



# CHILD ABUSE PREVENTION AND TREATMENT ACT

## CITIZEN REVIEW PANELS 2023-24 FISCAL YEAR



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# INTRODUCTION

In 1996, an amendment to the Child Abuse Prevention and Treatment Act (CAPTA) mandated that each state establish at least three citizen review panels composed of community volunteers to review state child welfare policies, procedures, and practices. Panels must meet at least quarterly and report findings and recommendations to the state child welfare agency annually. The agency must then respond in writing to the recommendations. Both the report and response are included in the Title IV-B Annual Progress and Services Report the agency prepares for the federal government.

In Oregon, the Citizen Review Board (CRB) is responsible for coordinating the citizen review panels. CRB was established by the Oregon Legislature in 1985 as a citizen check and balance on the foster care system. The Legislature made CRB part of the Oregon Judicial Department (OJD) and gave it a dual purpose:

- To review the case plans of children in foster care (ORS 419A.106), and
- To advocate for effective substitute care services, policies, procedures, and laws (ORS 419A.124).

*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.*

*-Margaret Mead*

In the 2023-24 fiscal year, CRB coordinated 56 citizen review panels, including:

- One equity, diversity, and inclusion (EDI) panel focused on improving education outcomes for children in foster care, and
- 55 county-level CRBs focused on improving outcomes for children and families by increasing compliance with key child welfare administrative rules and procedures.

The following reports detail the important work of these panels. CRB is profoundly grateful to the hundreds of volunteers statewide who donate their time and energy to helping families heal and reunify. CRB is committed to ensuring your dedication results in lasting systemic improvements. We could not do this work without you.

## Citizen Review Board

### Our Vision

Citizens will shape public policy and actively promote conditions to ensure that every child lives in a safe, secure, healthy, and permanent home, preserving families whenever possible.

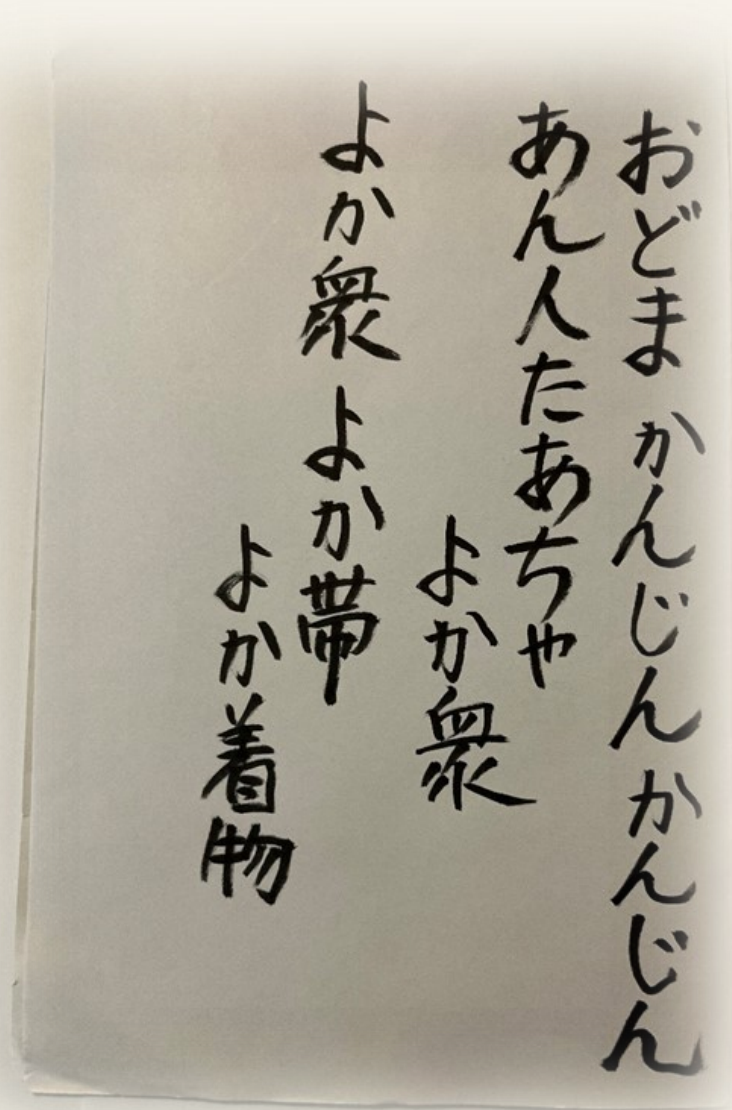
### Our Mission

We provide a citizen voice on the safety, stability, and supervision of children in foster care through impartial case review and advocacy.

### Our Values

- A fair, impartial and inclusive review process.
- Citizen input and advocacy.
- Treating others with dignity and respect.
- State accountability for the safety of children.
- Appropriate and timely services for children and families.
- A safe and nurturing family for every child.

Opening song invoking intention "to do better"



五木の子守唄

*Istuki's Song*

*we are like poor beggars*

*those folks are rich, wearing fine obi (sashes) and fine kimonos (clothes)*

*Old Japanese folk song from Kumamoto Prefecture about a poor adolescent girl sent off to work for a rich family.*

## PANEL MEMBERS

**Nicole Ayala**, Assistant Principal, Portland Public Schools (PPS)

**Kent Bailey**, Board Member, Baker County CRB

**Cheryl Baldomaro-Lucas**, Branch Manager, ODHS Child Welfare

**Michelle Bledsoe**, Board Member, Multnomah County CRB

**Phillip Boss**, Retired Social Worker

**Jennifer Duncan**, Retired Educator

**Emma Dugan**, Retired Educator

**Vanessa Genens**, Director, Tillamook CASA

**Kim Giroux**, Former Foster Youth

**Mary Ann Johnson**, Permanency Consultant, ODHS Child Welfare

**Janet Kintner**, Board Member, Polk County CRB

**Dr. Salina Norton**, Facilitator, National Alliance on Mental Illness

**Michael & Traci Reed**, Resource Parents

**Jocelyn Rice**, Executive Director, Respond to Racism

**Sonja Rietman**, Attorney, Metropolitan Public Defender

**Noreen Smokey-Smith**, Retired Administrator, PPS

**Danny Stoddard**, Board Member, Citizen Review Board

**Hon. Xiomara Torres**, Judge, Multnomah County Circuit Court

**Edwina Wasson**, Board Member, Multnomah County CRB

## FACILITATORS

**Barbara O'Hare**, Founder and Facilitator, Dialogues Unlimited

**Maiya Hall-Olsen**, Field Manager, CRB

**Tiffany Lamberth**, Operations Specialist, CRB

# EDI CAPTA Panel on Education

## Introduction

The idea for a CAPTA Panel using an EDI lens came from a January 2023 event where CRB invited community partners to conduct an equity analysis of CRB processes using the recently released Oregon Judicial Department [Equity Framework](#). Following that event, CRB staff Maiya Hall-Olsen and Tiffany Lamberth proposed a plan to recruit diverse citizens from around the state to serve on a CAPTA Panel facilitated by Barbara O'Hare, founder of Dialogues Unlimited.

The Panel would meet 8 times from August 2023 through April 2024 to select and research a systemic issue within child welfare and make recommendations for improvement. Twenty members of Oregon's BIPOC, LGBTQ+, and Neurodiverse communities, as well as professionals who work with them, answered the call to serve (see Appendix A for short bios of each Panel member). After careful consideration, the Panel selected supporting education outcomes for children in foster care as their area of focus.

## Data Collection

### *Panel Brainstorm*

The Panel began their data collection with a brainstorm of "What facilitates academic prowess from early childhood forward?" They identified the following parameters:

- Introduce childhood education as early as possible, such as through reading, singing, and talking.
- Maximize contributions of all people/cultures.
- Re-allocation of resources to most impactful programs to ensure equity for our non-dominant culture children.
- Children have access to empowering fiction and non-fiction books about people who look like them and share their culture (e.g. [Culture Connection Collection | ORPARC](#)).
- Hold education accountable. Consistently ensure children are appropriately skilled in science, technology, engineering, art, mathematics, and music (S.T.E.A.M.M.) from beginning. Do not use social promotions or teacher's artistic interpretation as a pass.
- Well informed/well-educated resource parents who incorporate things like [Word Bank of 1200 High-Frequency](#)

[Writing Words](#), and understand emotional intelligence i.e. emotional quotient “EQ” wellness markers.

- From the get-go, caregivers intentionally educated on how to best understand/navigate/advocate for Individualized Education Plans (IEPs) and 504 Plans to most benefit the child. Ensure children are not vilified. Know IEPs may have an exit date.
- Trauma addressed at every level through non-traditional methods e.g., music, somatic.
- Preparation of children that leads them to be ready to learn at all levels.
- Increase personal skillsets to negate the vestiges of poverty and abandonment.
- Meaningful mentorships and internships for successfully launching young adults.
- Create in children a life-long affinity for learning.
- Equip young adults aging out with financial literacy.
- Consider implementing successful programs like Bexar County, Texas’ [College Bound Docket](#).
- Remove stigma attached to mental health care treatment.
- Proper/improper labeling. Sometimes a child in foster care who is on the autism spectrum can meet all educational markers and still be under-employed because they do not have additional supports.



*Pictured left to right: Tiffany Lamberth, Phillip Boss, Barbara O’Hare, Maryann Johnson, Judge Xiomara Torres, Dr. Salina Norton, Michelle Bledsoe.*

- Clear guidelines on who is responsible for transportation issues. Oregon Department of Human Services (ODHS) accountability for gaps/challenges.

### Literature Review

#### Oregon Data

The Panel reviewed state data from various sources and found there continues to be a disproportionate number of children of color in foster care:

- The US Census reports that 2.9% of Oregon’s population is Black but ODHS reports 7.1% of children in foster care are Black or African American (see [2021 Child Welfare Data Book](#)), and
- The US Census reports 3.0% of Oregon’s population is American Indian & Alaska Native but ODHS reports they make up 4.7% of children in care.

Race/Ethnicity	Percentage of Oregon population
Non-Hispanic White	75.1%
Latino	13.3%
Asian	6.2%
American Indian & Alaska Native	3.0%
Black	2.9%

*Source: U.S. Census Bureau, 2018, 2019. Figures do not add to 100% because some categories reflect people who listed more than one race.*



*Pictured left to right: Barbara O'Hare, Edwina Wasson, Cheryl Baldomaro Lucas, Janet Kintner, Maiya Hall-Olsen, Jennifer Duncan, and Tiffany Lamberth.*

In 2021, CRBs statewide found 337 times (9% of the time) that ODHS was not providing appropriate services to the child to safeguard their safety, health, and well-being.

- 10% of the time (35 out of 337), that negative finding was due in part to an issue with appropriateness of the placement,
- 23% of the time (78 out of 337) it was due in part to a problem with required monthly face-to-face contacts between the caseworker and child,
- 22% of the time (74 out of 337) it was due in part to a problem with the timeliness of mental health/therapeutic support services, and
- 19% of the time (63 out of 337) it was due in part to a problem with youth transition planning for the teen or young adult.

[Data for Oregon](#) from the National Youth in Transition Database shows that by age 21:

- 42% of youth in foster care finished high school or GED,
- 24% experienced homeless within the last two years, and
- 9% were employed full or part time.

The Panel also reviewed the Oregon Department of Education (ODE) [Statewide Report Card for 2022-23](#). It showed:

<b>Cohort Four-Year Graduation Rates: Students in Foster Care</b>		
<b>High School Entry (Cohort) Year</b>		
<b><u>2016-17</u></b>	<b><u>2017-18</u></b>	<b><u>2018-19</u></b>
43.9%	47.8%	48.4%

**Note:** Cohort graduation rates begin with a group of students entering high school for the first time in a given school year. The cohort is adjusted for students who move into or out of the system, emigrate, or are deceased. The graduation rate is calculated by taking the number of students in the cohort whom Oregon's education system graduates with a regular or modified diploma within four years and dividing that by the total number of students in the cohort. Completers are students in the cohort who are supported to achieve any completion credential (including regular, modified, and extended diplomas or a GED) within four or five years. ODE started reporting Foster Care student group data beginning with the 2016-17 high school entering cohort. These data are not available for prior cohorts.

<b>Regular Attenders: Students in Foster Care</b>	
<b><u>Regular Attenders</u></b>	<b><u>Chronically Absent</u></b>
58.6%	41.4%

**Note:** Regular Attenders is the measure of the percentage of students who were present for more than 90 percent of their total enrolled days in a school year.

<b>Student Performance in 2022-23: Percent of Students at Level 3 or 4: Students in Foster Care</b>			
<b><u>Grade</u></b>	<b><u>English language Arts (ELA)</u></b>	<b><u>Mathematics</u></b>	<b><u>Science</u></b>
3	12%	17%	
4	19%	15%	
5	22%	9%	10%
6	15%	7%	
7	23%	12%	
8	19%	5%	4%
High School	26%	< 5%	11%

**Note:** Statewide tests are "criterion-referenced," meaning student performance is evaluated against defined standards and levels of proficiency. Levels 3 and 4 are considered proficient for purposes of state and federal accountability.

<b>Ninth Grade On-Track: Students in Foster Care</b>		
<b><u>2020-21</u></b>	<b><u>2021-22</u></b>	<b><u>2022-23</u></b>
55.2%	66.5%	61.4%

**Note:** The percentage of students in their first year of high school who have received appropriate support that have allowed them to be on-track to graduate. ODE started reporting Foster Care student group data in 2020-21. These data are not available for 2017-18 or 2018-19.

## National Data

The Panel also reviewed national statistics available online. On the blog What To Become, the author posted an article called "[19 Intriguing Foster Care Education Statistics](#)," which provides a compilation of statistics from other sources. The Panel learned that:

- Foster kids' success rates in meeting mathematics, science, and English standards are less than half the rates of other children. (*Partners for Our Children*)
- Being a child in foster care increases the frequency of mid-year school changes and decreases the total number of days children spend in school. (*Partners for Our Children*)
- Only 21% of urban and 5% of rural foster youth have access to a computer at home. (*iFoster*)
- Foster kids get suspended and expelled from school three times more often than other children. (*Partners for Our Children*)
- Foster care students are less likely to graduate from high school. (*FosterSuccess*)
- High school dropout rates are three times higher for foster youth than other low-income children. (*NFYI*)
- Only 13–38% of foster students who graduated high school aspire to pursue higher education. (*ABA*)
- Between 2% and 10.8% of foster care alumni have a bachelor's degree. (*ABA*)
- 50% of foster children have no income within their first four years of aging out, and those who do have an average annual income of \$7,500. (*iFoster*)
- Six out of ten boys who age out of foster care have been convicted of a crime. (*Chlss*)

[iFoster](#), a national nonprofit, reports that approximately 25,000 youth age out of foster care every year, and within four years of aging out:

- 70% will be on government assistance.
- 50% will be unemployed.
- 50% will experience homelessness.
- 25% will not have completed high school.
- Less than 12% will ever earn their college degree.

## Subject Matter Expert Presentations

### Students in Foster Care

On January 18, 2024, ODHS Education Program Coordinator Catherine Stelzer and ODE Foster Care Program Coordinator Marlie Magill provided a presentation to the Panel about education issues for children in foster care. They shared that the American Bar Association (ABA) created a [framework](#) for education success with eight goals for states to implement within Child Welfare and Education. Ms. Stelzer and Ms. Magill participated in this national ABA group. Their presentation focused on Goal 7 of the ABA framework, that "Kids have an adult who is invested in his or her education during and after his or her time in out-of-home care."

The Panel learned that students in foster care still have the lowest graduation rates, and that approximately 40% of students in foster care also receive special education services. Schools often lack mental health, social, and emotional supports, and the [Every Student Succeeds Act](#) (ESSA) lacks funding.

The Panel also learned although students are entitled to have an Education Advocate, not every student in foster care has one. An Education Advocate is a knowledgeable and trained person who reinforces the value of the child's investment in education and helps the child plan for post-school training, employment, or college. Appropriate individuals may include resource parents, birth parents, child welfare caseworkers, teachers, and guidance counselors. Efforts must be made to recruit appropriate individuals. An Education Advocate can be anybody on the child's team and is different than an Education Decision Maker or Surrogate Parent for Special Education.



Additionally, not all students in foster care have the Education Decision Maker they are entitled to. Children are supposed to have an Education Decision Maker at all times during foster care. This person is trained in the legal requirements relating to education decisions for children with and without disabilities. Parents, resource parents, and surrogate parents can serve this role. ODHS staff can advocate with schools but cannot serve as an Education Decision Maker.

Students with disabilities who do not have a parent or resource parent must have a Surrogate Parent appointed. Surrogate Parents can be appointed by the juvenile court or the school district.

Schools often do not have a foster care point-of-contact who is a liaison tasked with overseeing the coordination and application of supports to students in foster care. And, not all kids have long-term supportive adults when they leave foster care.

### **Bexar County, Texas' College Bound Docket**

On February 2, 2024, representatives from the Bexar County Fostering Educational Success Program ([BCFES](#)) and College Bound Docket presented to the CAPTA Panel. The representatives included Airika Crawford, Senior Director of BCFES; Judge Charles Montemayor, Bexar County College Bound Docket Judge; Jennifer Crippen, College Bound Docket Supervisor Advocate; and Peggy Eighmy, First Lady of University of Texas at San Antonio (UTSA) who started BCFES.

The Panel learned that BCFES is a successful Texas program that partners with child welfare, the court, and two- and four- year colleges for the common goal of improving educational outcomes for foster care alumni and children still in foster care. It creates a pipeline of support from K-12 through college, is an applied research project that collects data to present to the Texas Legislature to justify continued funding, utilizes a Housing and Urban Development (HUD) funded "Housing First Program" that provides BCFES participants up to 2 years of housing support, includes campus-based support programs, and scenarios where some students live in dorms while they remain in foster care.

The College Bound Docket is a successful part of BCFES where the court holds permanency review hearings every 3 months and is centered on direct engagement between the presiding judge and participating foster youth. This restorative foster care court is focused on college preparedness, enrollment, and career goals. Part of the College Bound Docket's success is that it has buy-in from the Texas universities and has special "Education CASAs" assigned to cases who receive additional ongoing trainings on education so they can better assist foster children in the College Bound Docket program.

*One child, one teacher, one book, and one pen can change the world.*

*-Malala Yousafzai*

### **Exploring Grant Opportunities**

On March 9, 2024, Thujee Lhendup, OJD's Grants Manager presented to the Panel about possible sources of funding for Panel recommendations.

### **Conclusion and Recommendations**

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Not surprisingly, the Panel discovered there are no easy answers. Hence, their recommendations range from the micro to the macro.

#### **Recommendation #1: Ensure each school aged child in foster care has an Education Advocate.**

##### *Explanation*

Each school aged child in foster care is entitled to a dedicated Education Advocate who reinforces the investment value of education and assists in planning beyond post-secondary education, e.g., career, technical, college, employment, military. Efforts must be made to recruit appropriate individuals (e.g., resource parents, birth parents, child welfare caseworkers, teachers, and guidance counselors). The Education Advocate can be anybody on the child's team and is different than an Education Decision Maker.

- ODHS should ensure each student in foster care has an Education Advocate.
- ODHS should partner with ODE to create a comprehensive training on the role of an Education Advocate.
- During CRB reviews, boards should ask a) if there is an assigned Education Advocate, and b) if the resource parents and birth parents have been provided information on the role of an Education Advocate.
- Each local CRB should collect data on Education Advocates.
- Local CRBs should invite CASAs, attorneys, and designated Local Education Agency (LEA) liaisons to conversations about the role and assignment of Educational Advocates.

**Recommendation #2: Ensure each school aged child in foster care has an Education Decision Maker.**

*Explanation*

The Education Decision Maker is trained in the legal requirements for decisions in education for school aged children in foster care, with and without disabilities. Birth parents, resource parents, and surrogate parents can serve in this role. ODHS staff can advocate with schools but cannot serve as an Education Decision Maker.

- ODHS should ensure each student in foster care has an Education Decision Maker.
- ODHS should ensure all resource parents receive mandatory training on the role of an Education Decision Maker.
- The OJD’s Juvenile Court Improvement Program (JCIP) should consider making identification of the Education Decision Maker part of the model court forms.
- ODHS should work with Courts to create a formal process for Juvenile Courts to name an Education Decision Maker.
- During CRB reviews, boards should ask if there is an Education Decision Maker.

- Local CRBs should collect data on Education Decision Makers.

**Recommendation #3: Ensure the Local Education Agency (LEA) point-of-contact is known.**

*Explanation*

Each school district has a designated LEA liaison, tasked with overseeing the coordination and application of supports for students in foster care. In some districts, a Special Education staff member may serve as the LEA liaison.

- ODHS should ensure caseworkers have LEA contact information.

[ODE District Special Education Contacts](#)  
[ODE LEA Contacts](#)

- Local CRBs should invite ODHS caseworkers, CASAs, and attorneys to conversations with LEAs for each school district.
- During CRB reviews, boards should ask if contact has been made with the LEA.
- Local CRBs should collect data on LEAs.

**Recommendation #4: Ensure each child in foster care has an identified long-term supportive adult.**

*Explanation*

It takes time for children to transition to adulthood. In that time, the child must meld knowledge, skills, judgement, connections, and relationships. When a child “ages out” of foster care without this gestalt of adulthood, there is increased risk of negative outcomes.

- ODHS should ensure each child leaving foster care has an identified long-term supportive adult.
- ODHS should collect longitudinal data outcomes on use of Education Advocates and Education Decision Makers, engagement in Independent Living Program (ILP), attained education level, career, employment, homelessness, involvement with the justice system, long-term

connections and relationships (resource parents, birth parents, immediate family, siblings, extended family), long term mentors, and other supportive adults.

- Local CRBs should invite ODHS caseworkers, CASAs, attorneys, LEA liaisons, community resources (such as Project Lemonade, Project 48), and networks (such as Oregon Foster Youth Connections) to conversations regarding available long-term mentorship programs and capacity building at the local level.
- During CRB reviews, boards should ask if each child leaving foster care has an identified long-term supportive adult.
- Local CRBs should collect data on long-term supportive adults.
- Drive extension of the [duration of foster care to age 25](#).

**Recommendation #5: Consistently reassess Individualized Education Plans (IEPs), 504 Plans, and Behavior Support Plans (BSPs)**

*Explanation*

A student’s personal, social, and academic success depends on access to resources and support. Foster care and problems at school are linked through trauma, abuse, neglect, and loss. A significant percentage of children in foster care receive special education services. They are disproportionately impacted by delays, disabilities and other special needs. Emotional and behavioral difficulties result in a higher rate of disciplinary actions and referrals.

- ODHS should continue to work with ODE and schools to close existing educational gaps that may result in students in foster care languishing in special education. ODHS should be proactive in considering additional evaluations and assessments, assistive devices, one-on-one assistance, supports (tutoring), etc. [At the Table](#) in New York is a good example of an effective tutoring program for foster youth.
- ODHS should ensure plans (IEPs, 504s, BSPs) are reviewed at least annually. Plans should be

reviewed by the child’s counselor to ensure no contraindicated interventions.

- When there are changes in schools, ODHS should be proactive with the LEAs to ensure plans are transferred within required timelines.
- Approximately 40% of students in foster care receive Special Education. For each academic year, ODHS should partner with ODE to disaggregate collected data and measure improvement in outcomes.
- ODHS should ensure counselors, resource parents, birth parents, attorneys, CASAs, Education Advocates and Education Decision Makers are given copies of the plans.
- Local CRBs should invite ODHS caseworkers, CASAs, and attorneys to conversations and training with the LEA and Special Education contacts about IEPs, 504s, and BSPs.
- CRB should add BSPs to the list of documents requested from ODHS for reviews. Prior to reviews, ensure local CRBs are given copies of IEPs, 504s, and BSPs.
- During CRB reviews, boards should review plans and updates.
- Local CRBs should collect data on IEPs, 504s, and BSPs.

**Recommendation #6: Ensure mental health/social/emotional school supports.**

*Explanation*

Mental and behavioral health is the largest unmet health need for children in foster care. School-based mental health services are essential. A variety of funding sources are being used to develop innovative programs. However, mental health provider shortages and inadequate funding have had an impact.

- Local CRBs should invite ODHS caseworkers, CASAs, attorneys, county behavioral health providers, LEAs, and Special Education contacts to conversations regarding available school-

based mental health services and capacity. For example, services like [directly funded mental health clinicians](#).

- ODHS and ODE should provide updates and outcomes specific to children in foster care participating in the [Recovery Schools](#) initiative. HB 2767 (2023) provides for a limited number of Recovery Schools, tailored to meet the needs of high school students with substance use and co-occurring behavioral health challenges.
- Marion County CRB should ask ODHS and ODE to provide updates and outcomes on Salem-Keizer School District's Children's Day Education Center where children ages 5-17 receive behavioral and mental health care while they attend school.
- During CRB reviews, boards should ask if there are school-based mental health services.
- Local CRBs should collect data on school-based mental health services.

**Recommendation #7: Study and pilot Texas' Bexar County Fostering Educational Success (BCFES) program, including the College Bound Docket.**

*Explanation*

In Texas' Bexar County, partners across child welfare, the Children's Court, and two- and four-year colleges are working together for the common goal of improving educational outcomes for foster care alumni and children still in foster care. Permanency review hearings, held every 3 months, are centered on direct engagement between the presiding judge and participating children in foster care. The restorative foster care court is focused on college preparedness and enrollment and career goals. The Housing and Urban Development's (HUD) "Housing First Program" provides BCFES participants with stable housing.

- ODHS and ODE should partner with Multnomah County to study BCFES and implement a pilot program.
- OJD's Grants Manager should assist in identifying sources of funding, including HUD

housing. The U.S. Department of Housing and Urban Development has [grant funding available](#) that could be used to pilot a BCFES program. It closes 6/14/2024.

- ODHS and ODE should study outcomes of the BCFES' applied research project and apply lessons learned. The data can be used to justify funding to the Oregon legislature.
- OJD should have JCIP study the program. The JCIP Advisory Committee should consider training Judges statewide at the Annual Judicial Conference on the merits and successes of BCFES' College Bound Docket.

**Recommendation #8: Create a state education task force.**

*Explanation*

Children in foster care are not taking full advantage of career research and planning opportunities. It is difficult to find the education initiatives of State of Oregon agencies and track outcomes. Information is siloed. A state education task force is needed. This recommendation is based on information the Panel received from Chelsea Hansen, Enrollment Advisor at Umpqua Community College.

- Develop a state task force that is structured to include the following voices, ODHS, ODE, Higher Education Coordinating Commission (HECC), Colleges, Education Service Districts (ESDs), Oregon Youth Development Division (YDD) for community investments, and youth reengagement and prevention programs that house Future Ready Oregon Grants. Student [focal groups](#) should also be included in the task force.
- The task force would tackle the issues around secondary training for children in the state of Oregon with a focus on foster care.
- The task force would address rural areas, access to career awareness events, and transportation/cost needs.
- Students, especially students in foster care, sometimes do not have a sense of community

*The more that you read, the more things you will know, the more that you learn, the more places you'll go.*

*-Dr. Seuss*

and support. A lot of these students get moved around and if given a resource, may not be able to navigate the processes alone. These students need one on one support:

- \* Student support staff to walk students through process and be available to help support students in-person at the school.
- \* Train the trainer opportunities for student support staff to be knowledgeable on processes and opportunities to guide students, including Federal Student Aid (FAFSA), Oregon Office of Student Access (OSAC), Oregon Promise, Career Connected Learning (CCL), Career Journeys (Connect Oregon), Career Colleges Collaboration (C3 Resources, especially Career Journeys maps), local resources, scholarships, internships, and other opportunities.
- The task force and staff from ESDs, high schools, and local community colleges would arrange career fairs, guest speakers, and career learning opportunities at the high schools. Using the high schools would address transportation issues. Otherwise, plans for transportation to offsite events would be needed.

An example task force might be the [California Foster Youth Education Task Force](#) (CFYETF). Subject matter experts representing more than 100 organizations and agencies, together with grassroots stakeholders, work together on the Task Force to improve the disparate educational outcomes for students in foster care.

It is important to note the limitations of the CAPTA Panel. The Panel can recommend a state education task force but cannot give mandates. This report also does not address Early Intervention, Head Start,

disabilities, English language learners, and others. They should also be included on the state education task force.

### **Recommendation #9: Create a permanent CAPTA Panel on Education.**

#### *Explanation*

During Panel discussions, it was recognized that there are action items that cannot be addressed by this Panel in the allotted timeframe, and that a permanent CAPTA Panel on Education is needed. For a permanent Panel, integral pieces should include the existing and permanent local CRBs and newly implemented regional CRB panels. The local CRBs would feed all issues and recommendations to permanent regional CRB panels.

The local-to-regional conduit would be two-way, not restricted to education, available to all future statewide CAPTA panels (interim or permanent), and as needed by the CRB Program Manager. Appendix B provides a flow diagram for the permanent CAPTA Panel on Education. The number of regional CRB Panels is to be determined. Appendix C provides a geographical map of Oregon with boundaries for counties and Educational Service Districts (ESD), plus lists of the associated school districts. This geographical map is a resource for deciding on the number of regional CRB panels and defining which county CRBs feed into which regional CRB panel.

CRB should also consider creating a statewide "Specialized Education Board" with specially training board members on educational issues. Perhaps school aged children could be referred to this board and the board could regularly review these children's cases, maybe quarterly.

### **Recommendation #10: Create an education data dashboard.**

#### *Explanation*

Short-term and long-term educational outcomes for children in foster care are unacceptable. Outcomes should track reduction in the "readiness gap." Data specific to children in foster care is siloed across federal and Oregon agencies as well as non-

governmental organizations (NGO). Aggregated data may include children in foster care as one of the marginalized populations. However, to track short-term and long-term educational outcomes for children in foster care, disaggregated data is required. A single, easy to access interface that displays aggregated and disaggregated measures specific to foster kids is needed.

- Measures should include:
  - \* County, district, ESD
  - \* Early Intervention, Head Start, elementary school, middle school, high school, credit recovery, alternative education, Recovery School, CTE, community college, 4-year college
  - \* Public, private, residential treatment, incarceration, non-traditional
  - \* Placement changes in elementary school, middle school, high school
  - \* Transport time to/from school of origin
  - \* Racial, ethnic, tribal
  - \* ESL, language, migrant, refugee
  - \* Gender, LGBTQ+
  - \* Parents with disabilities
  - \* IDEA disability code, co-occurring conditions, assistive technology
  - \* IEPs, 504 Plans, accommodations
  - \* BSP (Behavior Support Plan), Crisis Cycle Plan, check-ins
  - \* TAG, AP
  - \* Attendance, restraint, seclusion, referrals, in-school detention, expulsion, partial day, lost instruction time (student "breaks")
  - \* Specially Designed Instruction (SDI), alternative placements (LRE), classroom minutes
  - \* GED, modified diploma, extended diploma
  - \* GPA, completed credits, on-track to graduate, graduated, drop-out
  - \* State and federal testing results, proficiency
  - \* Independent Living Program, Chafee, McKinney Vento, Oregon Tribal Grant, tuition waiver
- Possible avenues to some of these measures have been identified for CRB, including the ESD's Oregon Data Suite Project. The LEA and ODHS may be able to provide a report with

disaggregated data on individual students as part of the packet of case material submitted for CRB reviews. More conversations are needed.

- Put ODHS Analytics in contact with the ODE counterpart(s). The [Office of Reporting, Research, Analytics and Implementation](#) (ORRAI) provides mission critical information to leadership and employees, legislators, partners, and the public.

**Recommendation #11: Improve CRB Finding #3A specific to education.**

*Explanation*

CRB should develop Finding #3A education specific questions, tools, and checklists for local CRB reviews and provide relevant training.

- Training should include information on IEP v. 504 v. BSP, IDEA disabilities, elements of the IEP, assessment process.
- Checklist(s): Disaggregated data on individual basis per data dashboard.
- Ensure ODHS Family Reports are current.
- During CRB reviews, check for:
  - \* Identified Education Advocate
  - \* Identified Education Decision Maker
  - \* Identified LEA
  - \* Continual assessment of need for special education
  - \* School-based mental health/social/emotional supports
  - \* Credits needed to graduate
  - \* Expected graduation date
  - \* Assistance with post high school education/training
  - \* Identified long-term supportive adults for children leaving foster care
  - \* Programs like Project Lemonade and Project 48
  - \* Transportation needs met
- Local CRBs collect data.

**Recommendation #12: Local CRBs should have conversations with their LEA point-of-contacts.**

*Explanation*

CRBs should contact their local LEA regarding the District Equity Advisory Committee. Additionally, Oregon has developed a network of Career Connected Learning System Navigators (CCLSN) who support the work of [Career Connected Learning](#). Housed at each of Oregon's community colleges, the CCLSNs work to maximize CCL efforts in their region and foster partnerships with a goal of expanding opportunities for students and engaging all interested parties in the region.

## Summary of Recommendations

1. [ODHS and CRB] ensure each school aged child in foster care has an Education Advocate.
2. [ODHS, CRB, and JCIP] ensure each school aged child in foster care has an Education Decision Maker.
3. [ODHS and CRB] ensure the Local Education Agency (LEA) point-of-contact is known.
4. [ODHS and CRB] ensure each child in foster care has an identified long-term supportive adult.
5. [ODHS and CRB] consistently reassess Individualized Education Plans (IEPs), 504 Plans, and Behavior Support Plans (BSPs).
6. [ODHS, ODE, and CRB] ensure mental health/social/emotional school supports.
7. [ODHS, ODE, JCIP, Multnomah County Circuit Court, and OJD's Grants Manager] study and pilot Texas' Bexar County Fostering Educational Success (BCFES) Program, including the College Bound Docket.
8. [ODE] create a state education task force.
9. [CRB] create a permanent CAPTA Panel on Education.
10. [ODHS and ODE] create an education data dashboard.
11. [CRB] improve Finding #3A specific to education.
12. Local CRBs should have conversations with their LEA point-of-contacts.

# Expressing Our Gratitude



Our heartfelt gratitude to each and every Oregon citizen who participated and were integral in making our Panel a success. We also sincerely thank CRB Program Manager Christina Jagernauth and Juvenile and Family Court Programs Division Director Nanci Thaemert for both saying “yes” and taking time to make a special appearance on Saturday, 10/14/2023 to personally express their appreciation to the Panel. Further, special thanks to Washington County for allowing us to meet in their lovely Washington Street Conference Center space. Additionally, we send our heartfelt appreciation to Washington

County Court’s Trial Court Administrator Richard Moellmer and Administration’s Annette Cornish for graciously allowing the Panel to meet twice in their beautiful courthouse when the Conference Center was not available. Thank you to Ms. Barbara O’Hare who expertly facilitated our dialogue and also invited essential community partners. Gratitude also to our Panel’s personal chef, Keiko Hall, who fortified us to do this work. Thank you also to Elephants Deli for donating lunches for our last 04/13/2024 session and to Nami Hall who volunteered to not only secure this donation but also personally deliver it to us in Hillsboro. The Panel also appreciates Rowan Olsen for helping to set up our first Washington County Courthouse session on 09/16/2023 in the jury room which required a lot of heavy lifting of moving furniture. Thank you as well to our wonderfully knowledgeable and helpful presenters, Thujee Lhendup, Airika Crawford, Judge Montemayor, Jennifer Crippen, Peggy Eighmy, Catherine Stelzer, and Marlie Magill. Special thanks to Judge Torres who introduced us to the College Bound Docket, Mary Ann Johnson who connected us with Cathrine Stelzer and Marlie Magill, and Danny Stoddard to connecting us with Thuygee Lhendup. Panel is also grateful to Washington County’s Metropolitan Public Defenders (MPD) director Mary Bruington and supervising attorney Sonja Reitman for graciously offering to let the Panel use their office conference room when we were looking for a venue. Thank you, thank you, thank you!!!



Keiko Hall who kept us fed with her delicious homemade food.





## CITIZEN REVIEW BOARDS

**Baker County** (1 board)

**Benton County** (1 board)

**Clackamas County** (3 boards)

**Clatsop County** (1 board)

**Columbia County** (1 board)

**Coos/Curry Counties** (1 board)

**Crook/Jefferson Counties** (1 board)

**Deschutes County** (2 boards)

**Douglas County** (4 boards)

**Harney/Grant Counties** (1 board)

**Hood River County** (1 board)

**Jackson County** (4 boards)

**Josephine County** (2 boards)

**Klamath County** (2 boards)

**Lake County** (1 board)

**Lane County** (9 boards)

**Lincoln County** (1 board)

**Linn County** (2 boards)

**Malheur County** (1 board)

**Marion County** (5 boards)

**Multnomah County** (1 board)

**Polk County** (1 board)

**Tillamook County** (1 board)

**Umatilla/Morrow Counties** (2 boards)

**Union/Wallowa Counties** (1 board)

**Wasco County** (1 board)

**Washington County** (3 boards)

**Yamhill County** (1 board)

## Reviews of Children in Foster Care Statewide

### Introduction

Oregon has a statewide citizen foster care review program called the Citizen Review Board (CRB) that has been reviewing cases of children in foster care since 1985. Federal law requires that these cases have a specific type of review at least every six months. In Oregon, CRB and the courts share responsibility for conducting these periodic reviews. CRB typically does the first and second reviews at 6 and 12 months after the child enters foster care, the court conducts a permanency hearing at 14 months that also qualifies as a periodic review, and then CRB and the court alternate every 6 months thereafter until the child leaves foster care.

Today, CRB has 55 boards in 33 of Oregon's 36 counties, and 235 citizen volunteers who serve on them. Most boards meet monthly, a small number meet every other month, and one meets quarterly. In 2023, boards collectively conducted 2,340 reviews involving 3,191 children and young adults in foster care.

### CRB Review Process

CRB volunteers prepare for reviews by reading through packets of case material provided by the Oregon Department of Human Services (ODHS). During reviews, further information is collected by questioning the parties in attendance. Those parties typically include the caseworker, parents, attorneys for parents and children, court appointed special advocate (CASA), tribal representative (when applicable), and resource parent. Sometimes children, extended family, and service providers also appear.

Boards use the information gathered before and during reviews to make a series of legal findings and recommendations about the services ODHS is providing to the family, progress of the parents, and appropriateness of the permanency plan. CRB staff document the findings and recommendations in reports that are filed with the court and sent to ODHS and legal parties to the cases. Oregon law states ODHS shall implement board recommendations as they deem appropriate and resources permit, and provide CRB written notice if they do not intend to implement a recommendation.

### Analysis of CRB Findings

Since 2019, CRB has been collecting statewide data on board findings and the reasons boards make certain negative findings. The CRB Findings Reports for the 2023 calendar year are included in Appendix D of this report.

As is the case every year, boards found in 2023 that ODHS is providing appropriate services to the vast majority of families.

- For 86% of the children reviewed, boards found ODHS had ensured appropriate services were in place to safeguard the child’s safety, health, and well-being (CRB Finding #3a).
- For 94% of the children reviewed age 16 or older with a permanency plan of Another Planned Permanent Living Arrangement (APPLA), boards found ODHS had taken appropriate steps to ensure that 1) the substitute care provider is following the reasonable and prudent parent standard, and 2) the child has regular, ongoing opportunities to engage in age appropriate or developmentally appropriate activities (CRB Finding #3b).
- For 89% of the children reviewed with a permanency plan of reunification, boards found ODHS had made reasonable efforts (or active efforts when applicable) to provide services to make it possible for the child to safely return home (CRB Finding #4).
- For 97% of the children reviewed with a permanency plan other than reunification, boards found ODHS made reasonable efforts in accordance with the case plan to place the child in a timely manner, and to complete the steps necessary to finalize the permanent placement, including an interstate placement if appropriate (CRB Finding #5).

Boards made 440 negative findings for CRB Finding #3a (see first bullet above for wording of the finding). These negative findings are rarely made for a single reason but the most common reasons were for:

- Concerns about safety (45%), with the most common reason being incompliance with ODHS’ monthly caseworker face-to-face contact requirements with the child, including contact in the foster home every other month;
- Concerns about mental health/therapeutic support (37%) of the child, with the most common reason being problems with the

timeliness of a service, excluding assessments; and

- Concerns about assessments of the child (37%), with the most common reason being problems with the timeliness of an assessment.

Boards made 200 negative findings for CRB Finding #4 (see third bullet above for wording of the finding). The most common reasons were:

- Not having a current Action Agreement or Letter of Expectation (50%),
- Not having a family decision meeting (28%), and
- One or more services not being offered (25%).

## Impact Measures

In October 2022, CRB asked its Advisory Committee, composed of 3 CRB staff and 16 volunteer board members from 13 counties across Oregon, to identify the top issues they want CRB to positively impact. They were asked to focus on identifying key child welfare administrative rules and procedures that CRB could positively impact compliance through its findings and recommendations. The same exercise was completed with CRB staff in January 2023.

Not surprisingly, the top issues identified by the CRB Advisory Committee and those identified by staff were similar, and largely reflected the top reasons boards had been making negative findings. The issues were named “CRB Impact Measures.” Field Managers shared a draft of the impact measures with their board members and community partners in June 2023. They were also shared with community partners at the June 12, 2023 meeting of the Juvenile Court Improvement Program (JCIP) Advisory Committee. After incorporating feedback received, CRB finalized the impact measures at its annual in-person all staff retreat in October 2023, and started collecting data on them January 1, 2024.

Below are the impact measures CRB is now collecting compliance data on for every child the CRB reviews:

## SAFETY Impact Measures

1. Over the last 6 months, did ODHS have monthly face-to-face contact with the child and was it in the placement at least every other month (required by OAR [413-080-0054](#)(1)(a) & (e))?
2. If the child has an enhanced supervision level (determined by the CANS), is there a written Supervision Plan and has a copy of it been provided to the resource parent (required by OAR [413-020-0233](#) & [413-020-0236](#)(5))?

## HEALTH Impact Measures

3. Were timely referrals made for mental health and/or therapeutic support services recommended for the child (required by OAR [413-015-0465](#)(2)(b) & [413-040-0010](#)(1)(g)(C))?
4. Was a mental health and/or therapeutic support service for the child significantly delayed despite a timely referral (OAR [413-015-0465](#)(2)(b) indicates ODHS is responsible for ensuring the child receives recommended services)?

## WELL-BEING Impact Measure

5. If the child is age 15 or older, is there a current Comprehensive Transition Plan (OAR [413-030-0445](#)(1) requires ODHS to initiate development of a comprehensive transition plan for children 14+)?

## PERMANENCY Impact Measures

6. Was a Family Engagement Meeting (FEM) held within 60 days of the child entering substitute care (required by OAR [413-040-0008](#)(1))? FEMs cancelled because parents did not appear are excluded from the data and do not count as a missed FEM.
7. Is there a current Action Agreement or Letter of Expectation for each parent (required by OAR [413-040-0010](#)(7) & [413-040-0011](#), and Oregon CW Procedure [Manual](#), Ch. 4, Sec. 8: Developing an Action Agreement)?

Initial results have been compiled for the 1st quarter of 2024 and are included in Appendix E of this report.

The reports are drafts and results will not be discussed here because CRB is still perfecting the reliability of its data collection. However, CRB should have reliable reports on compliance with the impact measures by the end of the 2024 calendar year.

The work detailed above to develop the impact measures have all been steps in the implementation of the following CRB strategic plan action item:

- Evaluate the impact of CRB. Explore the impact of CRB on compliance with key child welfare administrative rules and procedures (see *CRB 3-Year Strategic Plan*, pg. 8)

Through collection and reporting of this data, CRB hopes to improve outcomes for children and families by increasing compliance with key child welfare administrative rules and procedures. It will provide CRB baseline data so when boards introduce a change, such as strengthening board inquiry during reviews on a topic like mental health services for children, CRB will hopefully be able to see and count the impact of that change.

Additionally, collecting this data for every case, not just those where negative findings are made, has the potential to improve consistency of CRB reviews statewide. Noncompliance with these key child welfare administrative rules and procedures are the most common reasons boards are making negative findings about ODHS services to children and parents. However, there are currently differences in how much significance boards apply to the noncompliance when making their findings. Data showing differences in the rates of compliance and negative findings is a great place to start a thoughtful and informed conversation about why.

In the coming months, CRB will be working on updating its processes to help boards better hold ODHS accountable for complying with the key child welfare administrative rules and procedures the impact measures are tracking. These updates include:

- Updating the CRB Request for Case Information form, including the list of documents CRB requests from ODHS for reviews;

- Updating CRB processes for following up on missing documents;
- Updating the form volunteer board members use to prepare for reviews;
- Updating the structure of CRB reviews;
- Updating the CRB report, including developing best practices for documenting the board’s findings and recommendations;
- Updating the ODHS Response to CRB Recommendations form and related CRB processes; and
- Updating the Court Response to CRB Findings and Recommendations form and related CRB processes.

## Recommendations

1. ODHS identify a person within its central office, such as the Reunification Program Manager:
  - a. Who CRB can send its quarterly “impact measure” reports to when they are perfected, and
  - b. Who can, if needed, direct central office training resources to branches having issues complying with the child welfare administrative rules and procedures the impact measures are tracking.

# Appendix A

## Members of the EDI CAPTA Panel on Education

*“We live in a world in which we need to share responsibility. It’s easy to say, ‘It’s not my child, not my community, not my world, not my problem.’ Then there are those who see the need and respond. I consider those people my heroes.”- Fred Rogers*

### ***Our heroes:***

**Barbara O’Hare**: Founder/Facilitator of Dialogues Unlimited/Project Dialogue for 25 years. She has facilitated Dialogues with Multnomah County Human & Health Services, Portland/Hillsboro/Beaverton/Forest Grove Police Departments, Forest Grove School Board & Forest Grove Student Body, Lake Oswego School District, Portland Public Schools, Portland Center for Spiritual Living of Lake Oswego, The Jewish Federation and Portlandia. Barbara is the daughter of a Nazarene Minister and grew up in the first fully integrated church in N.E. Portland. She’s a 26-year retiree from United Airlines public affairs office.

**Cheryl Baldomaro Lucas**, citizen of Standing Rock Sioux Tribe. Child Welfare Branch Manager. Has been with the State of Oregon for almost 36 years. Has been in many different positions within the agency. Was one of the first Indian Child Welfare workers in Multnomah County. Presently has been a Branch Manager and oversees the two district ICWA Units. Previous to ODHS, had worked in Native programs in Oregon, Minnesota, Hawaii and California.

**Danny Stoddard**, Coos County Citizen Review Board (CRB) Board Member and also Director of Operations of a multi-county non-profit that provides services for folks with disabilities. Mr. Stoddard’s intimate knowledge of the child welfare system also gained from his many years of service as a Court Appointed Special Advocate (CASA) and serving as Job Corp staff (federal Department of Labor Program that provides education/job/training for young adults – including folks who were in ODHS foster care).

**Edwina Wasson**, is a current Multnomah County CRB Board Member. Ms. Wasson honors us with unique background as a Natural Medicine Doctor, somatic therapy practitioner (including Shen Therapy), illustrious career in the business sector that included serving as a corporate vice president for United Airlines and directing their Human Resources (HR), small business owner, and community advocate. Ms. Wasson is part of Portland’s black community.

**Emma Dugan**, is a retired K-16 educator. She brings her needed perspective of interfacing with and teaching children and their families involved in the Child Welfare System. Emma has championed young people while teaching in Public Schools including Jefferson High School, outdoor adventure and environmental programs such as Outward Bound, YCC (Youth Conservation Core), Multnomah Co. Outdoor School and a racial harmony outdoor program for Battle Creek Michigan Schools at Pretty Lake Adventure Center. While working for the National Park Service, she volunteered teaching American Red Cross Lifeguard Certification Courses to young people from the Colville and Spokane Tribes. Emma has both worked and trained others in the trades including high school students. After retiring from teaching, she received certification in several somatic therapy modalities. Ms. Dugan is a lifelong community activist.

**Janet Kintner**, is a Polk County CRB Member, licensed K-12 substitute teacher with special education training, and former CASA. Ms. Kintner’s analyst experience in the private sector (oil, electrical, telecommunications) focused on data driven results with industry partners.

**Jennifer Duncan**, is a Multnomah County CRB Member, retired Portland Public School’s Jefferson High School educator and member of Portland’s Black community. Other of Ms. Duncan’s strengths that makes her an ideal advisor on our Panel is that she created/ran an annual multicultural film festival in Portland and also founded/ran a special Jefferson High School program honoring their graduating seniors.

**Jocelyn Rice**, is a mother, and a multi-dimensional creator, navigating the realms of being an artist, founder, and an award-winning designer of outdoor apparel. Her narrative is a blend of creativity, community advocacy, and a profound connection to both heritage and the natural world. She has been honored with six prestigious awards, and her contributions to the design space have been recognized by renowned platforms like Ski and Outside Magazine. In the sphere of collaboration and development, her journey has led her to pioneer initiatives such as the 2024 Workplace Innovation Summit with Northeastern University and the Center for Design. Her role as the Executive Director of Respond to Racism has solidified a commitment to creating spaces enriched with diverse narratives and inclusive dialogues. In addition, her workshops are integral to her craft - they are vibrant spaces where creativity, empowerment, and learning intersect, each designed to foster personal and community growth. Her advocacy journey also led her to Washington DC, where she stood as a voice with the Gwich’in people, channeling their narratives and concerns on a larger platform in the halls of congress. Jocelyn is currently engaged in a transformative conversation through BUILT Oregon, bringing awareness and a call to action in Warm Springs, where economic development is greatly needed.

**Kent Bailey**, is Native American and serves on both Baker County’s CRB and the Statewide CRB Advisory Board. He is an accountant by profession and also brings his lived experience of adopting out of ODHS. Further, Kent’s wife is a special education teacher.

**Kim Giroux**, brings her lived experience of growing up in stranger foster care where she was separated from her full sister, where she later discovered she had relatives who would have taken her if they had known, and is neurodivergent. Kim manages community center aqua exercise classes.

**Maiya Hall-Olsen**, facilitator, is biracial, whose first language/culture was Japanese because she was born in and lived in Japan until she moved to Portland, OR as a Kindergartener. Ms. Hall-Olsen’s vow “to help” was informed by living in low-income housing in outer east Multnomah County where her father was incarcerated, she interpreted for her Japanese mother at the welfare office, and saw her neighbor friends go into foster care. She handled Indian Child Welfare Act (ICWA) cases at Portland’s Native American Programs of Oregon Legal Aid (NAPOLS), wrote grants for an Indigenous Language Preservation Program and Physical Health initiative using traditional forms of play, while living outside of her ex-partner’s federally recognized Indian reservation, practiced child welfare law in Multnomah and Washington Counties, and now serves as CRB field manager for 4 counties.

**Michael & Traci Reed**, Michael is retired from both the National Guard and Direct TV and his current job is chauffeur to their many teens. Traci was a secondary teacher for 25 years and for the past 8 years has been working for Oregon State University as the 4-H Youth Program Coordinator. In Klamath County they have been resource parents since 2017, originally starting in Hermiston in 1994. In the past 30 years they have housed over 120 youth while being very active in their schedules and schooling.

**Nicole Ayala**, is an experienced administrator and former school counselor with a background in supporting foster youth. Her work at Childlink in Chicago, Amara Parenting and Adoption Agency in Seattle, and CASA for Children in Portland provided her with valuable experience in the foster care system. In her role at Portland Public Schools, she seeks to strengthen educational and emotional needs of children, bringing insights from her diverse experiences.

**Mary Ann Johnson**, is ODHS' Permanency Consultant for Tillamook, Clatsop, Columbia, and Washington Counties. Prior to that, she successfully retired as a community police officer in Alaska. She is an African American community member who lives with her family in Clackamas County and has given her permission to share that her family lost their nephew when ODHS failed to do a relative search early on in the case, which ultimately resulted in their nephew now being in a white adoptive home.

**Michelle Bledsoe**, has Chinese ancestry, serves on Multnomah's CRB, is a third generation foster (resource) parent, adopted and is raising a sibling set of three, and also fosters puppies. She grew up in Portland where her parents owned/operated a garbage service. Ms. Bledsoe is currently seeped in issues we see in child welfare cases in that she is constantly working to ensure her children continue to receive the services they needed, even years after their adoption with them has finalized. Ms. Bledsoe is an amazing example of how CRB adds value to our system.

**Noreen Smokey-Smith**, is Native American (Washoe) and served on the Tribal Counsel of her federally recognized tribe in Nevada & California. She is a former director of Indian Education in Portland Public Schools. Among other things, Ms. Smokey Smith gifts our project her lived experience fostering Native children as a resource parent.

**Phillip Boss**, is a retired career social worker and an African American Portland native who grew up in North Portland where most African American/Black folks lived due to intentional racial discrimination policies like red-lining. Some of Mr. Boss' claims to fame is that he developed the first therapeutic foster home.

**Dr. Salina Norton**, is an inactive Washington County CRB Board Member who, up until July 2023, was among the few actively serving African American/Black Board members in the state of Oregon. Dr. Norton served our country with a career in our armed forces. Her last post of service was with our Veterans Administration in Portland, OR. Her PhD is in psychology, cutting edge dissertation at the time, studying what made women who experienced trauma resilient. Among other things, Dr. Norton also teaches at National Alliance on Mental Illness, assists Veteran file claims for benefits, and helps put on the annual African Film Festival, and annual Veterans Day Parade.

**Sonja Rietman**, was the lead Juvenile Law Attorney in Washington County's Metropolitan Public Defender (MPD), where she supervised MPD's Juvenile Law Attorneys. Ms. Reitman hails from a career military family, which means she grew up living in different parts of the world. She also served our country in the military prior to practicing law. Ms. Reitman is a resident of Clackamas County, handled dependency cases in Multnomah and Washington Counties, and is now an attorney with the Oregon Public Defense Commission.

**Tiffany Lamberth**, (facilitator) has been with CRB for 21 years and also works with the Multnomah County Juvenile Delinquency Department. Ms. Lamberth truly puts her passion for children/families in action through her professional work and in her support of her own children, families, and friends. She is also a Portland African American community member whose father is a respected Youth Minister and her mother actively runs the church's many programs which include, food pantry and clothing closet. Tiffany is also a Volunteer Restorative Justice Facilitator with Lutheran Community Services.

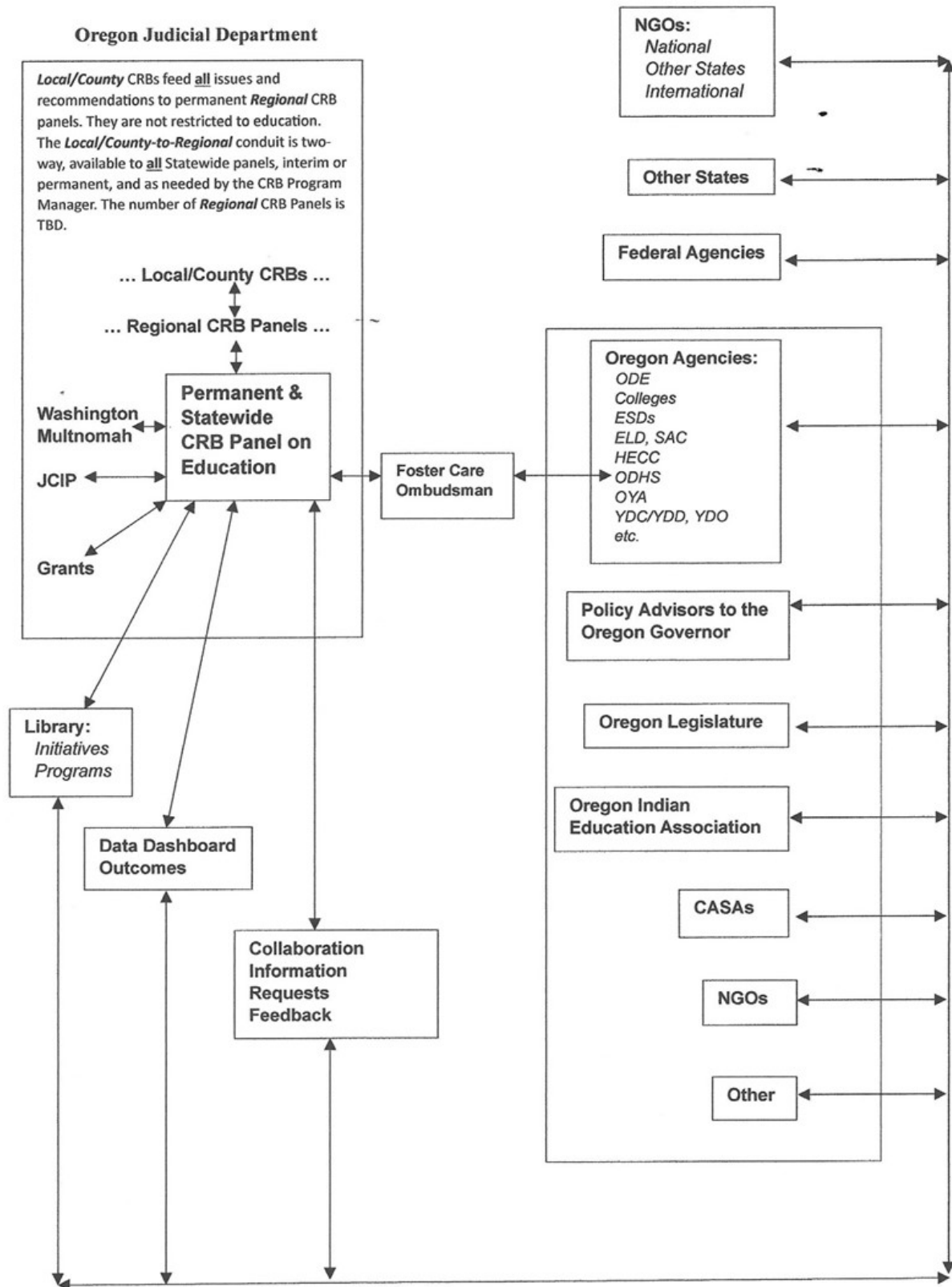


**Vanessa Genens**, who was the Tillamook CASA Director until she retired this year, is a respected/trusted community partner who can be counted on to speak out to advocate for our child welfare involved children/families. Ms. Genens also brings her years of experience starting/running her own successful floral business in the San Francisco Bay area before she “retired” in Tillamook and then started directing their CASA Program. Her father was a diplomat in the foreign service and thus Ms. Genens has lived experience growing up in the Middle East in Muslim countries.

**Judge Xiomara Torres**, of Multnomah County Court, presides over dependency cases and brings her lived experience of being raised in foster care from Eighth Grade until she aged out of the system, her experience as both a defense attorney and assistant attorney general, and her love/commitment to gift us her precious time in this endeavor.

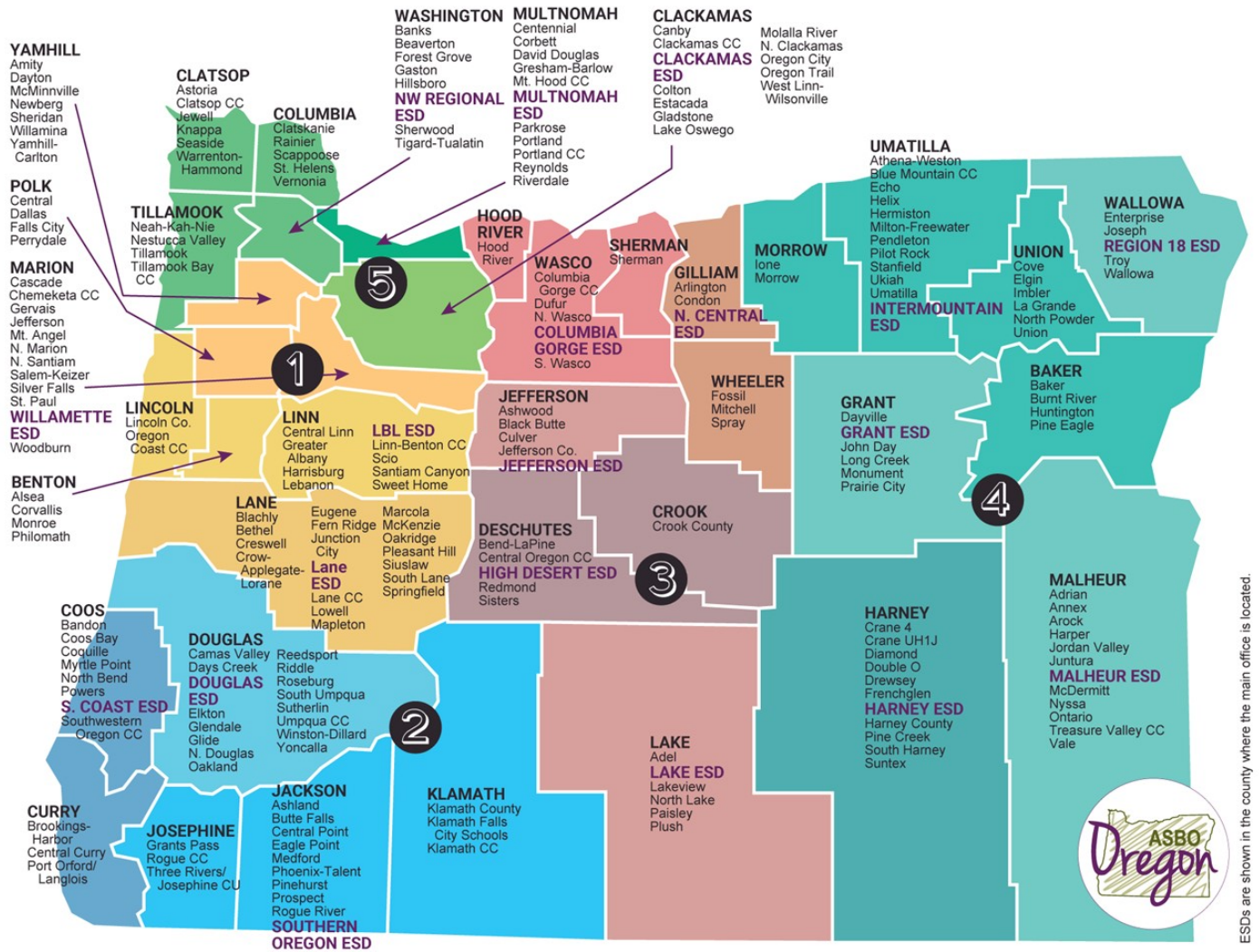
# Appendix B

## Flow Diagram of Communications To and From the Permanent CAPTA Panel on Education



# Appendix C

# Map of Oregon with boundaries for counties and Educational Service Districts (ESD), plus lists of the associated school districts.



ESDs are shown in the county where the main office is located.

# Appendix D

# Citizen Review Board

## Findings Report (Statewide)



**Time Period:** 1/1/2023—12/31/2023

<b>Reviews</b>	
CRB reviews:	2340
Children reviewed:	3191
Average duration (in minutes):	41

<b>Attendees</b>	
Average attendees:	7
% with all attorneys present:	49%
% with legal assistant present for at least one attorney:	24%

<b>Negative Findings</b>	<b>Count</b>	<b>%</b>
Finding 1	14	1%
Finding 2	29	1%
Finding 3a	440	14%
Finding 3b	22	6%
Finding 4	200	11%
Finding 5	48	3%
Finding 6 (mother)	1122	65%
Finding 6 (father)	1126	75%
Finding 7	53	3%
Finding 8	671	21%
Finding 9	519	16%
Finding 10	50	2%

<b>Reasons for Negative Finding 4</b>	<b>Count</b>	<b>%</b>
Service not offered	49	25%
Referral not timely	31	16%
Delay despite timely referral	5	3%
No current Action Agreement or Letter of Expectation	99	50%
No family decision meeting	56	28%
Other	36	18%

<b>Reasons for Negative Finding 8</b>	<b>Count</b>	<b>%</b>
Face-to-face contacts	170	25%
Other negative finding	428	64%
Not implementing previous CRB recommendations	125	19%
Not implementing court order	31	5%
Other	63	9%

<b>Indian Child Welfare Act</b>	
% of children ICWA applies:	5%
% of children ICWA is pending:	2%

	<b>Partially</b>	<b>Completely</b>
At the time of the CRB review, had DHS implemented the court orders?	21%	79%
Did DHS implement the recommendations from the last CRB review?	36%	62%

<b>Reasons for Negative Finding 3a</b>	<b>Count</b>	<b>%</b>
Placement(s)	79	18%
Number	32	7%
Appropriateness	44	10%
Safety	200	45%
Face-to-face contacts	138	31%
Child on the run	27	6%
Family contact	38	9%
with parent(s)	18	4%
because incarcerated		
with sibling(s)	18	4%
with extended family	8	2%
Assessment(s)	164	37%
Timeliness	107	24%
Not following recs in assessment	74	17%
Mental health/therapeutic support	163	37%
Timeliness of service (excluding assessments)	132	30%
Therapist transitions	7	2%
Psychotropic medications	17	4%
Education	71	16%
Physical health	117	27%
Medical	56	13%
Dental	88	20%
Vision	15	3%
Social/extracurricular activities	67	15%
Youth transition planning (14+)	87	20%
Cultural considerations	9	2%
Other	84	19%

## **Background**

The Citizen Review Board (CRB) is a program within the Oregon Judicial Department that reviews the cases of children in foster care. The reviews are conducted by boards composed of volunteers from the community who are appointed by the Chief Justices of the Oregon Supreme Court. Currently, there are 63 boards in 33 of Oregon's 36 counties and about 300 volunteers serving on them statewide.

During CRB reviews, boards make a series of legal findings about the services the Department of Human Services (DHS) is providing to the child and family, the progress of the parents, and the appropriateness of the permanency plan. The Findings Report is a compilation of the reasons boards are making negative findings. The statistics are calculated per child reviewed, and the calculations for percentages exclude cases in which the finding doesn't apply.

To learn more about CRB, please visit our website at [www.courts.oregon.gov/programs/crb](http://www.courts.oregon.gov/programs/crb) .

## **Legal Findings**

1. Has DHS made reasonable/active efforts to prevent or eliminate the need for removal of the child from the home?
2. Has DHS made diligent efforts to place the child with a relative or person who has a caregiver relationship?
- 3a. Has DHS ensured that appropriate services are in place to safeguard the child's safety, health, and well-being?
- 3b. Has DHS taken appropriate steps to ensure that 1) the substitute care provider is following the reasonable and prudent parent standard, and 2) the child(ren) has/have regular, ongoing opportunities to engage in age appropriate or developmentally appropriate activities?
4. Has DHS made reasonable/active efforts to provide services to make it possible for the child to safely return home?
5. Has DHS made reasonable efforts in accordance with the case plan to place the child in a timely manner, and to complete the steps necessary to finalize the permanent placement, including an interstate placement if appropriate?
6. Have the parents made sufficient progress to make it possible for the child to safely return home (finding made separately for each parent)?
7. Has DHS made sufficient efforts in developing the concurrent permanency plan?
8. Is DHS in compliance with the case plan and court orders?
9. Is the permanency plan the most appropriate plan for the child?
10. Is there a continuing need for placement?



# Citizen Review Board

Time Period: 1/1/2023—12/31/2023



Supplemental County Findings Report: County breakdown of total negative findings for each of the ten CRB findings.

County	Children Reviewed	ICWA Eligible	ICWA Pending	Total Negative Findings											
				#1	#2	#3a	#3b	#4	#5	#6 (mother)	#6 (father)	#7	#8	#9	#10
Baker	37						1			15	10	1	1	8	
Benton	56			1	3	19	1	2	3	23	29	2	24	9	
Clackamas	169	4	4	1		6	2	3	3	34	50	1	18	10	
Clatsop	36	3	1		1	25		5	3	6	9		24	5	
Columbia	55	6	2						3	7	7		8	5	1
Coos	70	4	13			4	2	2	1	20	26	4	7	10	2
Crook	34		2			1		1		14	11		3	5	1
Curry	19	3								8	6				
Deschutes	230	7	4			37	1	42	6	82	86	5	64	54	4
Douglas	163	6	5	3	2	48	1	21	8	43	34	9	68	12	4
Harney/Grant	56	4								20	24		1	8	
Hood River	11	3								3	3				
Jackson	303	7	5	1	3	24	1	3	2	90	76	3	38	56	9
Jefferson	38	14	2		1	5		4		11	17	3	6	1	1
Josephine	95		4		1	3	1		3	35	39	1	3	18	9
Klamath	107	24		1		6		3		39	39	3	19	12	1
Lake	30	2				2				11	9		5	1	
Lane	532	8	1	1		32	3	22		186	177	1	66	76	5
Lincoln	63	5	2		4	22	1	13	2	8	13	6	29	5	3
Linn	167	13	1		2	34	2	34	1	63	54	2	68	16	1
Malheur	126	4				6		3	1	82	78	1	8	23	5
Marion	243	5	1	1	1	35	4	7	8	73	80	1	50	41	
Multnomah	20	3			1	6		4		4	7	3	12	5	
Polk	94	1	1			17	2	5		37	45	1	24	27	
Tillamook	10	1						1		2	3		1		
Umatilla/Morrow	171	1	1	2		41		13	2	100	88	1	48	69	4
Union/Wallowa	25		1			1		1	1	16	16		1	6	
Wasco	49	19	1			2				25	26		2	5	
Washington	100	5		3	5	43		4	1	25	23	4	44	10	
Yamhill	82	1	2		5	21		7		40	41	1	29	22	
<b>TOTAL</b>	<b>3191</b>	<b>153</b>	<b>53</b>	<b>14</b>	<b>29</b>	<b>440</b>	<b>22</b>	<b>200</b>	<b>48</b>	<b>1122</b>	<b>1126</b>	<b>53</b>	<b>671</b>	<b>519</b>	<b>50</b>

This report is supplemental to the CRB Findings Report. It provides a county breakdown of total negative findings for each of the 10 CRB findings. Counts are per child reviewed (not per review).

### **The 10 CRB Findings**

1. Has DHS made reasonable/active efforts to prevent or eliminate the need for removal of the child from the home?
2. Has DHS made diligent efforts to place the child with a relative or person who has a caregiver relationship?
- 3a. Has DHS ensured that appropriate services are in place to safeguard the child's safety, health, and well-being?
- 3b. Has DHS taken appropriate steps to ensure that 1) the substitute care provider is following the reasonable and prudent parent standard, and 2) the child (ren) has/have regular, ongoing opportunities to engage in age appropriate or developmentally appropriate activities?
4. Has DHS made reasonable/active efforts to provide services to make it possible for the child to safely return home?
5. Has DHS made reasonable efforts in accordance with the case plan to place the child in a timely manner, and to complete the steps necessary to finalize the permanent placement, including an interstate placement if appropriate?
6. Have the parents made sufficient progress to make it possible for the child to safely return home (finding made separately for each parent)?
7. Has DHS made sufficient efforts in developing the concurrent permanency plan?
8. Is DHS in compliance with the case plan and court orders?
9. Is the permanency plan the most appropriate plan for the child?
10. Is there a continuing need for placement?

# Citizen Review Board

Time Period: 1/1/2023—12/31/2023



Supplemental Finding 3a Report: County breakdown of reasons CRBs found DHS had not ensured appropriate services were in place to safeguard children’s safety, health, and well-being.

County	Negative Findings	Reason Code																											
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	
Baker																													
Benton	19	4			6	3	1	1			1		15	13	7	13	10	1	3	4	8	6	7		8	3		1	
Clackamas	6	1		1	3		3									3	2												
Clatsop	25	1			21	18							7	4		9	7		3	4	6	3	6		3	8		5	
Columbia																													
Coos	4				2	2							1		1	1	1				2		1				2		
Crook	1																				1	1	1		1	1			
Curry																													
Deschutes	37	3	2	1	23	5	5	11	11		4	2	9	5	3	13	12			12	2		1	4	2	1	1	17	
Douglas	48	12	10	3	13	12	1	1				1	18	12	9	9	4				6	6	2			11		4	
Harney/Grant																													
Hood River																													
Jackson	24	8	4	8	12	2	2	4	4		3		6	4	3	5	4			5	9	8	2		2	6		5	
Jefferson	5				4	4							2	2															
Josephine	3	3	1	3									1		1	3	1			1	1		1			1			
Klamath	6				6	4	2						3	3		3	3	3			2				2	3		4	
Lake	2												2	2	2						2				2	2			
Lane	32	10	4	7	7	5	1	2	2		1		3		3	8	8			1	3	1	4		2			9	
Lincoln	22	4	2	2	11	10							9	5	6	9	5			7						2		4	
Linn	34	9	3	5	10	5	1	4			2	2	13	10	9	17	14			6	12	10	12	1	12	6		8	
Malheur	6				1	1		3					6	5	2	5	3				5	2	5		5	5		1	
Marion	35	9	3	3	18	10	5	1					10	7		7	3		1	3	3	1	1		1	2		1	
Multnomah	6	1		1	2	1		1			1		2	2	2					1	1		1					1	
Polk	17				16	13	2						6	3	1	2	2			2	2	4	2	3					
Tillamook																													
Umatilla/Morrow	41	7	1	7	21	21		8			6	2	19	17	13	22	21	2	1	9	23	6	19	7	14	8	3	8	
Union/Wallowa	1	1		1	1	1	1						1		1					1	1		1	1	1	1		1	
Wasco	2				1	1																				1			
Washington	43				15	14	2	2	1			1	18	5	11	21	21		4	11	18	6	14		7	18	5	13	
Yamhill	21	6	2	2	7	6	1						13	8		13	11	1	3	4	8	4	7	2	5	6		2	
TOTAL	440	79	32	44	200	138	27	38	18		18	8	164	107	74	163	132	7	17	71	117	56	88	15	67	87	9	84	

<b>Code</b>	<b>Reason</b>
A	Placement(s)
B	Number
C	Appropriateness
D	Safety
E	Face-to-face contacts
F	Child on the run
G	Family contact
H	with parent(s)
I	because incarcerated
J	with sibling(s)
K	with extended family
L	Assessment(s)
M	Timeliness
N	Not following recs in assessment
O	Mental health/therapeutic support
P	Timeliness of service (excluding assessments)
Q	Therapist transitions
R	Psychotropic medications
S	Education
T	Physical health
U	Medical
V	Dental
W	Vision
X	Social/extracurricular activities
Y	Youth transition planning (14+)
Z	Cultural considerations
AA	Other

This report is supplemental to the CRB Findings Report. It provides a county breakdown of the reasons boards across the state made negative findings for CRB Findings 3a, which asks “Has DHS ensured that appropriate services are in place to safeguard the child’s safety, health, and well-being.” A negative finding can be based on multiple reasons, and counts are per child reviewed (not per review).

# Citizen Review Board

Time Period: 1/1/2023—12/31/2023



Supplemental Finding 4 Report: County breakdown of reasons CRBs found DHS had not made reasonable efforts to provide services to make it possible for the children to return home.

County	Negative Findings	Reason					
		Service not offered	Referral not timely	Delay in service despite timely referral	No current Action Agreement or Letter of Expectation	No family decision meeting	Other
Baker							
Benton	2	1		1			
Clackamas	3	1			1		
Clatsop	5				1	1	1
Columbia							
Coos	2			1	1		
Crook	1	1				1	
Curry							
Deschutes	42	10	1		20	22	11
Douglas	21	8	3		10	3	6
Harney/Grant							
Hood River							
Jackson	3	2	2				1
Jefferson	4	1	1		2	1	
Josephine							
Klamath	3	1			2		1
Lake							
Lane	22	4	3	2	9	5	2
Lincoln	13	8	8				
Linn	34	6	6		25	14	2
Malheur	3	3			3	3	3
Marion	7	1		1	4		
Multnomah	4						
Polk	5	1	1		5		1
Tillamook	1	1			1		
Umatilla/Morrow	13		5		10	3	4
Union/Wallowa	1		1		1	1	
Wasco							
Washington	4						4
Yamhill	7				4	2	
<b>TOTAL</b>	<b>200</b>	<b>49</b>	<b>31</b>	<b>5</b>	<b>99</b>	<b>56</b>	<b>36</b>

This report is supplemental to the CRB Findings Report. It provides a county breakdown of the reasons boards across the state made negative findings for CRB Finding 4, which asks "Has DHS made reasonable/active efforts to provide services to make it possible for the child to safely return home?." A negative finding can be based on multiple reasons, and counts are per child reviewed (not per review).

# Citizen Review Board

Time Period: 1/1/2023—12/31/2023



Supplemental Finding 8 Report: County breakdown of reasons CRBs found DHS is not in compliance with the case plan and court orders.

County	Negative Findings	Reason				
		Face-to-face contacts	Other negative finding	Not implementing previous CRB recommendations	Not implementing court order	Other
Baker	1					
Benton	24	5	19	4		2
Clackamas	18	7	9			6
Clatsop	24	13	14	2	4	
Columbia	8			2	2	
Coos	7	2	5	1	1	1
Crook	3		2	1	2	
Curry						
Deschutes	64	7	60	23		13
Douglas	68	9	51	15	1	3
Harney/Grant	1	1		1		1
Hood River						
Jackson	38	6	28	4		5
Jefferson	6	3	6	2	1	
Josephine	3		3			
Klamath	19	11	6	1	3	7
Lake	5	1	2	2	1	2
Lane	66	16	47	4	1	3
Lincoln	29	11	25	8	2	
Linn	68	16	50	7	3	4
Malheur	8		5			5
Marion	50	13	32	6		5
Multnomah	12	1	4		1	1
Polk	24	11	9	3		
Tillamook	1		1			
Umatilla/Morrow	48	22	9	33	9	4
Union/Wallowa	1		1			
Wasco	2	1	2			
Washington	44	6	15	2		
Yamhill	29	8	23	4		1
<b>TOTAL</b>	<b>671</b>	<b>170</b>	<b>428</b>	<b>125</b>	<b>31</b>	<b>63</b>

This report is supplemental to the CRB Findings Report. It provides a county breakdown of the reasons boards across the state made negative findings for CRB Finding 8, which asks "Is DHS in compliance with the case plan and court orders?" A negative finding can be based on multiple reasons, and counts are per child reviewed (not per review).



# Appendix E

# Citizen Review Board

Time Period: 1/1/2024—3/31/2024



County breakdown of total negative findings for each of the ten CRB findings.

County	Children Reviewed	ICWA Eligible	ICWA Pending	Total Negative Findings											
				#1	#2	#3a	#3b	#4	#5	#6 (mother)	#6 (father)	#7	#8	#9	#10
Baker	5					1			1	1	1		1		
Benton	20		2			6		1	1	9	9		7	6	
Clackamas	39	2	3					1		7	10		4	4	1
Clatsop	13		1			6		1		4	2	1	6	4	
Columbia	12	1							1	1	2		1	2	
Coos	12							1		7	5		1	1	
Crook	6		2			2		2		1	5	2	1	3	
Curry	2										2				
Deschutes	48		2			8		4	5	18	18		19	7	2
Douglas	42	2			3	19		11	2	12	12		21	5	1
Harney/Grant	5									4	3			2	
Hood River	6	2								3	3			1	
Jackson	83	1	1			11		1	1	27	15		15	13	1
Jefferson	8	4				7		5		7	7		6	3	1
Josephine	20									2					1
Klamath	16	5				1				9	5		2	3	
Lake	9									4	5			1	
Lane	149	2				10		4	1	53	58		17	22	
Lincoln	22		6		7	10		9		2	12	7	11	1	
Linn	41	1	5			9		5		12	16	4	12	7	1
Malheur	44							1		22	21		1	9	
Marion	72	1			1	12	5		1	15	18		16	4	
Multnomah	6	1						1					1		
Polk	26					4	1		1	9	9		7	5	
Tillamook	1														
Umatilla/Morrow	33	1	1			6		1		14	14	1	7	10	
Union/Wallowa	3										3				
Wasco	7	1	1								1			2	
Washington	22	1				6		4		10	8	5	6	1	
Yamhill	20	1						3		8	7		3	5	
<b>TOTAL</b>	<b>792</b>	<b>26</b>	<b>24</b>		<b>11</b>	<b>118</b>	<b>6</b>	<b>55</b>	<b>14</b>	<b>261</b>	<b>271</b>	<b>20</b>	<b>165</b>	<b>121</b>	<b>8</b>

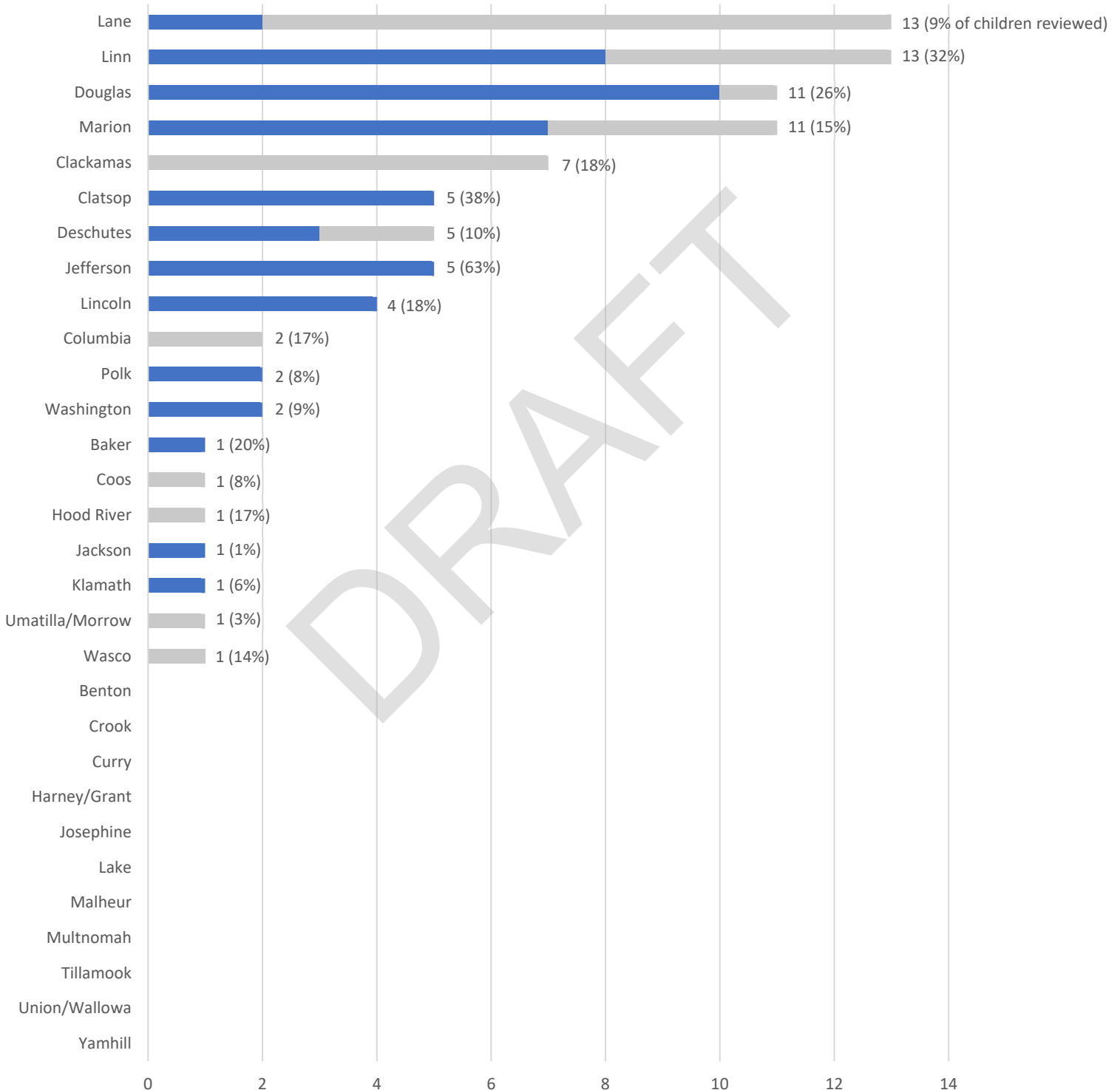
### **The 10 CRB Findings**

1. Has DHS made reasonable/active efforts to prevent or eliminate the need for removal of the child from the home?
2. Has DHS made diligent efforts to place the child with a relative or person who has a caregiver relationship?
- 3a. Has DHS ensured that appropriate services are in place to safeguard the child's safety, health, and well-being?
- 3b. Has DHS taken appropriate steps to ensure that 1) the substitute care provider is following the reasonable and prudent parent standard, and 2) the child (ren) has/have regular, ongoing opportunities to engage in age appropriate or developmentally appropriate activities?
4. Has DHS made reasonable/active efforts to provide services to make it possible for the child to safely return home?
5. Has DHS made reasonable efforts in accordance with the case plan to place the child in a timely manner, and to complete the steps necessary to finalize the permanent placement, including an interstate placement if appropriate?
6. Have the parents made sufficient progress to make it possible for the child to safely return home (finding made separately for each parent)?
7. Has DHS made sufficient efforts in developing the concurrent permanency plan?
8. Is DHS in compliance with the case plan and court orders?
9. Is the permanency plan the most appropriate plan for the child?
10. Is there a continuing need for placement?



## Safety – Impact Measure 1: Caseworker Face-to-Face Contact with Child

The chart below shows the number of times boards found ODHS out of compliance with monthly face-to-face contact requirements with the child, including contact in the foster home every other month. The blue shows how many times boards also found that ODHS had not ensured that appropriate services were in place to safeguard the child’s safety, health, and well-being (CRB Finding 3a).

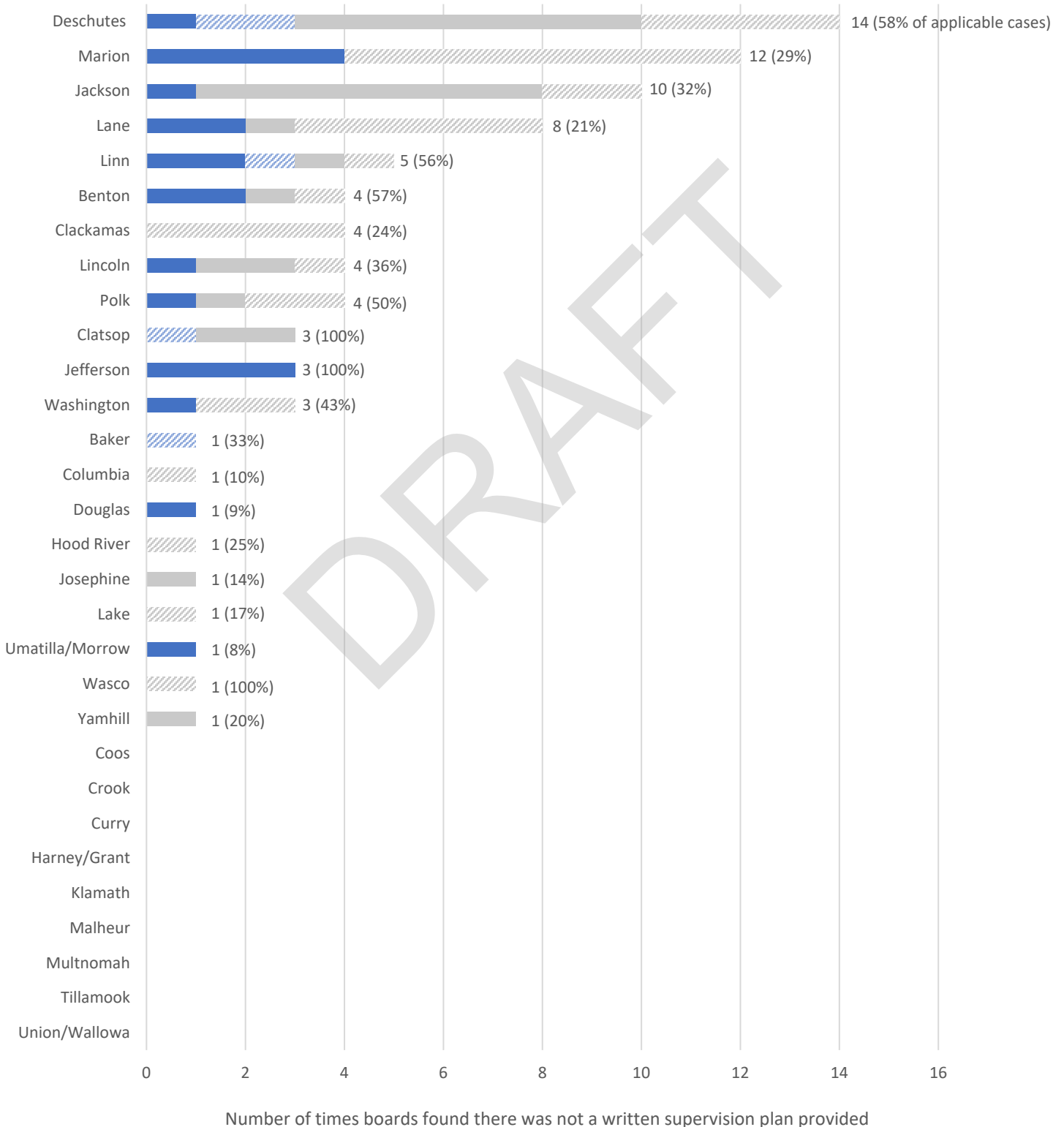


Number of times boards found ODHS out of compliance with monthly F2F contact requirements



## Safety – Impact Measure 2: Supervision Plans

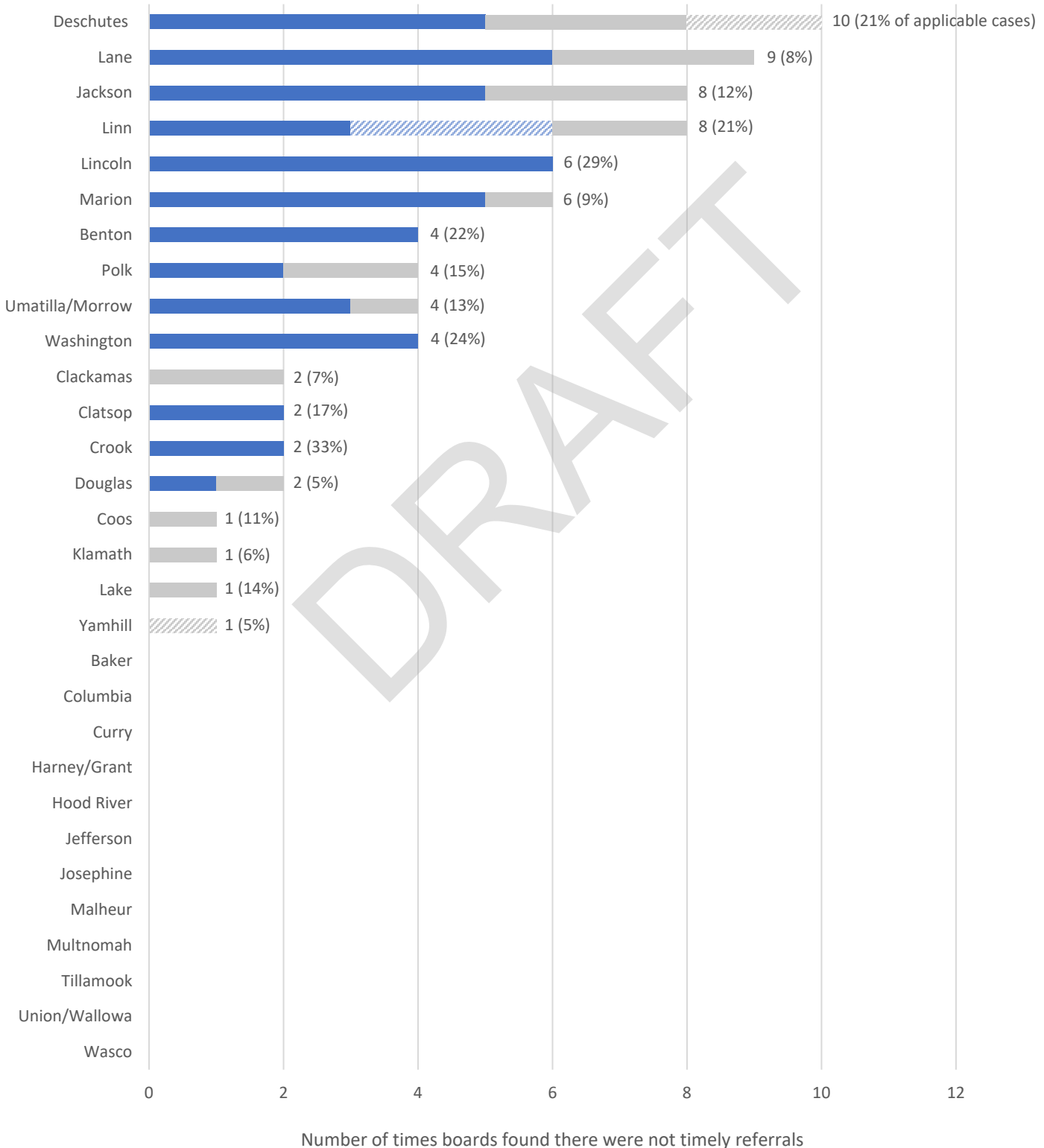
The chart below shows the number of times boards found there was not a written supervision plan provided to the resource parent of a child with an enhanced supervision level. The **blue** shows how many times boards also found that ODHS had not ensured that appropriate services were in place to safeguard the child’s safety, health, and well-being (CRB Finding 3a). **The patterned areas show when CRB staff marked that they did not know or did not answer if a supervision plan was provided and where CRB needs to improve its data collection.**





## Health – Impact Measure 3: Timely Referrals for Mental Health Services

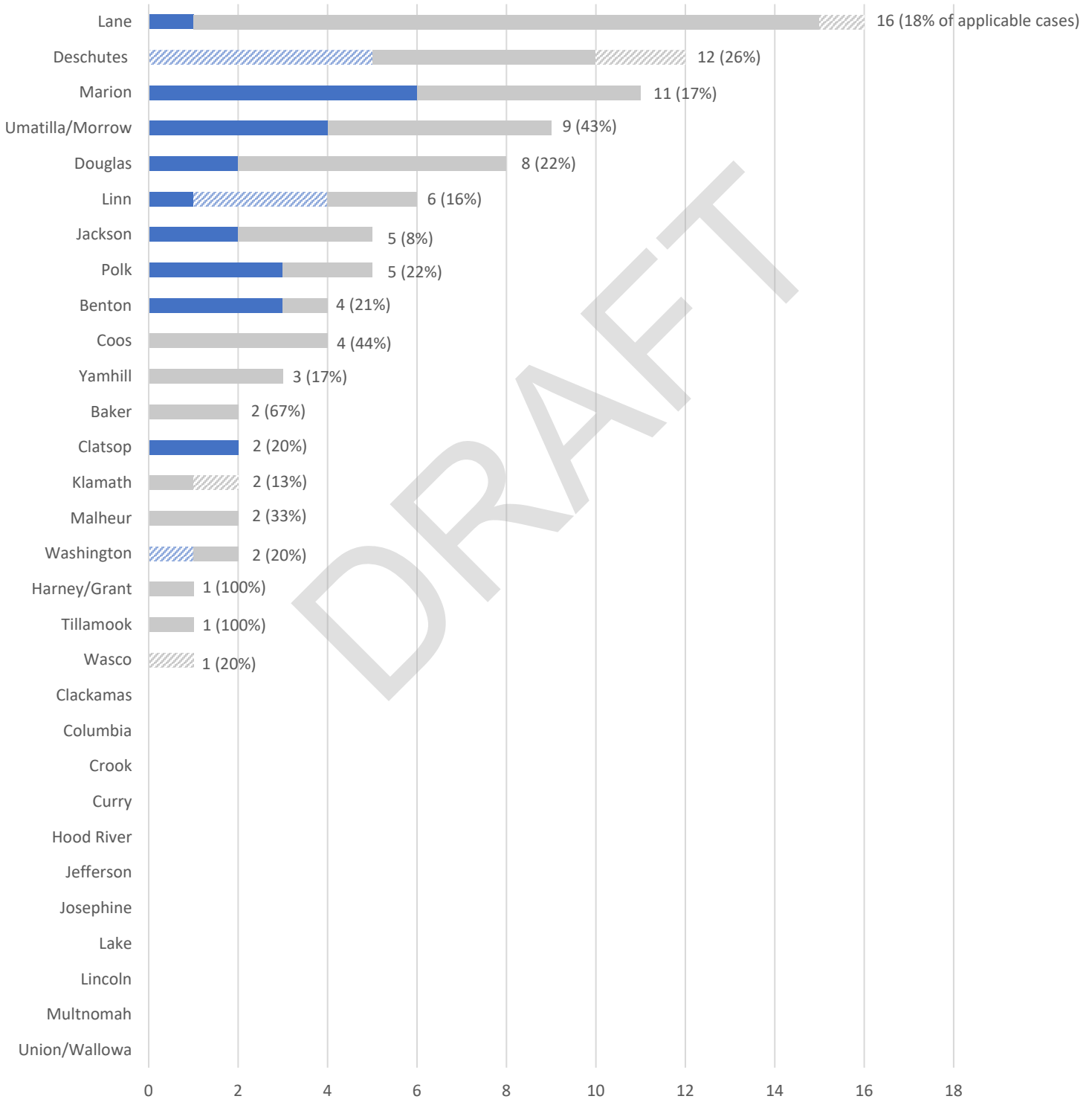
The chart below shows the number of times boards found there were not timely referrals made for the mental health and/or therapeutic support services recommended for the child. The **blue** shows how many times boards also found that ODHS had not ensured that appropriate services were in place to safeguard the child’s safety, health, and well-being (CRB Finding 3a). **The patterned areas show when CRB staff marked that they did not know or did not answer if timely referrals were made and where CRB needs to improve its data collection.**





## Health – Impact Measure 4: Timely Implementation of MH Services

The chart below shows the number of times boards found a mental health (MH) and/or therapeutic support service for the child was significantly delayed despite a timely referral. The **blue** shows how many times boards also found that ODHS had not ensured that appropriate services were in place to safeguard the child’s safety, health, and well-being (CRB Finding 3a). **The patterned areas show when CRB staff marked that they did not know or did not answer if there was a significant delay and where CRB needs to improve its data collection.**

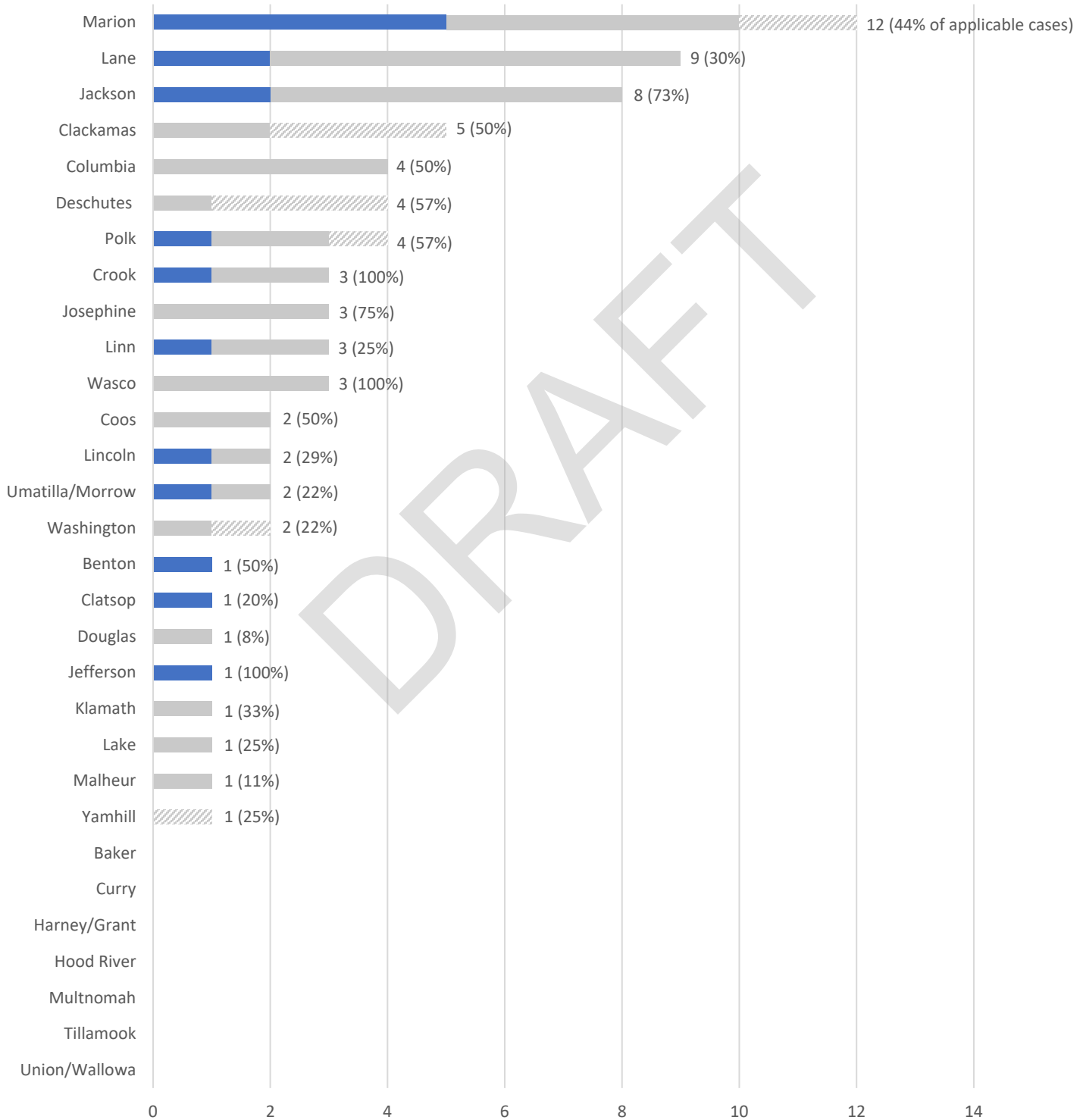


Number of times boards found there was a significant delay despite a timely referral



## Well-Being – Impact Measure 5: Comprehensive Transition Plans

The chart below shows the number of times boards found there was not a current Comprehensive Transition Plan for a child age 15 or older. The **blue** shows how many times boards also found that ODHS had not ensured that appropriate services were in place to safeguard the child’s safety, health, and well-being (CRB Finding 3a). **The patterned areas show when CRB staff marked that they did not know or did not answer if there was a current Comprehensive Transition Plan and where CRB needs to improve its data collection.**



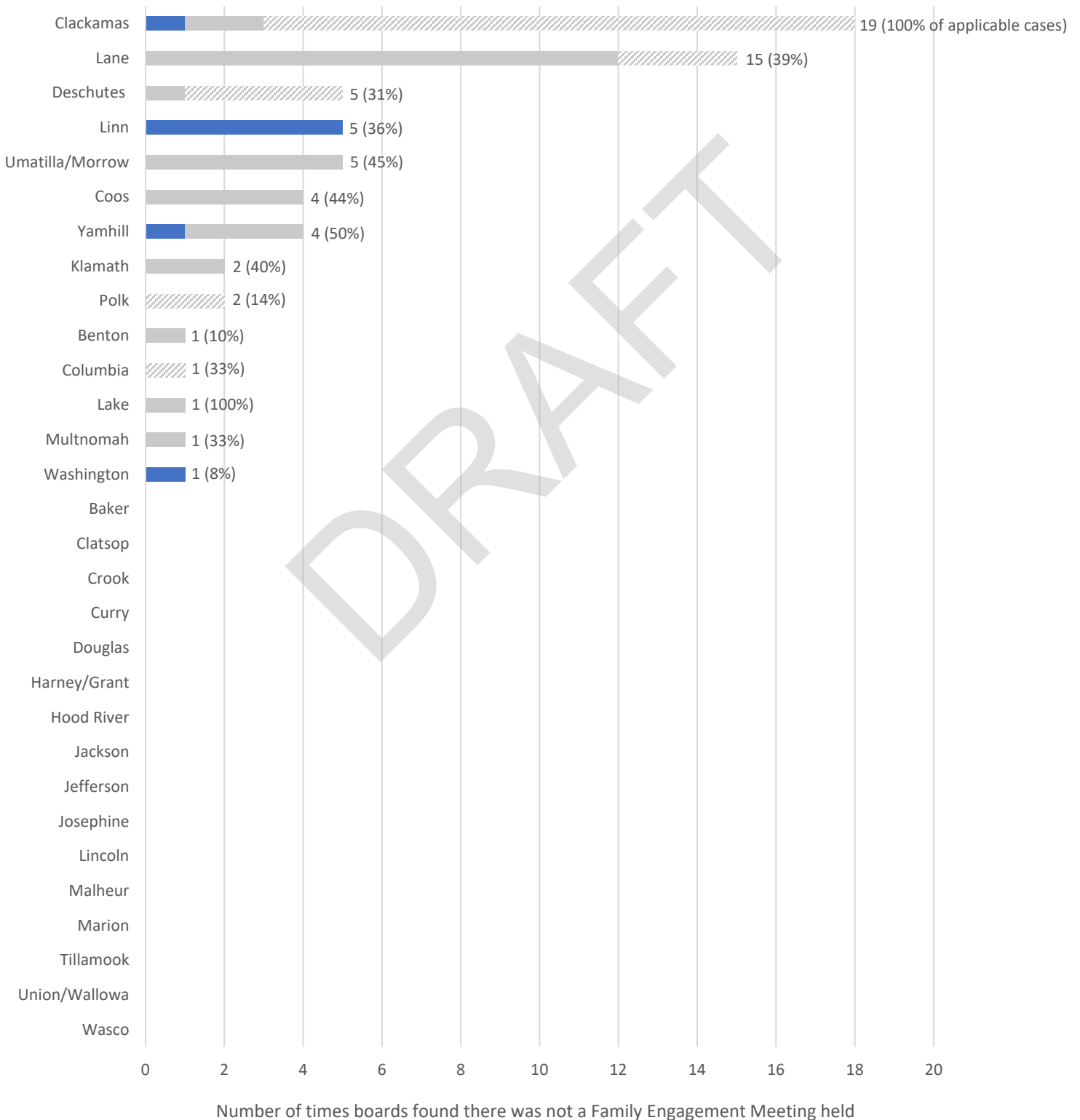
Number of times boards found there was not a current Comprehensive Transition Plan





## Permanency – Impact Measure 6: Family Engagement Meetings

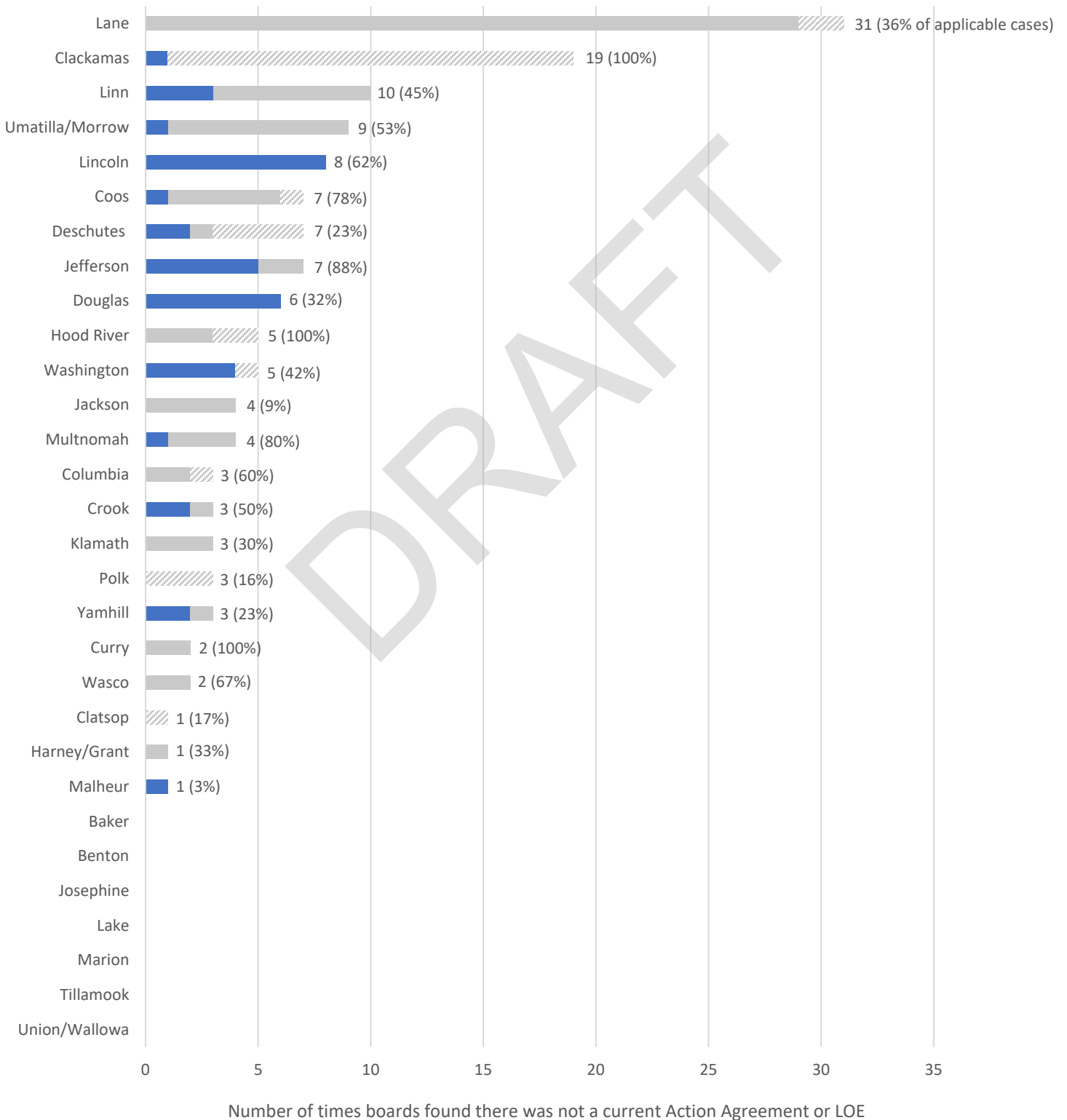
The chart below shows the number of times boards found there was not a Family Engagement Meeting (FEM) held within 60 days of the child entering substitute care. FEMs cancelled because the parents did not appear are excluded. The **blue** shows how many times boards also found that ODHS had not made reasonable (or active efforts if ICWA applies) to provide services to make it possible for the child to safely return home and to finalize the permanency plan of reunification (CRB Finding 4). **The patterned areas show when CRB staff marked that they did not know or did not answer if there was a Family Engagement Meeting held and where CRB needs to improve its data collection.**





## Permanency – Impact Measure 7: Action Agreements and LOEs

The chart below shows the number of times boards found there was not a current Action Agreement (AA) or Letter of Expectation (LOE) for each parent when the permanency plan was reunification. The **blue** shows how many times boards also found that ODHS had not made reasonable (or active efforts if ICWA applies) to provide services to make it possible for the child to safely return home and to finalize the permanency plan of reunification (CRB Finding 4). **The patterned areas show when CRB staff marked that they did not know or did not answer if there was a current AA or LOE and where CRB needs to improve its data collection.**



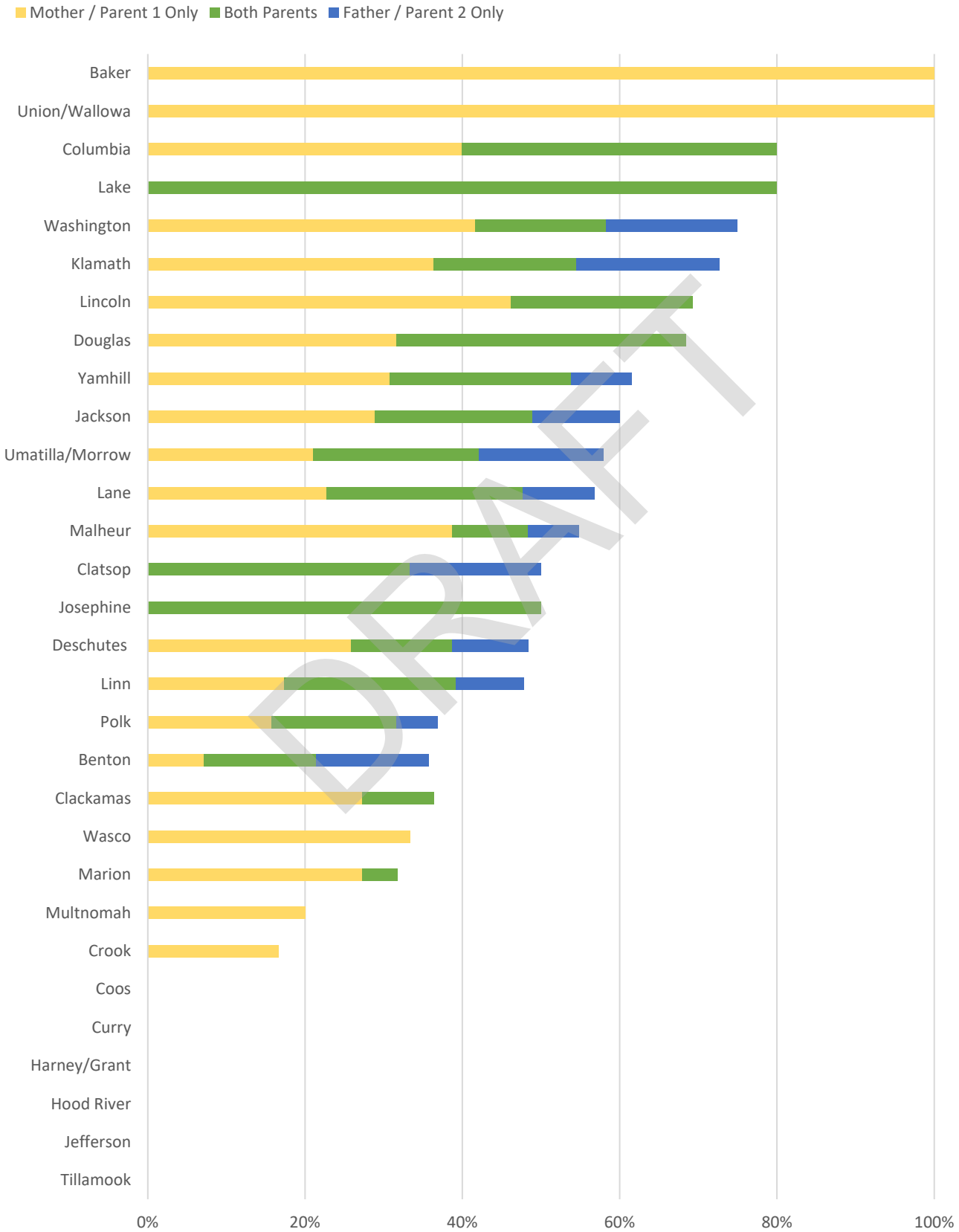
# Citizen Review Board

## Attendance at Reviews: Parents

Time Period: 1/1/2024 – 3/31/2024



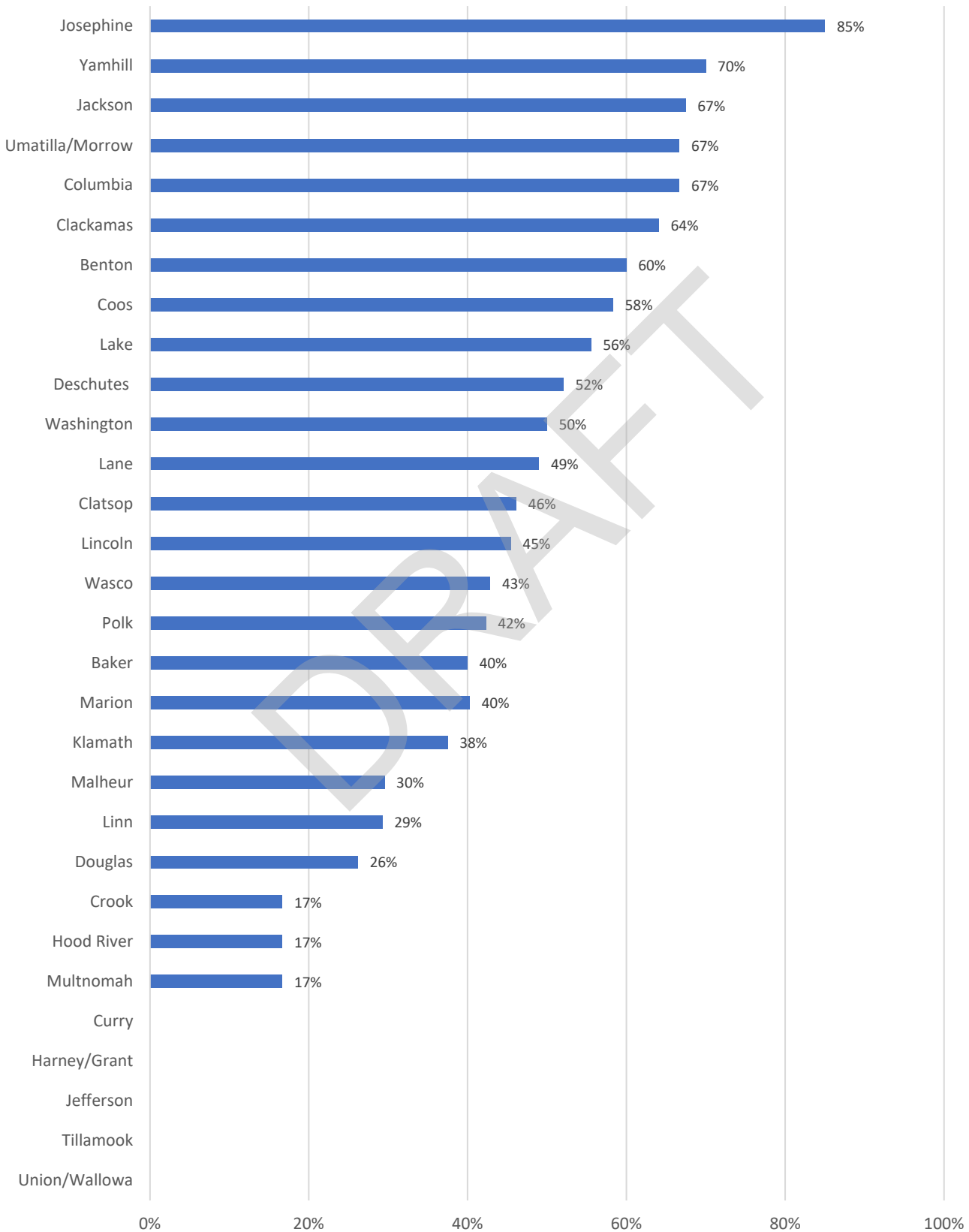
The chart below shows how often parents attended CRB reviews by county when the permanency plan was reunification.





## Attendance at Reviews: Resource Parents

The chart below shows how often resource parents attended CRB reviews by county.



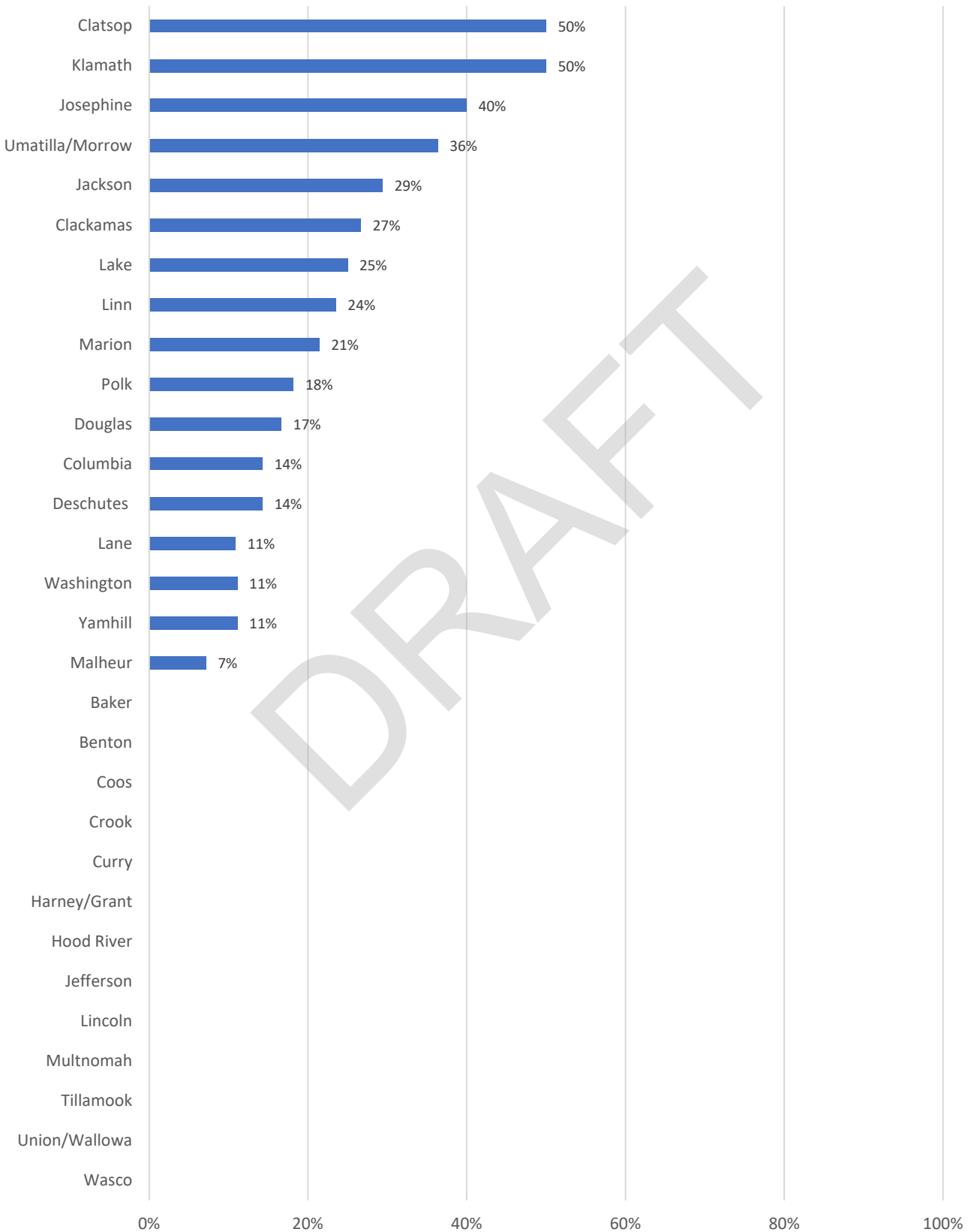
# Citizen Review Board

## Attendance at Reviews: Youth

Time Period: 1/1/2024 – 3/31/2024



The chart below shows how often youth age 14 or older attended CRB reviews by county.



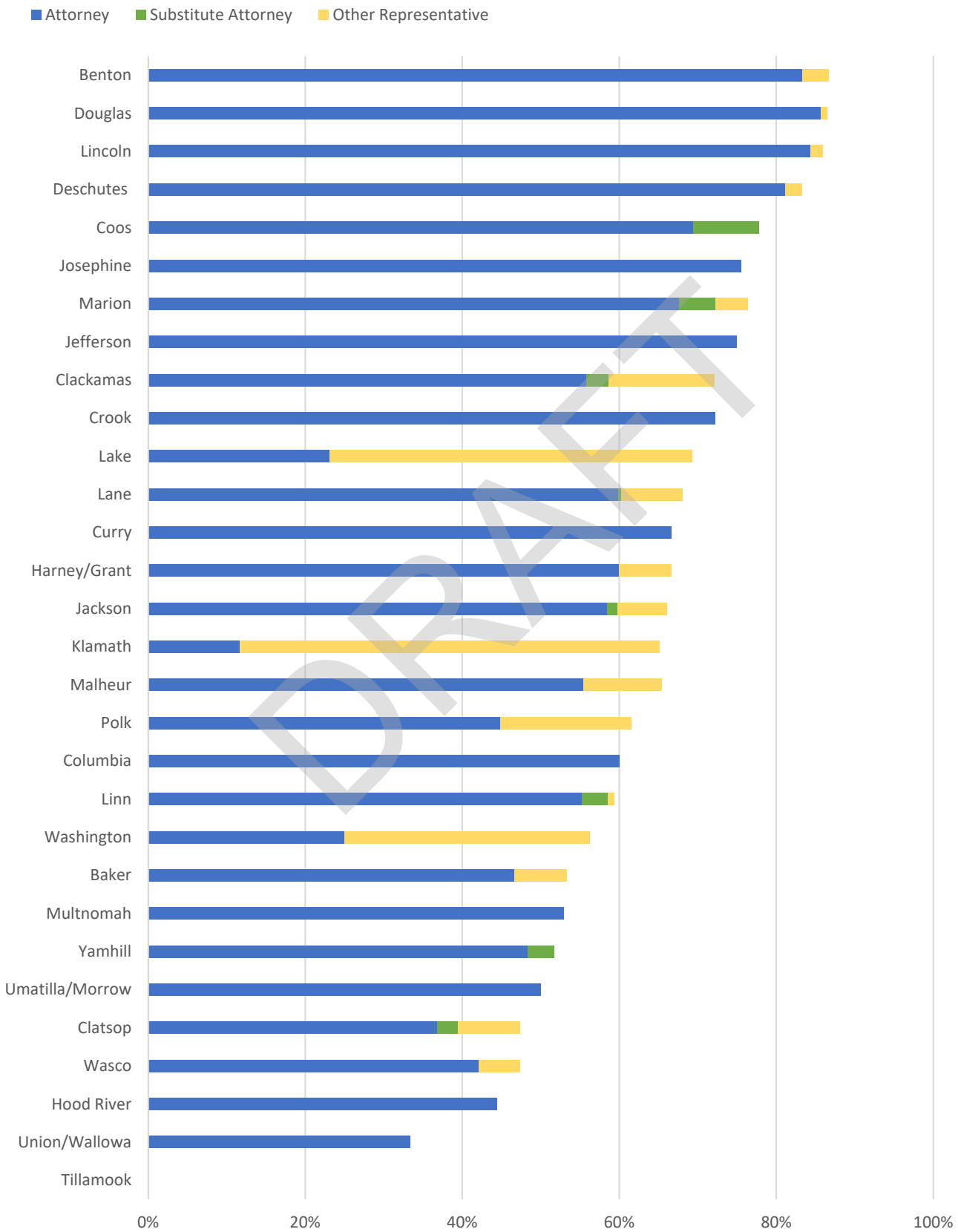
# Citizen Review Board

## Attendance at Reviews: Attorneys

Time Period: 1/1/2024 – 3/31/2024



The chart below shows how often attorneys attended CRB reviews by county.



**Citizen Review Board**  
Oregon Judicial Department  
1163 State Street  
Salem, OR 97301

Phone: (503) 986-5861  
Fax: (503) 986-5859  
Toll Free: 1-888-530-8999  
Oregon Relay Service-711  
Website: [www.courts.oregon.gov/crb](http://www.courts.oregon.gov/crb)

