:

Lack of Information

- Providing a youth friendly pamphlet to OHP for each foster youth when they enter care could solve the problem of lack of information. In this pamphlet would be a list of care providers who accept OHP, an answer guide to frequently asked questions, and a summary of what OHP will and will not cover. One of the most important aspects of the pamphlet would be the punch out business card-size list of contact information. The card would contain the e-mail, phone number, street address, and hours when the youth contact someone for more information.

Medical Cosmetics

- One solution we saw was creating a maximum limit youth can spend on eyewear options. This money could be spent on contacts or glasses, but once that limit was reached the youth would have to cover any additional amount on their own. Braces and other dental care are also very difficult to obtain under OHP. A solution we saw to this was allowing youth to get braces if their orthodontist submits a letter of concern to show it is necessary. Dermatological services such as mole removal and acne treatment can be difficult to obtain. This could be addressed very similarly to the braces situation. OHP could pay for an initial consultation, and then the dermatologist could write a letter deeming whether or not further services were necessary.

Lack of Options

- We saw that not only did youth lack options, but also they were unaware of the options they did have. Often foster youth receive inconsistent information, and there is no wide sweeping way of dealing with their medical needs. The youth expressed a desire for consistent information, and easy access to that information. This would be achieved through the pamphlet mentioned earlier, and also through a website that would be updated regularly. We saw the need for increased funding, so more providers would be willing to accept OHP.

TOPIC 3:

Post-Secondary Education Preparation and Support

Challenges:

1. Stability

- Stable educational environment
- Stable family environment
- Paying for housing (rent)
- Transportation (off/on campus living, school breaks, holidays, vacation)

2. Support and Relationships

- Financial support
 - Foster youth cannot afford higher education on top of housing and living expenses
- Educational support
 - Lack of support on schoolwork
 - Lack of communication with professors/counselors (assignment expectations, etc)
 - Lack of knowledge on school requirements (what classes are appropriate to take toward completing an intended degree)
- Emotional support
 - Stress due to lack of understanding school information/system as well as personal stress
 - Lack of supportive adult, peers
 - Discontinued relationships between foster youth and foster parents after leaving care
- Disability Needs

-Youth with disabilities face difficulties with schoolwork and special needs

3. Exposure to Resources

- Lack of assistance with Scholarships
- Gathering essential paperwork and completing college forms
- Lack of social skills in high school that can affect adaptability in a college setting
- Lack of knowledge as to what documents are required by the college (ex. Word of State/Court, birth certificate, SSN, etc)
- Lack of visits to explore colleges while in high school

Post-Secondary Education Preparation and Support Recommendations:

1. Stability

- State should expand aid for housing and related school needs
- State should provide personal educational assistance including special education assistance
- State/Agency should provide housing dedicated to foster youth at little or no cost (ex. summer, holidays, off seasons)
- State should expand program for full ride scholarships/job opportunities and aid sources

2. Support and Relationships

- Financial support

- State should help pay tuition and other college needs
 - Educational support
 - State/agency should work with colleges to set up representatives with foster care background at each college to help youth with their school work/needs
 - Develop host families program for kids
 - Educate professors to better understand youth background and their special needs
 - Provide tutors that will work with youth on schoolwork
 - Assign advisors with foster care background to help youth stay on track for graduation
 - Have representatives at student organizations that specialize in foster youth assistance to represent youth
 - Emotional support
 - Develop an Independent Education Plan (IEP) where teachers/friends/families will be able to help youth separately with schoolwork and social skills
 - Develop counseling program to help youth with stress (including paying for it)
 - Set up mentoring program with upper classmen to assist with school related stress
 - Develop healthy supportive relationships early on to be available when needed in college
 - Disabilities
 - Provide special needs/attention to youth with disabilities (tutors, guardians, sports, etc)
 - Help them with transportations
 - Provide counselors/therapists for emotional support
 - Provide them with medication or watch them on medication they are taking
3. Exposure to Resources
- Build a team of assistants consisting of ILP workers, dedicated advocates at colleges, and caseworkers to help youth with making the transition to college
 - Make sure that every high school in Oregon has an ASPIRE Program to assist youth with scholarships and paperwork for college such as filling out FAFSA, state scholarships, OSAC, Chafee, OFA/Casey scholarship program, ETV, etc
 - State/agency should provide a voluntary mentor program to assist youth with the transition into higher education (finding right college, careers, housing, classes, healthcare, etc)
 - State/Agency should provide a representative to work with youth on his/her financial aid/school requirements at each college. This rep. should be a link between youth and fin-aid counselors, professors, and school advisors to give them any documentation/information required of youth
 - Agency should set up visits with colleges and provide youth with transportation for college tour so that youth can develop interest in attending college as well as exploring a right college for them
 - State/Agency should provide this suggested assistance continuously to youth until they are done with college.
-

TOPIC 4:

Transition to Adulthood

Challenges:

- Decisions on housing
- Transportation
- Education
- Job
- Money
- Support
- The ability to prioritize
- Money management
- Bank accounts along with co-signers
- Insurance
- Health care
- Credit education/knowledge
- Time management
- Money for higher education
- Important documents needed for a successful transition
- Making sure their voice is heard in the courts
- Ways to make sure they are properly fed
- Social/life-long relationships and balance between those relationships
- Emotional and mental stability

From these issues the youth sub-categorized them into these categories:

- Financial stability
- Support in general
- Management skills
- Decision skills
- Higher education
- Department of Human Services/Independent Living Providers/programs

Transition to Adulthood Recommendations:

Financial stability: (specifically involving higher ed. and the transition)

- Education
- Job training
- Job education
- Education of scholarships
- How to complete FAFSA
- How to gain and maintain housing
- Requirements on contracts
- Help filing out important documents
- We need to be educated on resources available to us in order to find and secure a job in order to be financially stable.
- We are waiting for the financial support that will secure stable housing when we transition out of care.

Support:

- Need for more one-on-one time with their ILP or caseworkers; to be known as more than just a case file. We are human, we have feelings, we have needs and you need to spend more time getting to know us as individuals.
- There is the need for trust to be built up between the youth and their casework/ILP worker in order for us to truly feel comfortable expressing our needs and feel that our voice is actually being considered
- More statewide opportunities for interaction with other foster youth to share each other's stories and support each other in the effort of realizing they are not alone in this experience.
- Opportunities for us to grow.
- Have the case/ILP workers interact more with the youth's usual lives.
- Allow for more support groups into the youth's lives.

Getting Their Voice Heard

- The youth feel that sometimes when they express their needs or feelings that their voice is not taken into account, make sure they are actually being listened to.
- They feel the need for more opportunity to have important people in the same place at the same time so their message is heard statewide, instead of having to relay the message, which they feel, doesn't happen.

We then took these categories and turned them into "I am waiting" statements.

- "I am waiting for my powerful, unique message to be heard and taken into account."
- "I am waiting for the stable environment needed to successfully transition out of care."
- "I am waiting for encouraging support and management skills in order to walk through life successfully."
- "I am waiting for a better way to receive transportation support in order to secure my education job."
- "I am waiting to learn about the resources available to me to successfully become independent."
- "I am waiting for the department of human services to listen and provide me with the resources for jobs, education and stable housing that is needed."
- "I am waiting for the financial stability to succeed in life." (In general)
- "I am waiting for the ability to be educated in making beneficial decisions."
- "I am waiting to receive the important documentation needed to successfully continue my life."
- "I am waiting on the resources needed to pursue my higher education."

These youth really have a lot to say and they wanted me to stress that their voice needs to be heard and taken into account.

TOPIC 5:

Supportive Relationship and Mentor

Challenges

1. The Lack of mentors and where to find them
2. The review of the matching process (The role of the mentee and mentor)
3. The boundaries concerning confidentiality (freedom of speech)

Potential Mentors

- Group home staff
- Friends
- ILP Workers and Providers
- Other foster youth and former alumni
- Teachers and counselors (adults at school)
- Biological or non bio-parents
- Biological or non bio-family
- Group support systems from local organizations
- Skill trainer

Supportive Relationship and Mentor Recommendations:

- Because the matching process is often mis-communicated, or in some cases, the mentorship: we wanted to become more involved with this process.
- This would entail both the supportive adult and the youth to know more on the system.
- We thought that it would be more “not so ‘confusing’, if the matching policies throughout the counties were similar.
- We believe the relationship between the youth and supportive adult should be a ‘two-way’ street between both parties. They would and should be more clear and understanding of each other.
- Concerning the boundaries on confidentiality we believe that many mentors openly discuss the youth’s personal life in the general public.
- There needs to be limits set. We think that because foster care is so hectic with situations like these, that the system should be more “home-like”.
- Boundaries need to be set; there should be a more ‘proper/appropriate’ place to meet with each party. Lastly we need better connections with the mentor/supportive adults.
- Most importantly we think mentoring should be provided at times of transitioning periods. For example: entering the system, school, birthdays, moving, etc.
- Lastly we all agreed that most successful adults have become successful by having one or more supportive adults in their lives.

“I am waiting for a compatible, involved, and permanent relationship”

TOPIC 6:

Employment

Challenges for foster youth acquiring jobs:

- | | | |
|--------------------|-------------------|-------------------|
| ● The economy | ● Work experience | ● Minimum wage |
| ● Transportation | ● Testing scores | ● Disabilities |
| ● Job availability | ● Networking | ● Appearance |
| ● Schooling | ● Documents | ● Finding the Job |

- Punctuality
 - Background check
 - Drug testing
 - The skills you have
 - Race/Sex discriminating
 - Profiling
 - Lack of recommendation
 - The connections
 - First impression
 - Stereotypes
 - Amount of times applied
 - Choice of work not available
 - Knowing what do when interviewed
 - Interview skills
 - Hour availability
 - Health Insurance
 - Work history
 - Adults get the job before young people
 - The availability of jobs
 - Having enough experience to get the job over other people.
 - Age seems to be a huge factor when it comes to getting the job over more experienced people.
 - Disabilities can be a barrier to getting a job
 - Background experience
 - Interview skills
 - Help with filling out applications and creating a resume
 - Help with filling out financial aid and scholarship applications
 - Documents
 - Appearance
 - Transportation
- How to find a good support system

Employment Recommendations:

To overcome these obstacles they came up with ideas on how the government, agencies and even what the youth could do to help.

Resources: Agencies

- Vouchers
- Communications between caseworkers, foster parents, and the youth
- ILP workers could help with filling out applications, resumes, get vouchers for work attire
- Foster parents could give every child an allowance for transportation needs and also for work attire. They could also help with filling out the paper work and take the youth to interviews and help with practicing for interviews. The ILP worker could also do this.
- Better training for foster parents so they can be more involved in the youth's life.
- The agencies could also help with funding.
- To know where the local job agencies are.
- Newspapers
- The Internet only has a 3% return rate, which makes it almost not worth it to apply online
- CIS program for summer jobs
- To give work experience
- Paid internships
- Unpaid internships (externships)
- Unemployment office
- Temp agency
- Scholarships
- Job skills
- Interview skills
- Job fair
- Aspire (a school program that helps youth figure out where they want to go for college, helps them find jobs)
- Tutors
- How to create a résumé
- Career center

The Government

- The government could make more resources available for the youth.
- They could find a way to make sure every youth has their documents.
- They could give the documents to the youth when first entering care.
- Have a way to get new birth certificates when the original is lost.
- Also, knowing where to find these resources that are so desperately needed.
- Stimulus package
- Designate funds toward foster kids

Chafee Attachment 6

- FAFSA
- Scholarships
- Financial aide
- Grants

The Youth

- Talk to the caseworkers. Ask questions, be interested in their case and try to find out what they need before leaving care.
- Support local business
- Volunteer work
- Resume
- More education
- Apply for scholarships
- Apply for colleges and be able to narrow down the options for what college they want to go to.
- Knowing what all the Independent Living Program can do for them.
- Having a supportive adult and being able to know how to make those bonds.
- Knowing what path they want to take when it comes to education.
- Taking more college classes in high school.

**SUBSIDIZED GUARDIANSHIP PROJECT
PSU YOUTH FOCUS GROUPS: EXECUTIVE SUMMARY**

Study Approach. PSU worked closely with DHS to devise a recruitment process that would protect confidentiality and ensure that only youth for whom participation in a focus group would be appropriate were invited. The decision was made to utilize Independent Living Programs in 5 Oregon counties: Tillamook, Ontario, Douglas, Clackamas and Multnomah. ILP supervisors generated a list of youth who were currently enrolled in ILP services and who ILP staff deemed capable of participating in the group. This list was forwarded DHS workers, who did an additional screen to make sure that no youth would suffer undue stress or trauma as a result of participation. DHS caseworkers also contacted caregivers for youth under the age of 18 to request informed consent.

A total of 37 youth participated in the groups. They represented a variety of placement settings: foster care, guardianship, adoptive placement, returned home/with relatives, and emancipation. Participants ranged in age from 14-22.

Focus group questions were semi-structured. Participants were asked about their understanding of the different permanency options (specifically SG, adoption, and long-term foster care), decisions regarding permanent placements, and their experiences in foster care. Youth were encouraged to write down their answers if they weren't comfortable sharing them with the group. Discussions typically lasted between 90 minutes and 2 hours. Youth were given a \$20 gift card for participating. Notes from the focus groups were analyzed using standard techniques such as coding for specific themes.

STUDY FINDINGS

Perceptions of Subsidized Guardianship

The majority of youth had very limited information about subsidized guardianship.

- Most reported not having been told much about it. Some suggested this was because another permanency option had already been decided upon (typically long-term foster care) and therefore there was no need to discuss guardianship.
- The few youth who professed some knowledge of guardianship described it as a middle ground between adoption and foster care, especially in reference to the availability of services and benefits.
- Some youth, even those who were currently placed with guardians, gave inaccurate or partially accurate descriptions of the program. For example, one participant described guardianship as similar to being emancipated, "on your own, but you're still in DHS custody."
- A number of youth did express a preference for some features of guardianship, especially as compared to adoption, stating that it was more "normal," did not require a name change or the severance of biological ties, and provided benefits.

Perceptions and Experiences of Permanency

Youth were clear that permanency encompassed more than the bureaucratic or legal features of the different options. In some circumstances, even foster care may feel more “permanent” than adoption.

- Many participants argued that a good placement, by definition, offered permanency -- whether it be an adoptive home, a guardianship, or in foster care.
- Some youth spoke about factors that aided their sense of stability, including placements with or near their biological siblings, positive relationships with caseworkers and ILP staff, and continuity at school.
- Several youth relayed the pitfalls of expecting a placement to be permanent. One youth described how she was adopted twice. The second time, she did not change her name in case the adoption did not last.
- Most youth expressed displeasure with the amount of say they had in their permanency planning. They suggested that permanency should be discussed with youth at an earlier age than is typical. Many of the participants noted that these conversations focused on adult perspectives and preferences rather than their own needs.
- Youth sometimes found mediating relationships between their current caregivers and their biological families challenging. For example, one youth explained that his biological family was upset when he pursued changing his name to that of his caregivers.

Perceptions and Experiences of Foster Care

Experiences in foster care were quite variable, with some youth reporting a real sense of permanency in foster care, and others reporting a marked lack of permanency in foster care. Motivation for choosing foster care over other placements was often pragmatic.

- Many participants reported that current or past foster care placements did not offer a sense of permanency. These youth often spoke about not being treated like a “real” child, feeling like foster parents were not committed to their well-being, and the difficulties associated with frequent moves in placement.
- A significant number of foster care youth shared their belief that they were, in fact, in permanent placements. Foster homes offered stability and nurturing caregivers, and for those away at college or living on their own, a place they could go to on the weekends and holidays.
- Many of the youth in these stable, long-term foster care arrangements explained that they and their foster parents had considered other permanency options, but the loss of benefits associated with foster care, including college tuition, case management, and funding for extracurricular activities, was large part of their decision to remain with foster care.
- Youth felt that foster care placements would be more successful if more attention were paid to “fit,” including cultural considerations, placements with or near biological siblings, and more stringent screening of foster parents.

Suggestions for DHS

Suggestions from youth for how to improve the system included:

- Provide youth with more information about permanency options, particularly information about the potential gains/loss of benefits associated with each.
- Provide youth with more frequent and easy access to caseworkers. Youth felt strongly that communication was important. They also longed for more open communication with their caregivers.
- Allow greater flexibility. Youth voiced numerous objections to the number of rules to which they and their caregivers had to adhere.

ILP Training Matrix

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|--|--|---|---|-------------------------------|--|---------------------|
| PROGRAM SPECIFIC – FOSTER CARE UNIT | | | | | | |
| <p>Transition Planning/ Independent Living Program (ILP)</p> <p>(note, this training is also listed in the mandatory training section of the Training Matrix)</p> <p>On-going training available on a quarterly basis for new staff and community partners.</p> | <p>Participants will learn more about the DHS requirements for assisting foster youth with creating a transition plan. Learn the role ILP can play and the role DHS must have in the planning process. This training will assist in having a clearer understanding of what ILP is and how it can benefit a youth. After completing this course participants will be able to assist a youth with crafting a comprehensive transition plan, refer a youth to for ILP services; be able to complete the necessary ILP forms and other components of ILP; and know your role in transition planning and the ILP process.</p> | <p>3.5 hours (NetLink, quarterly)</p> | <p>DHS-CAF, ILP Staff</p> | <p>All CW Caseworkers</p> | <p>\$2,060.40 (Salary cost estimate)</p> | <p>RMS</p> |
| <p>Youth Transition Policy</p> <p>Projected completion date is September 30, 2010.</p> | <p>Detailed information regarding the new policies requirements for DHS workers regarding transition planning. ILP Services available and eligibility criteria, and roles.</p> | <p>4 hour (in-person at local branch or District office as requested)</p> | <p>DHS-CAF, ILP staff</p> | <p>Adolescent caseworkers</p> | <p>\$6,000.00 (Staff salary and travel per diem cost estimate)</p> | <p>Chafee Grant</p> |
| <p>Ansell-Casey Life Skills Assessment (ACLSA) training</p> <p>(Initial round of training anticipated to be completed by 9/30/10. Training will be offered on an “as needed” basis after the initial round.)</p> | <p>This course will train staff, volunteers or youth to use, administer and interpret all of the Ansell-Casey Life Skills Training and other on-line resources, including the ACLSA scored report, the Learning Plan, the Ready, Set, Fly! handbook, and other companion resources.</p> | <p>1 day (in-person)</p> | <p>Certified ACLSA Trainers (see above)</p> | <p>Adolescent Caseworkers</p> | <p>TBD</p> | <p>TBD</p> |

ILP Training Matrix

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|---|---|------------------------------|---------------------------|--------------------------------------|---|-------------------------|
| Engaging Supportive Adults in Youth Decision Meetings (Permanency) (estimated to begin in 2011) | 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 independent living program (ILP) services. Including a collaborative approach and relationships necessary to help youth engage and achieve their transition goals. | TBD | TBD | TBD | TBD | TBD |
| ILP for Judges, CRB and CASAs (estimated to begin in fall 2010) | TBD – Inform Judges, CRB and CASA members regarding the various eligibility criteria, policy, and program expectations. | TBD | TBD | TBD | TBD | TBD |
| Post-secondary Planning and Financial Aid | A variety of trainings currently provide this type of training for both youth and supportive adults: ASPIRE Fall Conference (DHS has 75 slots for caseworkers, foster parents, ILP Providers, CASA and CRB); ASPIRE Foster Youth Training (3 regional trainings for foster youth, supportive adults welcome to attend); | 1 day each (total of 4 days) | OSAC- ASPIRE, & ILP staff | Varies – supportive adults and youth | \$25,000 (includes facilities, trainer, meals, and per diem reimbursement for participants) | Chafee ILP or ETV grant |
| ILP Contractor Training Projected training date is October 4, 2010. | Provide contractors with training on new reporting expectations due to NYTD requirements. Exact curriculum yet to be determined. | 4 hours (in-person) | DHS-CAF, ILP Staff | All ILP Contractors | TBD | TBD |
| National Youth In Transition Survey Requirements | Caseworkers learn how to survey all 17year olds within 45 days of their | TBD | TBD | TBD | TBD | TBD |

ILP Training Matrix

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|--|---|----------|----------------------------|-------------------------|----------------------|-----------------|
| (estimated to begin in September 2010) | 17 th birthday. Including requirement to survey the cohort group at age 19 and again at age 21. Also learn importance of document all IL type services in new OR-Kids system. | | | | | |
| OR-Kids & NYTD, service coding (estimated to begin in October 2010) | Caseworkers learn importance of thorough, accurate data entry regarding ILP or independent living type services as required by NYTD. Also learn appropriate closure codes to use with the various ILP services. | TBD | TBD | TBD | TBD | TBD |
| Benchmark Reviews and Requirements at Independence (Projected start date is October 1, 2010) | Cover these new requirements in detail. Several new requirements were training in a short period of time, this training will provide a more in-depth look at what must be discussed with the teens as they prepare to emancipate – including the federal Health Care Oversight and Coordination requirements; and the new Chafee Medical Program. | TBD | DHS-CAF, ILP staff & Nurse | 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, ILP Contractors, and community partners. | Varies | DHS-CAF, ILP staff | Varies | TBD | TBD |
| Psychotropic Medication | Psychotropic Medication – Updated Policy, Procedure and HB 3114 implementation. | 3 hours | DHS Nurse, Partners | CWPM and CW Supervisors | TBD | TBD |
| Permanency Planning | Project with Casey Family Project. Exact curriculum yet to be determined. Will provide DHS caseworkers with tools and | TBD | TBD | TBD | TBD | TBD |

ILP Training Matrix

| Training Activity | Courses | Duration | Provider | Audience | Estimated Total Cost | Cost Allocation |
|--|--|----------|---------------------------------------|---|----------------------|-----------------|
| | knowledge of teen issues, behavior and skills needed to create lasting relationships with a supportive adult. | | | | | |
| OR-Kids Training – Youth Transitions Tab/Service Tracking (estimated to begin in the Fall of 2010) | In addition to the basic OR-Kids training, staff will be offered training tailored to the NYTD requirements. Staff will learn the importance of opening the appropriate independent living type services a youth is receiving and ensuring all 17 year olds in care complete the NYTD Survey. Train staff regarding capturing youth’s contact information. | 3 hours | DHS-CAF, OR-Kids Trainers & ILP staff | DHS Staff & ILP Providers | TBD | TBD |
| Another Planned Permanent Living Arrangement | Policy / Practice discussion regarding utilization of APPLA. with Child Welfare Managers, supervisors and casework staff | 1 hr | DHS staff | a) Child Welfare Managers, supervisors and casework staff | undetermined | undetermined |
| | Policy / Practice discussion regarding utilization of APPLA. with Child Welfare judiciary and community partners. | | | b) Child Welfare judiciary and community partners. | | |

SECTION XV: STATISTICAL AND SUPPORTING INFORMATION

Education and Training Vouchers: 167

Juvenile Justice Transfers: 9

Inter-Country Adoptions: 0

SECTION XVI: FAMILY PRESERVATION AND SUPPORT SERVICES

**TITLE IV-B SUBPART II OF THE SOCIAL
SECURITY ACT**

**FAMILY PRESERVATION AND
SUPPORT SERVICES PROGRAM**

**OREGON COMMISSION ON CHILDREN AND FAMILIES
ANNUAL SUMMARY OF FAMILY SUPPORT SERVICES PROGRAMS**

FOR FEDERAL FISCAL YEAR 2010

(October 1, 2009– September 30, 2010)

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Overview

The Oregon Commission on Children and Families is the state agency responsible for that portion of Title IV-B-2 funds dedicated to promoting community-based family support services. OCCF and Department of Human Services, Department of Children, Adults and Families have signed an interagency agreement to consolidate planning for the Child and Family Services Plan with the Child Abuse Prevention and Treatment Act plan prepared by CAF.

OCCF serves as a catalyst to create partnership (community, county, state government, and non-government agencies) that sustains a community-based system of formal and informal supports along the full age and intensity continuum, from primary prevention to intervention and treatment. This continuum assures that all children, youth and families will find the support that they need.

Federal fiscal year 2010

A. Specific Accomplishments and Progress

In the summer of 2009, the Oregon Commission on Children & Families adopted a functional framework to guide the system's work in promoting community-based family support services (See Appendix B). The five core functions are:

1. State and Local Children and Families Community Planning and Implementation – leading strategically.
2. Service Delivery Improvements – ensuring quality and accountability.
3. Policy Development – shaping policy and law.
4. System Development – bringing services together.
5. Community Mobilization – organizing change.

State and local children and families community planning and implementation

With the passage of Senate Bill 555 in 1999, the Oregon Commission on Children & Families is charged with development and implementation of local county comprehensive community plans that coordinate and strengthen the system of services to families with children 0 to 18 years of age. Counties submit six-year plans that focus on community determined issues, set community goals and likely include benchmarks from Oregon Shines, the statewide vision for all Oregonians. (For more information, go to “Achieving the Oregon Shines Vision: The 2008 Benchmark Report” online at www.oregon.gov/DAS/OPB) Local community plans are updated every two years.

Local commissions fund activities that are priorities in their communities and consistent with meeting local outcomes and goals identified in the local county comprehensive community plan. Counties apply the funds to activities that yield outcomes known to have a positive impact on at least one of the community identified outcome goals. The activities funded at the local level represent implementation of at least one strategy to address a community issue or issues from the local comprehensive community plan for services to children and families. A specific subset of goals and outcomes has been identified as the primary target areas for Title IV-B-2 funds (See table below). Many activities impact more than one single target area. Secondary and/or tertiary target areas that may be impacted by funded activities are also listed.

Primary Target Areas for Title IV-B (2)

| High-level Outcome Goal | Local activity outcomes |
|--------------------------------|---|
| Reduce child maltreatment | <ul style="list-style-type: none"> • Adequate social support resources • Effective social support groups • Improve family commitment and nurturance • Improve family assets • Increase nurturing, responsive care • Increase stability of family life • Quality parent-child/youth interactions • Reduce child neglect and/or |

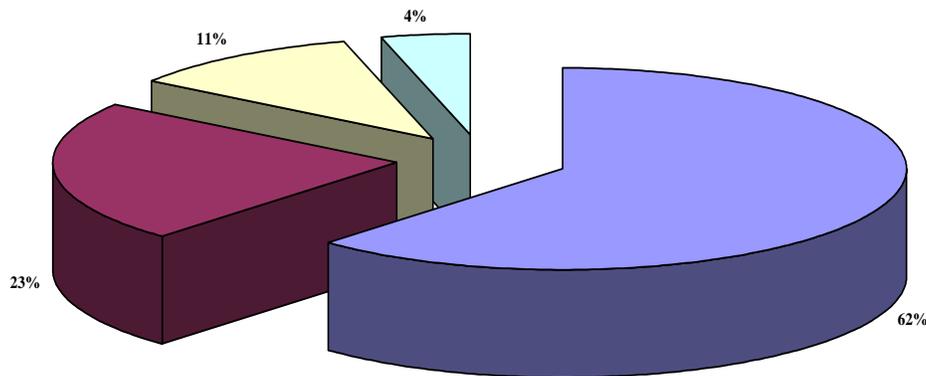
| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> maltreatment • Timely progress during out-of-home placement |
| Positive Youth Development | <ul style="list-style-type: none"> • Positive Relationships with Adults • Quality peer interactions • Pro-social skills and behavior • Academic progress • School attendance |
| Reduce poverty | <ul style="list-style-type: none"> • Adequate basic resources: food, shelter, transportation |
| Readiness to Learn | <ul style="list-style-type: none"> • Normal child/adolescent growth and development • Ready to learn at kindergarten • Family literacy practices and resources |

Additional, or Secondary Target Areas

| | |
|--|--|
| Increase child care availability | <ul style="list-style-type: none"> • Adequate child care to meet family needs • Improved knowledge and skills among care providers |
| Decrease alcohol, tobacco and other drug use | <ul style="list-style-type: none"> • Improve life skills and problem solving skills • Reduce use of ATOD during pregnancy • Reduce depression or other mental health issues |
| Increase community engagement | <ul style="list-style-type: none"> • Increased positive, informal interactions that link adults, children and youths. |

In FFY 2010, Family Support funds are most commonly used to protect children from harm (62%) through the implementation of programs and strategies intended to reduce child maltreatment. The remainder is applied to strategies that strengthen at-risk families (23%); improve the success of children and youth (11%); and strengthen the service delivery system (4%). (See chart below)

High Level Family Support Investment Target Areas



Common programs or activities funded in communities to reduce child abuse and neglect are Healthy Start, family resource centers, parent education, and family centered counseling.

Strengthening families funded in communities are those with outcomes associated with the reduction of alcohol, tobacco, or other drug use; reducing poverty; improving prenatal care; and meeting the families' child care needs.

Children, youth and their families participate in services that reduce risk factors and strengthen assets to ensure improve readiness for kindergarten; promote positive youth development; and decrease juvenile arrests.

The service delivery system is strengthened through increased community participation as seen in the development of community-based models such as family resource centers and school-based centers.

Service Delivery Improvements – ensuring quality and accountability

Family Support funds are directed to parent education programs; Healthy Start, family resource centers, and other programs that support and strengthen families such as Parents as Teachers and skills training. Local commissions continue to invest in system development strategies that strengthen support systems for at-risk families such as service integration, parent education system development, and home visiting program collaboration.

The Oregon Commission on Children & Families continues to support key components of an effective service delivery system. In FFY 2010, OCCF continues to target six programs and initiatives:

- Implementation of Healthy Start,
- Implementation of Relief Nurseries,
- Planning and implementation of Community Schools,
- Planning and implementation of Homeless and Runaway Youth Wraparound Services, and
- Implementation of the Reconnecting Children with Their Families initiative. A partnership with the Casey Family Foundation and Oregon Department of Human Services.

Healthy Start is a child abuse prevention program that provides home visits and parent education to at-risk families with newborn children. Oregon Healthy Start Family Support Services are based on the Healthy Families America quality standards and is holds a statewide credential from Healthy Families America. Oregon Commission on Children & Families' staff provides technical assistance to programs and oversees credentialing of Healthy Start programs throughout the state. A recent evaluation of the statewide Healthy Start programs indicates that children and families receiving Healthy Start services are two and one-half times less likely to be victims of child abuse and children served by Healthy Start are more likely to enter school ready to learn.

Relief Nurseries are programs serving families at the highest risk of child abuse and neglect. They work to both decrease exposure to risk factors and

increase the children's competencies and sources of support. The Oregon Commission on Children & Families contracts for an independent, formal evaluation of Oregon's ten Relief Nursery programs each biennium. Results of the evaluation provide the basis of collaborative efforts between the Commission and the Oregon Relief Nursery Association to refine the model and ensure incremental quality improvements. Relief Nurseries report that up to 85% of families served in the program are diverted from foster care.

The Oregon Commission on Children & Families is laying the groundwork to implement community schools across the state. Public schools are intimately linked with communities. They serve as centers of learning and connect neighborhoods with one another. As place-based institutions, they are an integral part of the neighborhood. Moreover, public schools have access to a myriad of local resources. Given the central role that public schools play in communities, the State Commission and local commissions partner with the Oregon Department of Education, Oregon Department of Human Services, local schools, and businesses to further develop the community school approach that links academic education to after-school programs and social/health services and supports for children, youth and their families. In FFY 2010 the Oregon Commission on Children and Families continues to support the development of community schools in at least 4 communities. Early reports suggest that where community schools are in action, academic scores are increasing. Community schools sites are reporting increased parental involvement in the education of their children and reporting dramatically increased academic results particularly for special needs and English language learner students.

In the 2005 planning update, local commissions provided information on the status of homelessness and runaway youth in their communities. This information led to the passage of House Bill 2202, the Homeless and Runaway bill adopted during the 2005 legislative session. HB 2202 identifies the Oregon Commission on Children & Families as the facilitator and convener of the Homeless and Runaway Youth Wraparound Task Force. The task force presented recommendations on funding mechanisms, existing financial resources, and policy changes necessary to support a continuum of services to homeless families and runaway youth. These recommendations were reported to the Governor in January 2007 and resulted in funds included in the 2007-09 agency budget to supplement local efforts in eight counties to provide shelter and support to their runaway and homeless youth population. Recent reductions in state funding have impacted these small

pilot programs. The rural and urban demonstration sites, however, still report positive results for homeless and runaway youth and their families, reconnecting youth with the educational system and connecting them to adult role models and mediating with their families.

Reconnecting Children with Their Families is a pilot project operational in fourteen Oregon counties with the goal of connecting youth in the foster care system, particularly youth close to aging out of foster care, with relatives who are willing and able to become a meaningful and supportive part of their life. Strong, healthy connections with caring adults help ensure the successful transition of youth from foster care to young adulthood. With a focus on the youth who seem to have no connections to anyone outside of the child welfare system, this program has proven success in locating family members and developing appropriate familial connections, in a safe a secure setting, between the youth and their newly discovered relatives. A strong state partnership between OCCF, the Department of Human Services Children, Adults and Families Division and local communities is proving successful in reuniting foster children with their families. The partnership began an aggressive effort to reduce disproportionate minority foster care placements. OCCF provides training to local commissions and local providers to enable them to work directly with families to educate and support them in the relationship with their children.

Policy Development – shaping policy and law

The Oregon Commission on Children and Families takes the lead in building an infrastructure that supports continuing statewide partnerships. This infrastructure includes the Partners for Children and Families (Appendix C) a statewide interagency team with both state and local representation that oversees the development and implementation of the coordinated county comprehensive community plans in each of the counties and expanded ex-officio membership to the State Commission, the Children’s Collaborative (See Appendix D). Information from the plans informs policy development, collaborative initiatives, system development and the development of a state plan for children and families. In FFY 2010, counties completed their two year updates of the 2008 six-year plans. The 2008 plans identified key state policy issues and provided data on trends related to the following key issues found statewide: poverty, child abuse and neglect, comprehensive health care, substance abuse in families, and preparing children and youth for the future through community schools. OCCF does not expect major deviations from these key policy issues in the 2010 update, but do expect that the

severity or pressing nature of these issues will be elevated due to the current recessionary economy. The Oregon Commission on Children and Families, the Children's Collaborative and Partners for Children and Families will use information from the plan updates as the basis for a state plan for children and families to guide policy and funding recommendations and decisions.

The Oregon Commission on Children and Families is committed to ensuring proven results. The Commission measures performance and can show what works and what does not. Activities funded through the commission system make a real difference in the lives of children, youth and families in communities throughout the state.

The Commission builds partnerships, leverages new dollars and invests early to ensure both long-term results and measurable returns. By making front-end investments along a continuum, the commission system makes wise investments of taxpayer dollars.

The State and all local Commissions engage citizens, community organizations, rural organizations, faith based organizations and businesses at the local level. Through this engagement, the needs of constituents are heard and included in policy work and services provided by state government. Programs, services, and initiatives implemented through the commission system reflect the priorities and best interests of the community.

Resource development

One of the tasks of the commission system is to coordinate and enhance financial and other resources available for programs and services for children and families. Local commissions track and report the additional revenue and volunteer hours contributed to local efforts. Revenue includes private grants, donations, and county and state general funds that are received as a result of a compelling influence of local commissions.

OCCF data is reported on a state biennial basis. Therefore, it is too early for counties to have reported leveraged resources. However, early data shows that for each federal dollar budgeted to local activities, an additional \$1 is leveraged from non-federal sources.

In addition to monetary resources, local programs and services report tens of thousands of volunteer hours donated to community-based programs statewide.

B. Revisions in Goals and Objectives

The state of Oregon widely adopted the Oregon Benchmarks at all levels to focus on the future and monitor progress in achieving measurable goals. The overall goals and objectives of OCCF remain rooted in assisting local communities to achieve progress towards the key Benchmarks that affect Oregon's children and families. In the future, the commission system will focus family support services resources to attain measurable results for specific populations most in need of services that will:

- Reduce child maltreatment,
- Strengthen at-risk families, and
- Improve the success of children youth and their families, and
- Strengthen the service delivery system.

OCCF will continue to pursue the same goals and objectives but anticipates changes to the service delivery system that reflect the changing demographics and economics of the State of Oregon. This will require increased attention to effective services that are culturally relevant and respond to decreased resources.

C. Family Support Services

Family Support Services funds are allocated to three purposes in the FFY 2010 budget: allocations to local commissions for programs and services, allocations to tribes for programs and services and allocations to initiatives coordinated by the state office such as Reconnecting Families, cultural competency and positive youth development.

Family Support funds are allocated to the Local Commissions on Children and Families and tribes for community-based family and support programs in all 36 counties and 9 federally recognized tribes. The counties allocate these funds locally in accordance with the priorities and strategies reported in the local comprehensive plans for services, systems change, community development and capacity building that targets child maltreatment, strengthening at-risk families, improving the success of children, youth and their families and/or strengthening the service delivery system. Local commissions require their providers to meet federal rules and regulations related to the utilization of Title IV-B(2) Family Support funds.

In 2010 funds have been applied to community-based services to promote the safety and well-being of children and families designed to increase the strength and stability of families (including adoptive, foster, and extended

families), to increase parents' confidence and competence in their parenting abilities, to afford children a safe, stable, and supportive family environment, to strengthen parental relationships and promote healthy marriages, and otherwise to enhance child development.

Family support services are provided throughout the state through local commissions on children and families and in accordance with local community comprehensive plans. There is strong local support for these services. For every Title IV-B dollar used to fund these services, we anticipate at least an additional \$1.00 will be leveraged in FFY 2010. Additional resources counted as leverage include local donations; county general fund; and private grants. In addition, volunteer hours will be logged by counties. We anticipate more than 25,000 volunteer hours in support of these programs. Examples of the services provided include:

- Parent education programs
- Home visiting programs
- Family Resource Centers (School and Community-based)
- Child care to meet family needs
- Counseling and behavioral health programs

Like the Local Commissions, the tribes use Title IV-B(2) funds to serve the needs of their nations by investing in services, systems change, community development and capacity building that targets child maltreatment, adult substance abuse or poverty as long as the federal rules and regulations stipulating how the funds will be used are followed. Appendix A shows each tribe's goal and strategies for family and support funding for FFY 2010.

Tribes utilize Title IV-B (2) funds in support of:

- Families in poverty,
- Transportation to alleviate barriers to accessing services,
- Improving family management, and
- Life skills.

D. Training

Implementation of community comprehensive plans

The development of a web based data collection and a statistical sharing project is enhancing local county coordinated comprehensive community

planning efforts at the county level. The Oregon Commission on Children and Families launched the OCCF Web Based Data System, Local Resources Module in the 2007-09 biennium. This web-based data collection system allows access to planning information including the priorities and strategies that counties are working to address. Full reports on the activities funded in local communities will be available in July 2011.

OCCF continues to work with key partners to develop and implement this coordinated reporting system. A number of modules were completed in the two years and are in place. The system allows entry of data by local partners from the client specific level through the program and activity level up to key information needed for reports and management of resources. This will maximize the reporting of results and reduce the duplication of workload inherent in required reporting processes.

Coordination and support of programs and initiatives

Oregon Commission on Children & Families' staff has undertaken a number of training, technical assistance, research and evaluation projects for services funded with family support services monies.

- OCCF is dedicated to funding services that promote positive outcomes for children and their families. This results-based accountability is seen in the percentage of programs that meet their targeted outcome results. In the 2007-09 biennium, more than 80% of the services and programs funded through local commissions met or exceeded the desired goals and outcomes. OCCF staff support service improvement through reviews of outcome measures, targets and data for all commission-funded activities; developing and delivering training on outcome measures and setting targets; and implementing evidence-based practices especially as they relate to culturally appropriate services.
- Since HB 3659 was passed in 2001, OCCF has had an increased emphasis on implementing best practices programs and services. OCCF's web site includes information on demonstrated and model programs, and the essential components of proven programs. In 2003, SB 267 was passed which increased the already stringent best practice requirements. Now local commissions strive to implement evidence-based programs that are cost-effective. OCCF staff conducts regional trainings and provides one-on-one technical assistance to counties.

- Oregon Healthy Start Family Support Services are based on Healthy Families America research-based quality assurance standards. State support staffs coordinate credentialing efforts for all Healthy Start programs throughout the state. This process ensures that all programs reflect best practice; have a quality assurance mechanism in place, and maintain quality over the long term.

Policy development and promotion

Short and long term research collaborations between the Commission and other key state agencies result in the following research and evaluation products:

- Strategic Framework for Implementing SB555 as a six-year plan for the continuing development and improvement of the statewide coordinated comprehensive system;
- In April 2010, the two year county comprehensive community plan updates were received. The State Commission on Children and Families and the Children's Collaborative will review and analyze information from the 36 county plans to discern the major issues of concern to local communities. Preliminary information indicates that child maltreatment, families living in poverty, children's mental health services and access to health care remain as top local issues. The results of the plans will help inform state and county budget allocation and validates community efforts to address their issues and develop needed resources.

Resource Development

As the State has been faced with continuing funding constraints, leveraging resources is even more of a priority for the state and local commission system. OCCF provides training to local commissions on:

- Developing private/public partnerships,
- Identifying grant opportunities and funding sources, and
- Developing a new web based grants management data system to track the possible resources statewide.

Appendix A: Family Support Services, Indian Tribe Activities

| NAME OF TRIBE Activity Description | Goal(s) |
|--|--|
| <p>BURNS PAIUTE TRIBE The tribe will provide funding for counseling services and support groups as needed to parents and coordinate this program with others that offer nutrition, education, financial management, etc. to offer at-risk families as many opportunities as possible. The tribe will all provide one yearly culturally appropriate training a year to parents, caregivers and other family members that focus on child development, behavioral issues, communication, fetal alcohol, etc.</p> | <p>• Activity Objective(s) Provide resources and access to support groups, training, etc. to assist parents to improve parenting skills.</p> <ul style="list-style-type: none"> • Contract for services on reservation Parent Training • Provide at least one training each year |
| <p>COQUILLE INDIAN TRIBE Coquille Indian Tribe will help at-risk families meet basic needs such as housing or utility payments, and to a means of transportation to access needed services. The tribe will also help families in emergency situations maintain a safe and adequate home environment for children.</p> | <p>Stabilize at-risk families</p> <ul style="list-style-type: none"> • Provide wrap around supports |
| CONFEDERATED TRIBES OF | TBD |

| | |
|--|--|
| <p>COOS, LOWER UMPQUA AND SIUSLAW INDIANS</p> <p>To date, plan not received goals.</p> | |
| <p>CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY</p> <p>The tribe's objective is to enhance participation in Tribal and cultural activities of parents and children, including foster parents, to build a support system with the tribal communities to support families when needed.</p> <p>Provide home-visiting services to education and engage families in Tribal and/or cultural activities by providing information and encouraging participation at upcoming events.</p> | <p>Strengthen parent-child relationships</p> <ul style="list-style-type: none"> • Structured cultural activities, home visiting, education <p>Stabilize at-risk families</p> <ul style="list-style-type: none"> • Strengthen high risk families, including foster families, through tribal culture |
| <p>KLAMATH TRIBE</p> <p>The program provides family support services which include in-home visits, parent support groups, and other programs designed to improve parenting skills with respect to matters such as child development, family budgeting, coping with stress, health and nutrition. Other services provided may include transportation, information and referral services to afford families access to</p> | <p>Improve parenting skills</p> <p>Increase accessibility to services</p> <p>Find permanent home placement for children</p> <ul style="list-style-type: none"> • Enhance foster care program and family reunification efforts <p>Stabilize at-risk families</p> <ul style="list-style-type: none"> • Improve life skills of high risk families |

| | |
|---|--|
| <p>other community services including child care, health care, nutrition programs, adult literacy programs, legal services, and counseling and mentoring programs.</p> | <ul style="list-style-type: none"> • Strengthen high risk families through tribal culture • Provide wrap around supports |
| <p>SILETZ TRIBE Siletz Tribe will provide daily activities with ICW that include: providing voluntary services; working with the individual families to strengthen weaknesses; conducting home visits to monitor care; and provide preventative planning to alleviate identified concerns and assist families by developing service plans in conjunction with family input to reduce child risk factors.</p> | <p>Improve parenting skills</p> <ul style="list-style-type: none"> • Provide preventative services to families <p>Stabilize at-risk families</p> <ul style="list-style-type: none"> • Assistance with transportation, housing and child-centered needs of the family |
| <p>CONFEDERATED TRIBES OF UMATILLA The Tribe will provide respite care for both tribal foster children and tribal foster parents as needed; information and referral to Tribal community resources and activities that strengthen family relationships; and provide transportation when needed.</p> | <p>Strengthen family relationships</p> <ul style="list-style-type: none"> • Information, referral and transportation when needed for to Tribal cultural events <p>Stabilize at-risk families</p> <ul style="list-style-type: none"> • Improve life skills of high risk families • Provide referral and transportation to services as needed |
| <p>COW CREEK BAND OF UMPQUA Cow Creek Band of Umpqua Tribe will</p> | <p>Improve parenting skills</p> <ul style="list-style-type: none"> • Provide parenting information |

| | |
|--|---|
| <p>provide in-home visits and classroom settings for one-on-one or group teaching of material such as child development, budgeting, stress reduction, health and nutrition as it relates to raising child. Provide structured family activities.</p> | <p>and improve knowledge and skills Family Activities</p> <ul style="list-style-type: none"> • Strengthen the parent/child bond Stabilize at-risk families • Referral to needed services |
|--|---|

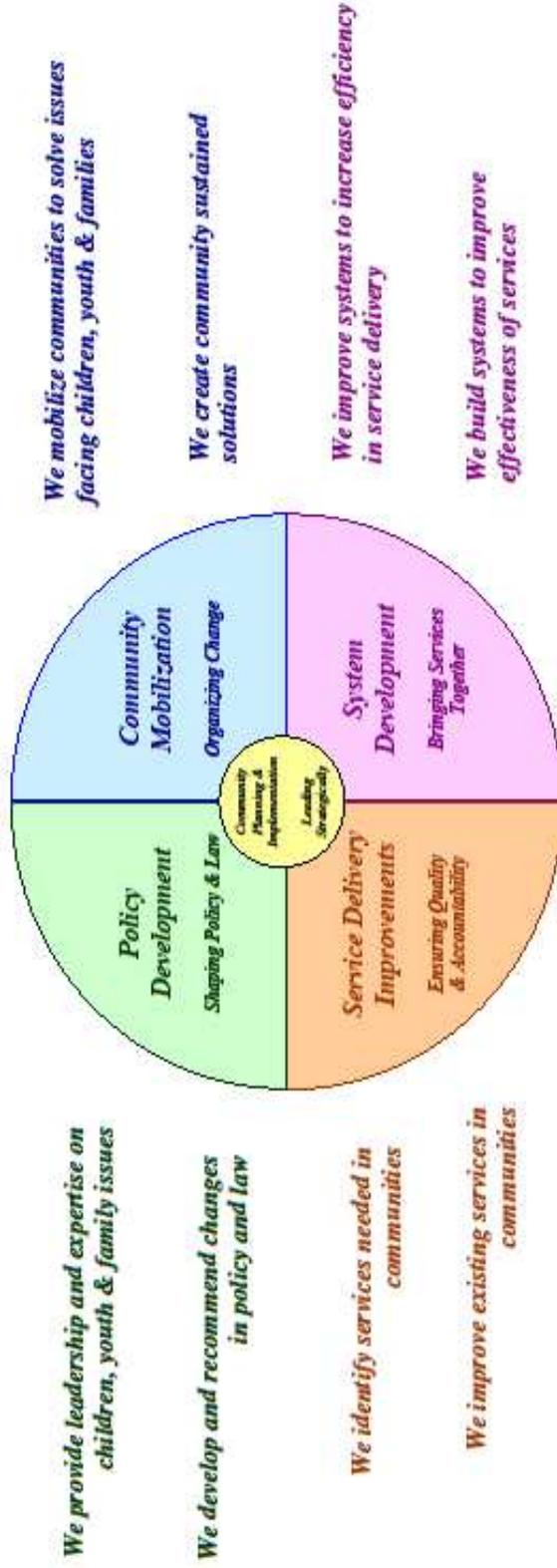
Appendix B: Five Functions of the Commission on Children and Families System



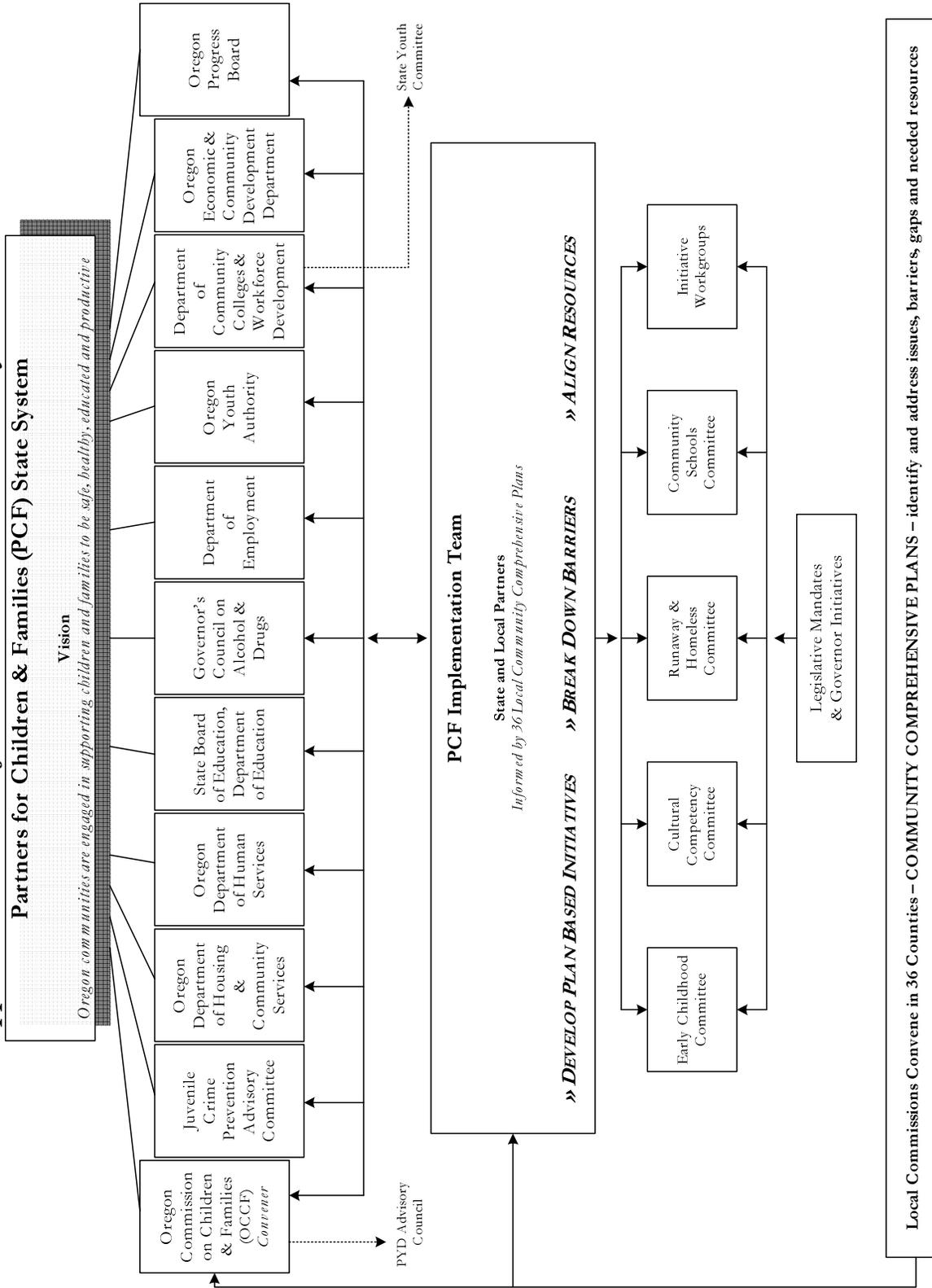
Oregon Commission on Children & Families ***Invest in Results***

OCCF Vision: All Oregon's children and youth will be safe, healthy, well-educated, employable and valued contributors to their communities

Five Functions of the Commission System



Appendix C: Partners for Children & Families (PCF) State System



Appendix D: State Commission / Children's Collaborative Membership

- Deputy Director, Department of Human Services, Children, Adults and Families Division
- Superintendent of Public Instruction
- Chairperson, Juvenile Crime Prevention Advisory Committee
- Director, Oregon Housing and Community Services
- Director, Community Colleges/Workforce Investment
- Director, Employment Department
- Director, Oregon Youth Authority
- Juvenile and Family Court Judge
- State Representative
- State Senator
- Local service providers
- Local Board of County Commissioners
- Local Commission members
- Local business, faith, professional and community members